



'We strive to improve heart and mind'
Cor et Mentem Colere Nitimur

At Chilton Foliat Primary School we honour our educational heritage, supported by a strong Christian ethos. We strive to provide a diverse education that inspires children to develop a thirst for knowledge. This is delivered in a safe, supportive and nurturing environment promoting self-discipline, motivation and excellence in learning. We encourage strong partnerships and positive relationships amongst pupils, parents, carers and the wider community.

Early Years Curriculum Policy

"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and the age of 5 have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up." (Statutory Framework for the Early Years Foundation Stage (EYFS)).

At Chilton Foliat Primary School, we are committed to underpinning our provision with a nurturing environment and the four themes of the Early Years Foundation Stage: -

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

Overall Aim

Through a play based, practical and integrated curriculum we aim to develop secure, happy, independent, self-motivated learners who have made progress in all areas of learning.

Admission

Admission to our reception class is managed by the Local Authority. Parents requesting a place at our school should do so via the Local Authority in which they live.

Curriculum

The EYFS Curriculum consists of seven areas of learning; three Prime areas and four specific: -

Prime Areas

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific Areas

- Mathematics
- Literacy
- Understanding the World
- Expressive arts and design

Induction

- Reception staff meet and discuss the new reception intake in the summer term.
- Parents/Carers attend an induction meeting in the summer term to meet the staff and find out about the reception curriculum and routines. Booklets and information about supporting children at home are given at this meeting.
- All children are given the opportunity to visit the reception class during June and July.
- All children are visited by the teacher at their pre-school setting before they start school in September. This allows the teacher and child to meet each other in a familiar environment and for the teacher to find out more about the child's interests and needs.
- Children start school in September in small groups. They will attend part-time for the first week and after that reception staff and parents/carers will work together to decide whether a child will continue to attend full or part-time. This helps them to settle at their own pace.

Parental involvement

- Parents/Carers are invited to meetings in the autumn and spring terms to discuss progress and to learn how best to support their child's progress and development at home.
- Parents/Carers are kept updated about how to support their child's learning through curriculum meetings and newsletters.

- Parents/Carers are encouraged to contribute to their child's learning journal throughout the year.
- Parents/Carers are encouraged to work in partnership with the school and to complete the home/school agreement.

Staffing

- There are at least 2 members of staff working in the reception class – a teacher and a teaching assistant.
- Reception staff meet regularly throughout the year to discuss any issues and to moderate the Foundation stage profiles.
- Adults in Roe Class work closely together ensuring consistency and quality of care – there are weekly discussions on children's progress and needs and both the teacher and the teaching assistant contribute to the weekly planning.

Planning/Daily routines

- Planning is based upon the stages of development within the Early Years Foundation Stage and offers a play based, practical and integrated curriculum, covering all 7 areas of learning. Activities are often based on children's interests and will include a range of child initiated, adult directed and adult focused activities.
- Weekly, medium term and long term planning take into account children's interests as well as the topics and activities of the whole school.
- Children have opportunities each day to self-select their own child initiated activities from a range of learning areas both inside and outside.
- Whenever possible there is free flow between indoors and outdoors

Monitoring and assessment

- All children are assessed upon entry into the Reception class. The current Baseline Assessment is provided by Early Excellence (EExBA), which involves making observations in the three prime areas plus the two specific areas of literacy and mathematics. Observations are also made against the stages of development and the Early Learning Goals, which will provide information for the Wiltshire Tracker and ultimately the Foundation Stage Profile.
- The Wiltshire Tracker will be updated in the Autumn, Spring and Summer terms.
- Children are assessed formatively on an on-going basis using photographs and snap shot observations.
- All children have a literacy book and a learning journal which contains evidence of activities completed and progress made.
- All children are given next steps for learning which are shared with them as well as parents and updated on a regular basis as necessary and as each child moves forward.
- All children are encouraged to evaluate their own learning
- Children's phonic skills and understanding of number is assessed on an on-going

basis.

- Foundation Stage profile scores are sent to the Wiltshire Local Authority in June.
- The annual parents' reports detailing each individual child's progress and attainment in all areas of the curriculum are completed in June/July of the summer term.

Performance indicators

- Children feel safe and secure at school and are happy, independent, self-motivated learners.
- Parents are happy with their child's progress and development.
- Children reach at least age related expectations in all areas of learning. This may not be applicable to children who have additional needs, however a series of challenging targets will be used to measure progress rather than attainment.

Inclusion

- There is a range of differentiated activities and resources to support and interest all learners regardless of their stage of development, gender or ethnic origin.
- A range of multi-cultural resources are used to promote and support the learning of all.
- The school works closely with the Local Authority Behaviour and Learning Support teams to ensure effective intervention strategies are built into our provision as a school.