

Bowdon Church School EYFS Curriculum Policy

Early Years Foundation Stage

*I have come that they may have life and have it in abundance.
(John 10:10)*

Approved by:	Governing Body	Date	September 2023
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Signed on behalf of governors:	28/09/23		

CURRICULUM AIMS

'I have come that they might have life and have it in abundance'. John 10:10
At Bowdon Church School we believe our whole community should thrive spiritually and academically in a loving, and caring school family where everyone is valued. We will grow together, following Jesus, secure in the love of God.

We aim to

- provide a Christian education based on the life and teaching of Jesus Christ, in which the Christian values underpin all aspects of school life
- embed our core Christian values at the heart of our curriculum
- provide a nurturing environment in which the dignity of each person as a child of God is recognised and developed; and to promote the full potential of each child through a curriculum which develops spiritual, academic, creative, social and emotional growth
- provide a curriculum which is enriching and challenging, where pupils experience the opportunity to learn in a wide range of contexts.





INTENT

At Bowdon Church School, our aims are to fulfil the requirements of the Statutory Framework for Early Years Foundation Stage Curriculum and shape our practice around the four main principles:

- Every child is a unique child
- Children learn through strong and positive relationships
- Learn and develop in an enabling environment with teaching and support from adults
- Understand the importance of learning and development.

BOWDON CHURCH SCHOOL EARLY YEARS FOUNDATION STAGE INTENT

In our Early Years Foundation Stage, we believe that every child is **unique**. In collaboration with parents, we enable our pupils to be resilient, confident and self-assured learners by sparking their curiosity. We provide a nurturing, creative and inclusive Early Years learning environment which enables our pupils to flourish spiritually, emotionally, academically and socially.

At Bowdon Church School, we provide quality and consistency in our Early Years setting so that every child makes good progress. By building a secure foundation through planning and development of each individual child, we ensure that we assess and review their learning regularly. Working in partnership with practitioners and parents we ensure that children learn and develop well and are kept healthy and safe. We ensure that every child is supported and included through an equality of opportunity.

(INSERT IMAGE HERE)





The aim of our Early Years Foundation stage at Bowdon Church School is to:

Activate their own natural desire to learn and build strong foundations for good future progress through school and later life.

IMPLEMENTATION

There are 7 areas of learning and development which we focus on the Early Years Foundation Stage curriculum. These seven areas are:

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts

Communication and Language, Physical Development and Personal, Social and Emotional development are the three prime areas. These are crucial in our Early Years environment for igniting children's curiosity, building their capacity to learn and form relationships and thrive. All the seven areas will be interconnected and will involve activities and experiences that are scaffolded for every pupil.

At Bowdon Church School, our Early Years Curriculum is tailored to individual needs and builds on the children's interests in order to achieve their learning outcomes. Our curriculum in the EYFS highlights the importance of Communication and Language and ensures that this prime area is embedded in all that we do. Our curriculum is progressive for pupils and allows them to develop the skills and knowledge that they need in small steps before moving onto the next challenge of learning. This curriculum is split into 6 topic themes over the year. Carefully selected texts, rhymes and songs are chosen to ensure pupils are receiving a broad and balanced curriculum that will deepen their communication and language skills. Our on going assessment allows us to plan a curriculum which will inspire and provide engagement for all our learners. Through carefully selected texts which are based on the children's interests, we provide the characteristics of effective learning which are engagement, motivation and creating and thinking critically. These characteristics underpin learning and development across our curriculum and support our children to be effective and motivated learners. Whole class, group work, enhancements and activities are planned on a weekly basis by the class teachers and teaching assistants for all Reception children to ensure that they are covering the breadth and depth of the curriculum. Continuous provision lies at the heart of what we do. This provision has been carefully planned based on the curriculum outcomes and allows children to play, explore, learn and create in an environment that will build the foundations for all future learning.

Our indoor and outdoor learning environment is designed to encourage children to extend, challenge and deepen their understanding of the Early Years Curriculum. These environments allow for independence, curiosity and hands on play-based learning. Through carefully selected resources and



enhancements, we allow children to explore recent learning, practise their skills and follow their own interests. Challenges are provided in each area to extend their learning. Adult engagement in these areas allow us to enhance our provision through knowing when to stand back and observe, question the children to extend and develop their learning, model and intervene to support teaching and learning.

A floor book will be created each half term by each class teacher which will be a celebration of the learning that has taken place in Reception. Both pupils and staff will be involved in gathering snapshots of learning that can go into the floor book learning journey to celebrate and share all the exploration and learning that has taken place that term. These books will be displayed in the early years environment for children to reflect on throughout the term.

(Insert pic here)

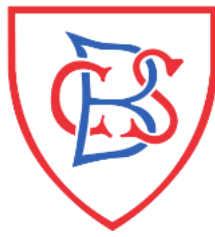
Systematic Phonics is taught daily in a structured way using Read Write Inc to the Reception children with 1:1 interventions taking place in an afternoon. Our aim in Reception is that every child becomes a fluent and confident reader who has a love of reading. We provide many opportunities for all our pupils to develop a 'love of reading' from an early age. Daily story time takes place at the end of the day from a basket of carefully chosen topic themed books linked to our half term topic. Each half term, five stories are selected by the class teacher called 'Bowdon's favourite five.' One of these stories will be read every day to allow the children to develop their confidence, comprehension, vocabulary and understanding. Rereading the same story will also help them strengthen their communication and language skills.

Each of the areas in our continuous provision have baskets of books available for the children to read. A dedicated reading area is positioned in the room to provide a quiet place for the children to sit and read a story on their own, with a friend or with their teacher. Once the Reception children are beginning to blend, carefully matched reading books will be sent home which highlight the grapheme-phoneme correspondences they know, both at school and at home.

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For Mathematics, we use a Mastery approach in White Rose Hub schemes of learning and set the foundations of 'Everyone can in Maths.' We want our pupils to develop a deep understanding of and acquisition of mathematical language that they use independently during their learning through play approach.

At Bowdon Church School, we know that children's spoken language underpins all seven areas of language and development. Our language rich environment and interaction is crucial for laying the foundations for language and cognitive development. The focus is very much on developing communication and language skills at every opportunity throughout the day through adult led interactions. This will enable pupils to flourish in all areas of the Curriculum and later become fluent and confident readers and writers.



ASSESSMENT

Assessment is also especially important in Early Years and is an integral part of the learning and development process. We will observe each child in Early Years to understand their level of achievement, interests and learning styles. We will ensure that we shape learning experiences for each child reflecting these observations. All the observations gathered throughout the year will allow us to track the child's progress and ensure they are on their way to meeting their end of year Early Learning Goal. These observations will allow all staff to know every pupil. Observations will not be written down or recorded through photographs. They will be judgements made by the class teachers who know their pupils best.

For every child starting in Reception, we undertake the Statutory Reception Baseline Assessment within the first six weeks covering Mathematics, Literacy and Communication and Language. This data will be uploaded to the Baseline E portal and narrative reports will be read and discussed as an EYFS team. An independent baseline will also be carried out by the class teacher during the first six weeks, focussing on all seven of the prime areas. This will be a mix of class observations and 'pre arranged' learning activities which allow us to have clear understanding of their on entry starting points in all seven of the areas of the curriculum. These observations will be discussed at an Assessment meeting at the end of Autumn 1. Development Matters 2020 is used to help assist us in understanding if the child is working at 0-3 years, 3- 4 years and Reception. We track their progress using the statements 'emerging' and secure.' Dedicated assessment discussion weeks occur in October, December, March and June which will allow staff to track data. These assessment weeks will take the form of discussions between the EYFS team and the Headteacher. Teachers will discuss each pupil and highlight any interventions that may need to take place to support their pupils. At the end of Reception, we use the Early Learning Goals to support the teachers knowledge to make a holistic and best fit judgement about a child's development.

(Inset pic here)

Wow moments will all be collected and shared with parents through a collaborative partnership both at home and at school using Tapestry. Tapestry will not be used as an assessment tool to track pupils.

In the final term in Reception, an Early Learning Profile will be completed on each child. This will give a well rounded picture and holistic judgment of each child's knowledge, understanding and abilities and their attainment against expected levels and readiness for Year 1.

ENGAGEMENT WITH PARENTS

At Bowdon Church School, we are committed to engaging with parents and carers with their child's learning. We believe that they should be actively involved in their child's learning and strive to provide opportunities where they too feel confident to participate.

At Bowdon, we use Tapestry to record our 'Wow' moments of each pupil in their own online 'Learning Journey'. This allows parents and carers a secure and quick way of accessing their own child's learning at school. This online platform allows us to share photos, videos and comments about the learning completed in school. Parents and carers can also add photos and comments about any experiences, activities or learning that has been completed at home.



Termly homework is sent home to Reception pupils and will provide an opportunity for parents to help support and encourage their child's love of learning. We know that parents are the first educators of their child and have a wealth of knowledge and we believe that it is very important that this is a shared learning journey in Early Years.

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Reception pupils will also take home letter formation and the daily sounds that they have been learning to share with their parents. Blending books will be given and reading books will be introduced once they reach red level in Read Write Inc.

INCLUSION

All children receive Quality First Teaching. Any children identified with SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. In addition, our school offers a vibrant, interesting and varied curriculum, providing all our pupils with a range of opportunities in order for them to reach their full potential, enjoy and achieve regardless of their starting points.

Our Inclusive approach allows all children to learn together. We use additional interventions and support to enhance and scaffold children who may need help to achieve their full potential. We use 1:1 Rwi interventions, 'pinny time' to deliver on the spot intervention with reading words, sounds and blending. Daily dough disco occurs to help strengthen their muscles to prepare them for writing. Maths interventions for pupils who need extra support

IMPACT

Our curriculum meets the needs of our children. We ensure that this happens by observing and evaluating how our children learn. We engage with the children, celebrate their achievements, observe their learning in the environment and analyse their progress using the Development Matters 2020 and Early Learning goals at the end of the Reception year.

We measure the impact of our Early Years Curriculum in the following ways:

- Daily observations
- Interaction and feedback from practitioners on the progress of their key children
- Baseline assessment
- Three assessment windows throughout the year to assess the impact of the teaching and learning
- Tracking their progress on (enter tracking system here)
- Evidence of their 'wow' moments in their online learning journey on Tapestry

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Our Early Years Lead also takes part in Network EYFS groups with other Early Years practitioners in Trafford to help embed and explore the EYFS Curriculum.

The Early Years Leader will continually monitor the impact the teaching and learning in EYFS through termly pupil progress meetings with Senior Leadership team.



Continuing Professional Development

CPD for staff is always ongoing through staff meetings, online courses and Team meetings delivered by a variety of outside agencies which include speech and language, Early Excellence, Early Network Reform group etc. All staff are regularly updated with any changes.

There is a vibrant professional dialogue about the teaching and learning in Early Years and all staff are keen to develop and enhance their knowledge and teaching. This might be through formally planned Professional Development Meetings, professional conversations, shared planning sessions or email exchanges.