



Rationale

1.1 At Midgley School we recognise that high quality Early Years education has a significant impact upon children's later achievements. We therefore aim to provide an exciting and challenging curriculum that meets the needs of each individual child and encourages them to become enthusiastic learners.

Purpose

2.1 To outline how the EYFS curriculum in our school enables children to work towards achieving the Early Learning Goals set out by the DfE.

2.2 To indicate how resources, adults and routine contribute to a positive and effective start to children's experience of education in our school.

2.3 To explain how children's achievements will be assessed and reported upon.

Broad Guidelines

3.1 The Aims of the Early Years Foundation Stage:

Each child that joins our school is unique and will have therefore already learnt a range of different skills. At Midgley School we aim to develop these skills and build upon previous experiences to ensure that all children learn in a manner that is appropriate to them.

Our curriculum addresses:

The Prime Areas of Learning and Development

Personal, Social and Emotional Development	Making relationships Self-confidence and self-awareness Managing feelings and behaviour
Physical Development	Moving and handling Health and self-care
Communication and Language	Listening and attention Understanding Speaking

The Specific Areas of Learning and Development

Literacy	Reading Writing
Mathematics	Number Shape, space and measure
Understanding the World	People and communities The World Technology
Expressive Arts and Design	Exploring and using media and materials Being imaginative

3.2 Our Learning Environment:

The activities available to children offer specific learning opportunities and provision for the development of skills. Children are encouraged to consolidate their understanding and to extend their learning both independently and with adult assistance. Staff planning indicates how activities address the objectives set out in the Early Years Outcomes document. All staff are involved in the discussion and planning of these activities and have an understanding of their role and responsibility in supporting children to take part in them.

The resources for continuous provision in each area are logically stored, clearly labelled and accessible to all children, enabling them to choose activities and resources for themselves and to foster a high level of independence. Additional resources are provided for short periods to enhance and support topics of work.

Children in Reception attend school for full days from 8.50am until 3.00pm. They are greeted by an adult on arrival and are registered before attending assembly with the rest of the school. The majority of children take up the option of a government funded school dinner, and stay at school during the school lunch break. During class time children take part in continuous activities, teacher focused tasks (on a whole class, small group or individual basis) and time both indoors and outdoors. Each school day also includes story and discussion times.

Parents and carers have the opportunity to communicate with school staff before and after the school day and also through the use of the Home Share Book.

3.3 Assessing, Recording and Reporting Progress:

Assessment is used to provide information about each child and to highlight strengths and problem areas. Lesson planning is informed by assessments and learning experiences may be modified accordingly. Throughout the Early Years Foundation Stage, informal observations and assessments are collected about each child. These form the basis for individual Learning Journeys and for the completion of the Early Years Foundation Stage Profile.

We aim to identify children with special needs as early as possible and provide appropriate intervention and support. This may include support from outside agencies.

Midgley School Early Years Foundation Stage Policy

Document Status: Written by: Date:	To be reviewed G Bennett February 2015
Approved by the Governing Body	Date: 10 th February
Review Cycle – Every year	Date due: February 2016