

# **Bowlee Park Community School**

## **EYFS Policy**

***Our School Motto; Knowledge...your passport to the world!***

***Bowlee Values*** - Respect, Kindness, Ambition, Resilience, Cooperation, Responsibility

***British Values*** - Democracy, Rule of Law, Individual Liberty, Tolerance and Respect

***Rights Respecting Schools*** - UNCRC Article 29: *A child or young person's education should help their mind, body and talents be the best they can. It should also build their respect for other people and the world around them. In particular, they should learn to respect:*

- *their rights and the rights of others*
- *their freedoms and the freedoms of others*
- *their parents*
- *the identity, language and values of countries including their own.*

### **1. CURRICULUM INTENT**

***Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.***

***EYFS Framework 2021***

#### A Curriculum for Our Pupils

On entering the early years at Bowlee Park many children are working well below age related expectations.

A significant proportion of our pupils enter the EYFS with considerable barriers to learning, particularly in relation to their limited:

- listening and attention,
- speech, language and communication development,
- social and emotional development,
- cognitive development
- physical development; particularly in relation to toilet-training and dummy use,
- knowledge of the world

A large number of our pupils suffer multiple adverse childhood experiences, including poverty, domestic abuse and poor parental mental health.

Our EYFS curriculum is designed to improve pupils' life opportunities. It provides rich, memorable learning experiences for our pupils, many of whom come from a disadvantaged background. The ambition of our curriculum is to ensure high

achievement for all pupils, including disadvantaged pupils and those with SEND. Our curriculum ensures children's 'school readiness', whilst at all times ensuring pupil wellbeing is nurtured. This provides the children with the knowledge and skills necessary as a foundation for future education and for life.

Children are exposed to a wide-range of cultural experiences and the curriculum enables them to develop an understanding of the world around them. Their enabling environments are language rich and enhance children's vocabulary and reading.

#### A Curriculum of Breadth and Wider Opportunity

Language is the foundation of children's thinking and learning. Our EYFS curriculum places a strong focus on communication skills and pupils' acquisition of basic skills in reading, writing and maths whilst developing the whole child. The curriculum includes the teaching of religious education and age-appropriate relationship education.

We have ensured that our ambitious EYFS curriculum is delivered through topics, linked to high quality narratives that develop children's language and their knowledge and understanding of the world in which they live. The topics selected are inclusive and challenge stereotypes to ensure that they capture the interests of all children. Our texts reflect the diversity of our world, for example teaching children that no 2 families are the same. Texts also challenge some of the gender stereotypes children will encounter outside of school.

A large number of pupils enter Bowlee Park with limited experiences outside of the home. We aim to address this imbalance through a programme of high quality activities, visits and visitors to school.

#### Progressive, Well-sequences Learning that Embeds Knowledge

Our EYFS curriculum is based on the best research of how children learn most effectively. Our curriculum delivers progressive and cumulative knowledge and skills acquisition. There are well-sequenced long term, medium term and short term plans to ensure the logical teaching of knowledge and skills through EYFS in units of work. Knowledge, together with skills and opportunities to apply learning, leads to strong progress across the curriculum.

High quality learning experiences are important in the delivery of our curriculum. These experiences provide a meaningful and memorable context to learning. Trips, visitors and enrichment activities are integral to learning and enhance pupils' engagement. These opportunities enrich learning for our pupils, many of whom come from disadvantaged backgrounds.

#### A Curriculum where Reading is a Priority

Reading has the highest priority at our school. It enables pupils to access the full curriculum. Pupils learn to read from day one in reception- and earlier if they attend our nursery. They access a programme of systematic synthetic phonics delivered by highly trained staff. We assess pupils regularly to ensure that each child makes good progress. Any child who falls behind is quickly identified and given the support they need to catch up. Excellent teaching of reading throughout school ensures high attainment whilst nurturing a love of reading.

### A Curriculum that Develops Core Values

Our curriculum enables pupils to develop the Characteristics of Effective Learning so that they develop into confident learners who are able to work with others. It helps them to develop respect and resilience whilst providing them with the knowledge and cultural capital to become well-informed citizens, able to appreciate human creativity and achievement. As they learn more, they develop an understanding of the community to which they belong. The curriculum includes an introduction to the UNICEF Rights Respecting Schools Programme, which ensures that pupils will be able to contribute towards building a better world.

### EYFS Curriculum Planning

The Statutory Framework for the early Years Foundation Stage (2021) describes the educational programmes and the educational activities and experiences that must be provided for under each area of learning. Bowlee Park's subject specific progression documents detail skills progression for each curriculum area. This ensures continuity, progression and high expectations across the Early Years Foundation Stage.

At Bowlee Park Primary School we are committed to ensuring that all pupils achieve mastery in the key concepts, appropriate for their age group, in order for them to make genuine progress and avoid gaps in their understanding. Essential components of the Bowlee Park Primary School approach to teaching within EYFS are:

- a strong emphasis on the development of spoken language through back and forth interactions;
- a logically sequenced and carefully planned curriculum so that children make progress (knowing more and remembering more);
- an emphasis on high levels of automaticity in reading, writing and spoken language;
- a focus on gaining strong vocabulary knowledge;
- consolidation and repetition of key learning;
- assessment to ensure pupils have acquired understanding of the knowledge and skills required.

Short term planning is recorded each week on standard planning sheets. These plans outline the topic area/focus with specific learning objectives to be taught that week along with the teaching approach and resources to be used to support learning.

### Ambition and Access for All to the EYFS Curriculum

The Statutory Framework for EYFS acknowledges that children learn and develop at different rates. It states that, 'Practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately.' Three characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

In designing our curriculum, we have ensured that the programme of study is well sequenced and delivered in small steps. In lessons, content is repeated and revisited to enable children to retrieve prior learning and develop fluency. We regularly plan opportunities for spaced practise to ensure knowledge is retained and children make progress.

Staff at Bowlee Park take into account that pupils have different educational and behavioural needs and aspirations; require different strategies for learning; acquire, assimilate and communicate information at different rates; and need a range of different teaching approaches and experiences. Therefore, when needed the curriculum is differentiated to enable our children to:

- understand the relevance and purpose of all learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement;
- maximise achievement for all pupils, including pupils with Special Educational Needs and Disabilities (SEND) and children whose first language is not English, by addressing barriers to learning.

### Equality for All

At Bowlee Park Primary School we are committed to promoting equality of opportunity, eliminating discrimination and harassment, valuing diversity and promoting positive relationships. We meet the requirements of the Equality Act 2010 and provide an inclusive education to enable all pupils to develop their full potential.

Our school delivers a broad and balanced curriculum for all pupils and we address individual needs irrespective of gender, ability, religion or ethnic origin. The curriculum avoids stereotypes and provides good role models for all pupils. We ensure the curriculum is not delivered in a discriminatory way.

## **2. IMPLEMENTATION**

### Teaching and Learning Across EYFS

We provide pupils with a first class education from day one. At Bowlee Park teaching and learning in the EYFS is more structured in nature than many other EYFS settings. There is a strong emphasis on the development of language and communication and the teaching and learning of basic skills in reading, writing, maths. Children in both nursery and reception have a greater number of adult-led sessions each day than in many other settings. Across both nursery and reception, the content of the curriculum is taught in a logical progression to ensure that knowledge and skills build on prior learning.

During this stage in a child's life learning through play is vital in order for children to make sense of the world around them. At Bowlee Park Community School, we provide carefully structured play, through which our children explore and develop the learning

experiences that help them make sense of the world around them. They practise and build up their ideas, learn how to control themselves, and begin to understand the need for rules. They have the opportunity to think creatively both alongside other children and on their own. They communicate with others as they investigate and solve problems.

As an Early years provider, we understand the importance of self-initiated activities. Staff observe children closely and add enhancements to the environment in order to develop children's individual interests and to improve learning opportunities. The school makes good use of the outdoor classroom, where a planned programme of age appropriate activities takes place all year round and reflects the learning taking place indoors. We ensure that all children can access opportunities independently both indoors and outdoors by ensuring that we provide an enabling environment where children can take an independent approach to their own learning development.

Effective pedagogy for teaching and learning is embedded across the school. Leaders check, model and support teachers in class ensuring consistency.

Teachers use carefully chosen strategies to:

- Present information clearly enabling pupils to understand key concepts
- Check pupils' understanding, identify and correct mistakes and misconceptions
- Ensure that pupils embed key concepts in their long-term memory and apply them fluently
- Deliver the subject curriculum in a way that allows pupils to transfer key knowledge to long term memory.
- Sequence learning so that new knowledge and skills build on what has been taught before and pupils work towards defined end points.
- Assess pupils' understanding in order to inform further teaching, and to help pupils embed and use knowledge fluently.
- Enable pupils to develop their understanding and link prior knowledge to new learning.
- Where it is required, teaching is adapted to meet the needs of children with SEND.

### Resources

All classrooms across EYFS have a wide range of resources to support all areas of learning. These are audited regularly to ensure that children have access to high quality concrete resources that support teaching and learning across the curriculum.

Wellcomm Early Years is used to assess pupils' language skills and the accompanying resources are used to deliver high quality teaching and learning of skills in this area.

Pupils' understanding is assessed using ELKLAN's TALC (Test of Abstract Language Comprehension) to ensure that comprehension of language is appropriately targeted.

### The Role of Parents and Carers

At Bowlee Park we believe that all parents and carers have an important role to play in the education of their child. We therefore recognise the role that parents and carers have played, and will continue to play, in educating their children. We are committed to nurturing a strong relationship between home and school. We do this through:

- talking to parents or carers about their child before their child starts in our school;
- a home visit from our 'Family Liaison Officer' before a child begins in EYFS, whether this be nursery or reception;
- opportunities given to the children to spend time with their teacher before starting school;
- opportunities for parents to attend a series of 'Stay and Learn' sessions before their child starts school;
- inviting all parents and carers to an induction meeting during the term before their child starts school;
- offering parents and carers regular opportunities to talk about their child's progress in our nursery and reception classes;
- half-termly 'Stay and Learn' visits for parents;
- encouraging parents and carers to talk to the child's teacher if there are any concerns;
- arranging for children to start school over the first two weeks of term in nursery and reception, so that the teacher can welcome each child individually into our school;
- encouraging parents and carers to stay if there are problems with the child's transition into school;
- sharing children's learning through the online platform 'Tapestry' which enables parents to view children's learning and add observations made at home.

## **3. CURRICULUM IMPACT**

### Assessment in EYFS

Our assessment is ongoing and evidence for recording and reporting purposes is gained from formative assessments methods, including observations.

Teachers integrate the use of formative assessment strategies such as effective questioning, clear learning objectives and effective feedback and response in their teaching. They also help teachers provide clear next steps for pupils. We collect data three times each year. This is in line with The Teacher Advisory Workload Report – 'Making Data Work'. The data from these collections is collated for teachers. They analyse the data to inform school actions. Leaders are mindful of teacher workload. They review the school systems to ensure they do not create unnecessary burdens.

Teachers in EYFS create an environment to match the needs and skill levels of our children and use their own teacher assessments and gap analysis to inform their planning and the quality provision. On entry to Reception pupils undertake the national Reception Baseline Assessment (RBA.) The EYFS Profile (EYFSP) is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage, and to summarise their pupils' progress towards the Early Learning Goals. The EYFSP is shared with parents and Year 1 staff. It covers each of the seven areas of learning contained in the curriculum guidance for the Foundation Stage. We make regular assessments of children's learning using 'Development Matters', and we use the observation checkpoints to identify children at risk of being left behind.

Leaders check the impact of the curriculum using qualitative and quantitative data. We monitor attainment and progress. We gather other data and information through a wide range of self-evaluation activities.

Across EYFS, communication and language is a significant strength. Reading too is a strength. Pupils enjoy a wide range of texts and apply their reading skills to develop their knowledge across the curriculum. Mathematics is also a strength. Pupils are able to apply their mathematical knowledge and conceptual understanding well.

Disadvantaged pupils and pupils with SEND have well-structured programmes. They enjoy a full curriculum and make strong progress. They are well prepared for their next stage of education.

The high impact of our EYFS curriculum is evident can be measured by the children's readiness for Year 1. Pupils exhibit the necessary knowledge, basic skills, self-regulation and executive function to access the environment and curriculum as they transition into Year 1.

#### Monitoring and Review

The quality of teaching and learning in EYFS is monitored and evaluated by the headteacher, senior leaders and the maths team as part of the school's agreed cycle of monitoring. This cycle includes:

- planning scrutiny
- work scrutiny
- lesson observations
- interviews with teachers
- discussion with pupils
- assessment data analysis and pupils progress meetings
- action planning to develop mathematics curriculum development and teaching and learning based on the outcomes of monitoring.

#### The Role of the Subject Leader/ EYFS Team

- Ensures teachers understand the requirements of the EYFS and teaching and learning is in line with this document.
- Prepares a subject action plan and meets regularly with the designated senior leader and the mathematics link governor to discuss progress and outcomes.
- Monitors and evaluates mathematics provision in the school by conducting regular planning scrutiny, work scrutiny, lesson observations, interviews with

teachers, discussion with pupils and assessment data analysis.

- Organises and leads CPD and joint professional development.
- Observes colleagues with a view to identifying the support they need.
- Attends appropriate CPD.
- Keeps parents informed about EYFS.

This policy will be reviewed at least every two years.

Next review Date: July 2024

October 2023