

Policy for Teaching and Learning within the Early Years and Foundation Stage Curriculum



At Allington Primary School, all children will have the opportunities to be the best that they can be, and enjoy learning, in a safe, caring and stimulating environment.

We have a clear vision for our children and we aspire to supporting the children in our care to develop the following values:

Pride in themselves, others, their school
and their community
Happy memories
Skills for life
Confidence and self-belief
Good manners

Respect
Tolerance and understanding
A positive attitude towards learning
Aspirations for their future
Responsibility for their actions

Background to and aims of this policy

The curriculum is all the planned activities which we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the Early Years Foundation Stage (DfE 2012), but also the additional elements that we provide to develop our learners in meeting the school's vision and values, while also enriching their learning experiences. This policy should be read alongside the Foundation Stage Policy which provides further detail of how Allington Primary School provides a balanced learning experience for every child within the Foundation Stage.

At Allington Primary School we believe that learning is a journey and as such our curriculum is designed to be broad, balanced, inspiring and purposeful. It enables teachers to drive the highest standards from learners so that they are well prepared for the next stage in their educational journey and the future beyond. Our curriculum is relevant to children growing up in the Allington community but also broadens children's experiences to enable them to become well rounded individuals. The curriculum is cohesive and progressive, where skills are built upon year on year; but flexible enough to ensure that it evolves to remain relevant and stimulating. Teachers ensure pupils are inspired to have a thirst for learning; and through high levels of enjoyment, engagement and fun, children leave Allington Primary School with lifelong happy memories.

In the EYFS, we believe it is crucial to provide opportunities for the children to develop their curiosity and resilience as learners in a safe environment. Our Early Years setting aims to be the best place to learn and achieve socially, emotionally and academically. We believe that in our EYFS, there is huge potential to fully engage children in their learning through quality play experiences within a stimulating environment.

Curriculum Planning and Organisation

The school adopts a topic approach to learning from the EYFS through to Year 6. Learning through play is one of the key principles of Early Years education, and this is at the core of our approach to the EYFS curriculum. At Allington Primary School, the curriculum is delivered to the children, balancing direct teaching with scaffolded learning opportunities led by the children's interests and needs.

Lesson plans will identify the intended learning (skill and/or knowledge based). They will also take into account how to engage pupils in the lesson, how pupils will be organised, how the needs of all learners

will be met, and relevant success criteria. Lessons will make good use of curriculum resources, including ICT, the school's outdoor learning environment and local resources and expertise. Lessons will be carefully planned to include and meet the needs of all learners, ensuring pupils are appropriately supported and broadened. Independent learning opportunities are planned to ensure that there are a wide variety of experiences and that appropriate resources are prepared and available for the children.

At Allington Primary School we foster the belief that creativity emerges when children become absorbed in the world around them. The Early Years practitioners help the children make connections in their learning by linking their free play to adult led activities. We provide the children with the time, support and resources to explore and develop their initiatives.

- Children encouraged to be independent learners, exploring, investigating and developing their ideas.
- Children feed into environmental plan weekly, suggesting enhancements
- Practitioners know the children really well and can support their learning through careful questions and by providing the appropriate resources and suitable learning environment.
- All areas of learning are incorporated within the environment
- Role play areas provide a variety of learning opportunities that are linked to the topic. This often allows children to extend teacher directed activities, allowing them to develop their own understanding through self-investigation.
- The environment and resources encourage the children to explore and be active learners

Inclusion and Equal Opportunities

Delivery of the curriculum follows the school policy on Inclusion. Equal opportunities are given to all children, whatever their age, gender, ethnicity, attainment and background. The teaching and learning, achievements, attitudes and well-being of every child matters, taking into account their varied life experiences and needs. All pupils have access to all areas of the curriculum. We monitor the progress of each child through agreed assessment procedures. We pay attention to the provision made for the different groups of pupils within our school:

- Girls and Boys
- Minority ethnic and faith groups. Travellers, asylum seekers and refugees
- Pupils who need support to learn English as an additional language
- Pupils with special educational needs
- Gifted and talented pupils
- Children 'looked after' by the local authority
- Other children, such as sick children; young carers; those from families under stress and
- Any pupils who are at risk of disaffection and exclusion
- The learning environment has a variety of resources for different abilities and cultures

We promote the participation and the success of these groups of children and make sure that they are not disadvantaged in any way. We identify children who are underachieving or seem disengaged and actively promote respect and understanding in a diverse society. Subject-specific guidance can be found in the appendices to this policy.

Lesson Structure, including meeting the needs of all learners

The school does not dictate a specific lesson structure and instead allows teachers the flexibility to plan for their individual class' needs and learning styles. Teachers will make judgements about how to group children to achieve the best learning outcome. It is expected that an effective balance is struck between meeting pupils' individual learning needs and enabling all children to achieve the same learning intention through use of practical and supportive resources. Each year group's provision map will set out the quality first teaching strategies that are in place to meet the needs of learners.

Teachers will use a range of teaching styles and approaches to ensure learning is engaging and appropriately challenging. It is not always appropriate to share the learning intention with the children, however each lesson has a clear objective and the children are aware of the learning expectations and how they will achieve the expectations in each lesson.

At Allington Primary School each area of learning and development is implemented through planned, purposeful play and through a mixture of adult led and child initiated activities. During children's play, early years practitioners actively interact to stretch and challenge the children further. Next steps from observations are used for forward planning and environment enhancements

Assessment

Our school considers accurate and focused assessment as the cornerstone of high quality teaching, as it allows learning to be planned and taught accurately as well as meeting the needs of the requirements of the children and ensuring high levels of expectation and support. The school's assessment policy sets out how the curriculum is assessed.

Children's next steps are recorded and used for environmental planning and when completing individual observations for practitioners to support learning through scaffolding and questioning

Working with parents

The school's curriculum is published on the school website, in accordance to DfE guidelines. As part of the transition into Primary School all children are visited either in their main early years setting. Parents complete a Unique Story document enabling them to share information about their child. In the term prior to children starting at school children are invited to attend two sessions. Parents are also invited to stay and receive more information about the school and EYFS at Allington Primary School. At the beginning of Term 1 parents are invited to attend a short meeting with the class teacher. Each term, a copy of the relevant Learning Journey will be shared with parents. Additionally, parents are invited to join the Reception classes for a range of activities throughout the year. Each week the children take home a learning diary so that they are able to share the week's learning at home with their families.

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