



### Mission Statement

*"A Caring Christian Family Where We Grow Together"*

## EYFS CURRICULUM PROCEDURE

**Effective Date:** 01/04/2017

**Review Date:** September 2024 Annual

Review Date	Signed Head Teacher	Signed Director RCSAT
08/09/2018	<i>J. L. J. J. J.</i>	<i>P. B. B. B.</i>
13/09/2019	<i>J. L. J. J. J.</i>	<i>P. B. B. B.</i>
15/10/2020	<i>J. M. B. B. B.</i>	<i>P. B. B. B.</i>
30/09/2021	<i>J. M. B. B. B.</i>	<i>P. B. B. B.</i>
30/09/2022	<i>J. M. B. B. B.</i>	<i>P. B. B. B.</i>
18/03/2024	<i>J. M. B. B. B.</i>	<i>P. B. B. B.</i>

Persons Responsible for Policy:	Executive Headteacher RCSAT
Approval Date	01/04/2017
Signed:	Director RCSAT
Signed:	Executive Headteacher RCSAT



## 1. Legislation

This procedure complies with all current legislation.

## 2. Implementing the Procedure

### 2.1. Responsibilities

2.2. The Executive Headteacher shall have overall responsibility for the implementation of this Procedure and shall ensure that all aspects of the procedure are managed appropriately.

2.3. To facilitate this, the Executive Headteacher has designated named staff and governors to manage aspects of this procedure, including co-ordination and health and safety governance overview, reporting any issues to the Executive Headteacher.

2.4. The named persons are detailed in Appendix 1 of the procedure.

2.5. The object of this procedure shall be to ensure that children are appropriately transferred educated and cared for during the school day.

2.6. Staff shall use this procedure to ensure the education of 2, 3 and 4 year old children in their care, within the vision and ethos described on the front page of this procedure.

## 3. Aims

3.1. Children shall be presented with an organised and fascinating environment to explore both indoors and outdoors.

3.2. Children shall have the opportunity to return to experiences and deepen their learning throughout their time in school.

3.3. Children shall have a genuine choice between experiences that are rich in potential.

## 4. Our Inspirations and How children Learn

4.1. Our inspirations shall be taken from many Early Years thinkers and traditions. Our starting point shall be always each individual child and their families.

4.2. The ideas from Reggio Emilia, Ferre Laevers, the curiosity approach and an understanding of schemas and heuristic play shall be a key part of our strategy, being very exciting in helping us understand some of the areas children are fascinated by and how they learn.

4.3. Learning shall be equally valued in the outdoors and indoors environments.

4.4. The promotion of sustained shared thinking shall help us to consider how to really listen to and help develop the thinking of our children.

4.5. Our children shall be encouraged to be lifelong learners and to be willing to challenge themselves, take risks, to be creative and confident to explore.

4.6. The characteristics of effective learners as part of the revised Early Years Foundation Stage shall help us support our children's development as confident learners.



4.7. Children's views of themselves as competent learners begins from birth and the school shall work closely with families to nurture and support this further.

4.8. An effective learning environment shall evolve as staff use their observations to support the children's learning further.

4.9. Children shall feel emotionally secure at our school to give them the confidence to explore and learn. Relationships shall be the foundations of children's learning and development.

**5. The relationship between home and school.** The first and most important relationships are between children, their parents and the rest of their family.

5.1. The school shall value a child's transition into our school and work very closely with the child and their families to settle them into school.

5.2. This shall be done on a very individual basis and staff shall be flexible, working with the individuals to create the best transition.

5.3. The school shall work closely with families to continue close relationships throughout their time at school, keeping them involved in their child's learning.

5.4. Providing a safe and reliable relationship with our staff first shall help the child's need for dependency.

5.5. This dependent relationship shall be the starting point for independence in the EYFS: the confidence to explore, make choices, play with friends or alone, safe in the knowledge that they have a strong relationship with staff, who shall be available to help when needed.

5.6. Group time shall provide a special point in the day when the child is in a close-knit group, where there is time to share their learning and to speak and listen with others.

**6. Our Planning.**

6.1. The school shall have a principled approach as outlined in the Early Years Foundation Stage.

6.2. Each routine and area of provision shall be carefully thought out and improvements continually developed and reflected upon.

6.3. Continuous provision shall be offered every day as children build their learning over time.

6.4. The high quality of all of our continuous provision shall ensure that, whichever choice a child makes, they will access a learning experience which offers access to a broad, balanced curriculum.

**7. Focus on Children.** The opportunities we provide for our youngest children should be age appropriate, engaging and encourage them to investigate, explore and manipulate as much as possible. We learn through play; both when alongside an adult or with peers.

7.1. The school's planning shall focus on the process of learning and not on end products.

7.2. This approach to planning shall observe children's interests, development and characteristics as a learner.

7.3. It shall require contributions by families to support the development of all of our children.

8. **Celebrating and Recording Learning.** The school shall think carefully about how and where children's learning and development is celebrated and recorded.

8.1. Each child shall be reflected in the learning environment through photographs.

8.2. This shall be complemented by the Learning Journey Record on Tapestry or Class DoJo and individual data on SIMS, used to capture significant progress.

8.3. For the school to be able to analyse effectiveness, snapshot assessments of how the children are achieving in relation to the age-related expectations shall be taken and reflected upon.

8.4. The school shall always start from observations of the children.

9. **Everyone as a Learner.**

9.1. At school, everyone shall be a learner.

9.2. Staff and governors shall be always thinking about how to improve what is offered to children.

9.3. The school shall aim to think about "progress" in the broadest possible sense and shall share eagerly its practice in a desire to keep discussing and reflecting on what is achieved.

1. **Record Keeping**

1.1. The following records are kept:

1.1.1. Pupil Tracker (SIMS) for each child.

1.1.2. Learning Journey Record on Tapestry or Class DoJo for each child.

1.1.3. Individual or class books showing progression of skills and evidence of what has been taught.

**Appendix 1****RESPONSIBILITIES**

<b>Area of Responsibility</b>	<b>Person Responsible</b>
Overall responsibility	Executive Headteacher
Co-ordinator in School – Bunbury	EYFS Teacher
Co-ordinator in School – St Oswald's	EYFS Teacher
Co-ordinator in School – Warmingham	EYFS Teacher
Chair, Curriculum committee	Achievement Director

