



THE PIGGOTT SCHOOL Charvil Primary

'Go and do Likewise' Luke 10:25-37, The Parable of the Good Samaritan
We live with love and compassion, seeking help in times of need

Early Years Foundation Stage Curriculum Policy

Date last reviewed: June 2023

Responsibility: Headteacher and Primary Committee

Review Period: Triennially or earlier if there are any statutory changes

The EYFS Curriculum

The Charvil Piggott Primary School EYFS curriculum is designed to encourage a lifelong love of learning through inspiring and stimulating teaching of the seven areas of learning

We aim to provide a curriculum which helps the school to fulfil the following vision, aims and mission.

Our Christian vision:

'Go and do Likewise'

Our Vision:

To be a world class learning community

Our Aims:

- To provide a caring environment based on Christian values
- To develop enquiring minds capable of independent thought
- To promote the value of lifelong learning
- To be open to new ideas
- To encourage respect and tolerance

Our Mission:

To be a school which inspires and encourages the highest achievement.

Early Years Provision

Our Early Years provision follows four guiding principles:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured



- children learn to be strong and independent through **positive relationships**
- children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of **learning and development**. Children develop and learn at different rates. (See “the characteristics of effective teaching and learning” at paragraph 1.15). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

The seven areas of learning and development identified by the Government shape our Early Years programme. These areas are inter-connected and crucial for igniting curiosity and enthusiasm for learning, as well as for building the capacity to learn, form relationships and thrive. The areas are:

1. Communication and language
2. Physical development
3. Personal, social and emotional development
4. Literacy
5. Mathematics
6. Understanding the world
7. Expressive arts and design.

In planning and guiding what children learn, 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

There is planned, purposeful play and a mix of adult-led and child-initiated activity. Play is essential for children’s development; building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. In Foundation we operate a free-flow environment where the children



learn through play and our teaching sessions are more flexible. We respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As they grow older, and as their development allows, the balance gradually shifts towards more activities led by adults with more formal teaching introduced in preparation for Key Stage 1.

With our clear policies and procedures, we ensure that there is continuity and progression from Foundation into Key Stage 1 and beyond.

The Foundation Stage curriculum follows the Early Years Foundation Stage Framework, which consists of three prime areas and four specific areas.

Prime Areas: Personal, Social and Emotional Development, Communication and Language and Physical Development.

Specific Areas: Literacy, Mathematics, Expressive arts and design, and Understanding the world.

Learning, planning and teaching

At The Piggott School: Charvil Primary, we believe that learning is a change in long-term memory. The curriculum, including the EYFS curriculum is planned in such a way that units of work support children to develop this change in long-term memory by providing opportunities for children to experience and re-engage with information so that it is transferred from the working memory into the long-term memory but used frequently enough to ensure that this process occurs.

Subjects have been planned across the school, considering the EYFS Curriculum and the National Curriculum, to ensure that there are opportunities for progression and review between relevant concepts and information to ensure that pupils develop schema (the organisation of information and the relationships between them) over time as well as within individual programmes of study. Teachers are supported by Subject Leaders through monitoring of the curriculum, co-planning, co-teaching and coaching to ensure that the curriculum has the desired effect on the learning of individuals and groups.

Monitoring and Review

Subject leaders have responsibility for reviewing the curriculum alongside teachers, in order to ensure that the best learning opportunities are provided, based on the way that previous learners, both groups and individuals, have responded to the curriculum provided to them. This ongoing development ensures that all pupils attending Charvil Primary receive the best education available. The Headteacher is responsible for the EYFS and Primary Curriculum and have complete oversight through weekly monitoring, the appraisal process and line management of key personnel. Relevant and purposeful information is provided to the Executive Headteacher and to the Governing Board, particularly to the Primary Committee.



Related policies and procedures:

Calculation

Curriculum

Marking

Phonics

More and Most Able

Relationships and Sex Education

Religious Education

SEND

Teaching and Learning