



# EYFS Policy (Curriculum Policy)

This Policy document relates to the operation of:

**GBNFC Group**

Grendon & Billesley Nursery at Grendon Rd, B14 4RB  
GBNFC Children's Centre - based at the Chinnbrook Centre  
GBNFC Group at the Chinnbrook Centre B13 OET  
Hollywood Pre-school Daycare - based at Hollywood J & I School B14 4TG

Date Agreed by the Management Board: March 2019

Review: March 2020

Signature: 

The GBNFC Group

Reg. Company Number: 4586947

Reg. Charity Number: 1150223

## EYFS Policy (Curriculum Policy)

### Our Aims:

- To provide a secure, safe, caring and stimulating environment which will encourage children to explore, investigate and learn through first hand experiences
- To ensure that all children are valued.
- To build on what the child already knows and develop a positive attitude and enjoyment for learning.
- Provide the highest quality learning and development opportunities which are planned around the needs and interests of each individual child and which provide the right foundation for good future progress in school.
- To provide a range of opportunities to learn through direct experience, enquiry, drama and active exploration, indoors and outdoors, using a wide variety of equipment and materials. Using child and adult initiated educational programmes'.
- To encourage independence and confidence.
- To value the role parents and carers can play to work together in partnership.

### How do we do this?

We want children to be engaged in the learning process and for their learning to be relevant and purposeful. Therefore, we believe that children learn best by doing and taking part.

We believe that play, both indoors and outdoors, is an ideal vehicle for young children's' learning. Play helps children to explore, investigate and, make sense of the world around them. Play allows children to be challenged in their thinking and helps them to practice and rehearse skills and to be motivated in their learning. Children are inquisitive and curious and we wish to build upon this in a positive and enjoyable manner.



## **Planning:**

The Early Years Foundation Stage is based around four Key Themes, three Prime areas of Learning and Four Specific Areas of Learning

### **The themes:**

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

Each theme is linked to an important Principle:

### **A Unique Child**

- Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

### **Positive Relationships**

- Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

### **Enabling Environments**

- The environment plays a key role in supporting and extending children's development and learning.

### **Learning and Development**

- Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.

### **The three prime areas are:**

- Personal Social and Emotional Development
- Communication and Language
- Physical Development



The four specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

We recognise the seven areas of learning are equal and inter-connected. Each area of learning and development is delivered through planned, purposeful play. We provide a quality learning experience through providing a carefully structured and balanced curriculum which takes into account the differing starting points, needs and interests of our children. We recognise the fact that through play our children explore and develop learning experiences.

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

**Characteristics of Effective Learning:**

We ensure that our environment and delivery of the EYFS incorporates the three characteristics of effective teaching and learning: Our practitioners are flexible and explore opportunities that occur spontaneously and demonstrate a clear understanding of the three characteristics of effective teaching and learning

- **Playing and exploring** - children will have opportunities to investigate and experience things, and 'have a go'.

'Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development.' Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.



- **Active learning** - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.

'Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involves children for sustained periods.'

Active learning occurs when children are motivated and interested. Children need some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

- **Creating and thinking critically** - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

"When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions."

Children should be given the opportunity to be creative through all areas of learning. Adults can support children's thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions. Children can access resources and move around the setting freely and purposefully to extend their learning.

We plan learning experiences from the children's interest and believe they should play an active role in generating ideas for curriculum. Each group has plans for continuous provision inside and outside. Weekly plans based on all prime and specific areas are displayed in each room.



### **Assessment:**

- Children entering the setting observed during their first weeks, to provide baseline information.
- Monitoring of each child will take place through daily observations, discussions, photographs and record keeping and planned assessment. All self - initiated activities are collected and collated in each child's Learning Journal. Parents are encouraged to contribute to and are supported in ways this can be done. For example by accessing their child's Journal on line through a password protected system (see Tapestry Policy)
- At end of term children have summary assessments carried out to see how they are progressing and to help plan the next steps to support development.
- A summary of a child's development (2 yr old check) is completed for children aged between 2-3 years. This information is shared with parents. With parent's permission, it is shared with health professionals and will help to identify the child's specific area of needs.

### **Assessment through Observation:**

Children give indications of their learning all of the time through what they say, what they do, how they approach activities etc, and it is primarily by observing children that judgments are made to inform records and planning. These observations are recorded in a variety of ways e.g photographs, post-its, annotations on work, longer observation sheets and sharing books, long and short observation, wow and snap shot assessments. These are then recorded and tracked/assessed on Tapestry (refer to Tapestry Policy)

### **Transition:**

Changing from a Pre-school setting to a school and moving age groups, can be daunting for both parents and children. We aim to make this transition as easy and comfortable as possible for all involved. The early year's team works closely with professionals within the setting and other settings ensuring the children have visits so they become comfortable within their new environment. We have regular dialogue with parents and professionals to ensure we gain a full overview of the child and their needs. We aim for each child to visit their new setting in the summer term through regular story sessions before they start school. We support all children through the process of changing settings, or rooms as this can be



difficult for some children and we want them to continue their learning journey with enjoyment and ease.

### **Partnership with Parents:**

We greatly value the contribution and knowledge which parents and carers bring. In order to draw on this as effectively as possible we try to include parents as much as possible:

- 3 settling in sessions are offered and advised to take, when the parent will spend some time in the setting alongside their child's key-person.
- Workshops for both parents and children are done on a regular basis, this encourages parents to join in with planned activities within the setting alongside their child
- Parents' evenings
- Parent questionnaires are used in the setting to evaluate and reflect on the settings practice, as we are keen to continue to build and grow as a setting.
- Tapestry enables the practitioners and parents to interact and share things from home. Parents are able to view and comments on these special moments and to be able to contribute their own stories of the child's life outside the nursery.

The setting sees the development of children as a key focus. It is important to use the EYFS as a foundation to develop the learning of children. It is our ethos of a holistic approach of the setting to involve, learn from, and support the parents which enables the curriculum and learning to take place and be effective.



