

## **Newton Solney CofE Infant School**

### **Early Years Curriculum and Assessment policy**

*'I can do all things through God, who gives me strength.'*

#### **Introduction**

The Early Years Foundation Stage applies to children from birth to the end of the Reception year. This policy adheres to the Statutory Framework for the EYFS Published 31<sup>st</sup> March 2021 – Effective from 1<sup>st</sup> September 2021.

Early childhood is the foundation on which children build the rest of their lives. Newton Solney CofE Infant School greatly values the importance that the EYFS plays in laying secure foundations for future learning and development.

*'Newton Solney School, with the love of Jesus, gives us wings to fly.'*

At Newton Solney CofE Infant School we have an ambitious curriculum that offers the children a broad and balance range of experiences. These opportunities enable all to flourish in a warm and nurturing environment. We equip children with important skills for life. We fuel aspirations and hopes for the future to ensure every child is 'Flying High'.

The EYFS is based upon four guiding principles.

-A Unique Child.

-Positive Relationships.

-Enabling Environments.

-Learning and Developing.

These principles shape our practise to ensure the Reception year is engaging and exciting.

#### **Aims and Objectives**

At Newton Solney CofE Infant School we aim to support all children to become independent, curious and collaborative learners. We provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, physically, creatively, intellectually and spiritually to reach their full potential 'within the love of Jesus'.

At Newton Solney CofE Infant School our aims are to :-

- Help each child become a valued member of our school.
- Challenge, inspire and encourage positive attitude for learning.
- Develop confidence and independence.
- Provide opportunities which allow children to co-operate with others.
- Develop each child's attention skills.
- Develop lively enquiring minds.

- Offer a range of starting points to match the needs of each child to ensure every child flourishes at their own appropriate rate.
- All children are included and nurtured.
- To build on what the children already know and can do.
- Provide a happy, safe, stimulating, inclusive and challenging environment in which the children are aware of the limits and expectations. The environment is sensitive to the requirements of the individual child including those who have additional needs.
- Provide a broad, balanced, relevant and creative curriculum which is rich and stimulating and will enable each child to develop personally, emotionally, socially, physically, creatively, intellectually and spiritually to his/her full potential, within the love of Jesus.
- Foster excellent relationships with parents/carers to build a strong partnership in supporting their children.
- Engage in active and inspiring Forest School sessions to develop awe and wonder for the natural world.

### **Characteristics of Effective Learning**

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

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

The children are exposed to a wide variety of experiences, through play, stories and the wisdom of adults. These experiences help them to make sense of the world and realise that their actions have an effect on the world. They practise and build up ideas, developing resilience and determination. Children bring their own interests into the Reception environment and are encouraged to build upon these while also being offered new experiences. Children make independent choices guided by their own thinking and planning and also through collaboration with peers and adults.

**Active Learning -** Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

The rich, stimulating environment and engaging staff motivate the children to become active learners. Resilience is built through supportive staff enabling children to keep trying and learn from their mistakes. As the 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** – Children have and develop their own ideas, makes links between ideas, and develop strategies for doing activities.

Children are offered opportunities to be creative in 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 move freely and purposely around the environment (indoors and outdoors) to extend, embed and practise their learning.

### **Pedagogy and Planning**

Every child deserves the best possible start in life and the promise of 'life in all its fullness'. Our approach to the curriculum is based on The Church of England's 'Vision for Education'.

Education for :

- **Wisdom, knowledge and skills.**
- **Hope and aspiration.**
- **Community and living well together.**
- **Dignity and respect.**

The natural world and seasons, alongside the children's interests and needs, within each cohort, lie at the heart of the planned curriculum. The Educational Programmes, Development Matters, Birth to 5 Matters and the Early Learning Goals provide a skeleton for the developed curriculum. Children are guided and supported to work towards the Early Learning Goals, at a rate appropriate to their needs. Early language is the golden thread that runs through everything we do and plan for at Newton Solney (CofE) Infant School.

A broad and balanced curriculum is planned to offer children the knowledge and skills for future life and learning. The children will learn through play and structured adult led activities. This allows the children to experience the wisdom of our staff and helps them to share their own wisdom with others. Opportunities to develop hope and aspirations are incorporated into the experiences provided. Partnerships with parents and carers help to inform planning and provide opportunities for the whole community to flourish together. Dignity and respect is incorporated into the plans by ensuring all children are valued and respected as unique individuals. The children's learning styles and needs are catered for to ensure the curriculum is inclusive to all.

A curriculum Map highlights the main aims and goals.

Medium term planning specifies the termly objectives and specifies objectives.

Short term planning focuses on the day to day teaching and learning activities informed by ongoing interactions, observations and assessments. All plans are subject to change if new opportunities arise in the moment. Opportunities are provided for children to practise, repeat and secure learning.

Religious Education- A weekly session of RE is dedicated to the timetable. We follow 'Understanding Christianity' and 'The Derbyshire Agreed Syllabus.'

Phonics – A structured, fast paced session on phonics is carried out daily.

PE- The children take part in one structured PE session weekly and a Forest School session.

Numeracy and Literacy – Taught daily and incorporated in to freeflow play and Topic work.

### **Assessment**

Baseline- All children will take part in the Statutory Baseline Assessment 2021.

Baseline- Brief notes will be made around the Prime Areas for learning during the first term in Reception. This will generate 'The Child's Story' as starting points to guide future planning. These will be collected from interactions with the children, information provided from parents/carers and discussions between staff in weekly meetings.

Accurate assessment is essential to high-quality early years education and care. Staff make formative assessments throughout each day as we interact with the children. Written notes/observations may be recorded. Staff draw upon their professionalism and expertise to make decisions about assessment. The staff develop strong relationships with the children getting to know the whole child.

'Tapestry' (Online Learning Journal) will be used to inform the significant steps children make and these are shared with parents/carers. Information from parents /carers is also very important to understand the child's needs, barriers and next steps.

Children are involved in the assessment process by reflecting on their learning. This helps the children develop metacognition and consolidate what works for them.

Regular EYFS staff meetings will ensure children are discussed. This will inform future planning and help identify gaps in learning and those with needs. Key notes will be made.

Parents/carers receive an annual written report that discusses the child's characteristics of effective learning and offers brief comments on each child's progress in each area of learning. It highlights the child's strengths and development needs, and gives details of the child's general progress.

### **Transition**

Children and parents at Newton Solney CofE Infant school are invited to 2 'Mouse Club' sessions in the Summer Term before they start school. They are also invited to a transition half day in school to familiarise themselves with staff and the environment. Children receive their own toy mouse to keep. This acts as a transitional object to help children with the emotional transition to starting school. The 'Mouse Club' sessions also help parents/carers understand how to best help support their child in readiness for starting school. This helps the partnerships develop between everyone right from the start and reflects the community culture of our nurturing school.

We have strong links with Newton Solney Preschool. From the January before they start school transition sessions begin. Staff go to preschool to spend time with the children and read stories. The preschool children also come to school to play in the

Reception environment and take part in our whole school Worship, once a week. This all aids to a smooth and supported transition.

### **Environment**

The environment is organised to allow children to explore and learn securely and safely. There are specific areas where the children can be physical, quiet, creative and reflective.

Children have access to both indoors and outdoors across the day. This has a positive effect on the children's development. Being outdoors offers opportunities for doing activities in different ways and in different scales. The children can explore, use their senses and be physically active and exuberant.

The children have a morning and lunch outdoor play, with the older children. This helps foster the family ethos of our school. The children develop relationships, model behaviour and support each other emotionally.

The children attend Worship daily with the whole school, in the school hall. This allows time for the children and staff to come together and reflect spiritually.

The children will mix with the whole school, in the hall, for lunch time. The children are exposed to a family style set up with plates and knife and forks. Pudding is served separately. The older children support the Reception children and engage in conversations.

### **Forest Schools**

An afternoon session of 'Forest Schools' is enjoyed weekly. 'Forest Schools' is an innovative educational approach to outdoor play and learning. It involves positive outdoor experiences in a woodland environment. Children visit a wooded area once a week, in most types of weather, to learn about the natural environment, how to handle risks, to use their own initiative to solve problems and to co-operate with others. Forest Schools allows children to be exposed to the awe and wonder of the natural world and learn how to respect it.

### **St Mary's Church – Newton Solney**

Newton Solney CofE Infant School has strong links with St Mary's Church. The children visit church regularly for Worship, services and reflection time. A trip once a year is organised, linked to RE, to explore the church and its feature through a treasure hunt.

Regular visits from Vicars are enjoyed by all children.

### **Health and safety**

Please refer to our Health and Safety Policy.

### **Monitoring, Evaluating and Reviewing**

Please refer to our ARRA policy.

### **Equal Opportunities**

At Newton Solney CofE Infant School we aim to provide all children, regardless of ability, race, disability or gender, equal access to the curriculum. Children with S.E.N. will be given support as appropriate and similarly those children who are more able will be challenged and extended.

**Child Protection**

Please see separate Child Protection Policy. If a member of staff is concerned about a child he/she must fill in a "Cause for concern" sheet and discuss it with the Child Protection officer or deputy.

**This policy was reviewed by the governors Teaching and Learning Committee and approved by the Governing Body .....**