



WICKERSLEY  
PARTNERSHIP  
TRUST

# EYFS POLICY





## Early Years Foundation Stage Curriculum Policy

**The first five years have so much to do with how the next eighty turn out**

- Bill Gates

This document provides information on Wickersley Partnership Trust's Early Years curriculum vision, intent, its implementation and how we measure its impact.

At Wickersley Partnership Trust we understand that getting the Early Years curriculum right for our youngest children is the single most important factor in ensuring the best possible start to school life.

The Early Years is special. Our settings strive to provide a curriculum which enables all children to explore a wide range of opportunities and feel part of a school family. The Curriculum is based on the four overarching principles of the Early Years Foundation Stage:

- A Unique Child. Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- Positive Relationships. Children learn to be strong and independent through positive relationships.
- Enabling environments. Children learn well in enabling environments in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/ carers.
- Learning and Development. Children learn and develop in different ways and at different rates.

Children are exposed to rich and stimulating learning environments from the start. Best quality provision enables all learners to experience a wide range of unique learning opportunities including Atelier, Block play, Small World and Role Play on a daily basis. Environments are print rich and organised, with opportunities for mark making in all areas of learning.

Alongside continuous provision, experienced EYFS practitioners are committed to developing the whole child. Positive relationships form a huge part of the EYFS curriculum as staff plan for the needs of the whole child which includes working extremely closely with families. Parents and carers are closely involved in their child's learning journey where positive relationships are forged from the start.

The Early Years Curriculum is broken down into seven Areas of Learning. Staff plan for the Prime Areas of Communication and Language Development, Physical Development and Personal, Social and Emotional Development. In addition, children are taught specific skills in Literacy, Mathematics, Understanding the World and Expressive Arts and Design. We are proud of the collective expertise our Early Years practitioners share in terms of pedagogy and what is ultimately right for our youngest children.

Children handle quality materials and learn through play. They visit places and meet visitors to school to broaden their experiences and understanding of the world around them. They are exposed to meaningful Role Play areas and listen to stories and the spoken word repeatedly to broaden their vocabulary. It is our belief that young children learn best when they are immersed in things that interest them. Therefore, staff plan to follow children's interests when possible as well as following bespoke programmes and lines of enquiry which allow for children's natural curiosity. Alongside this, individual schools plan phonics around structured schemes to ensure progression.

Schools identify those at risk of falling behind early through careful monitoring using the Early Years tracking system. Speech and Language Services are bought in from the Trust to screen and support individuals as Speech and Language and Communication Needs are identified as an issue across the Primary phase of the Trust. Language rich experiences form a huge part of the EYFS Curriculum in order to narrow this gap.

## INTENT

At Wickersley Partnership Trust we want all children to leave Foundation Stage **able and confident** to play their full part in school life, through an **ambitious, creative and innovative** curriculum which empowers children with the **skills, knowledge and attributes** to allow them to succeed.

We aim to engender a love of learning, self-belief and aspiration through 4 key intentions:

- **Intention 1:** Removing barriers to learning
- **Intention 2:** Developing knowledge and skills for learning in a range of subjects
- **Intention 3:** Developing personal attributes (The school Way)
- **Intention 4:** Enriching students' experiences and broadening their horizons





### **Intention 1: Removing barriers to learning**

Common barriers (listed below), if left unchallenged, will limit the progress, engagement and development of our children. We therefore remove barriers to learning and support children's ability to access the curriculum through the development of:

- Oracy and vocabulary
- Personal, Social and self-help skills
- Numeracy and Literacy fundamental basic skills

### **Intention 2: Developing knowledge and skills for learning**

- Learning basic skills for counting
- Learning phonics as the prime route to decode (read) and spell
- Learning creative and making skills
- Learning communication skills and what it means to be a good friend/ person

### **Intention 3: Developing personal attributes (The WPT Way)**

The WPT Way allows us all to promote the attributes our children need in order to develop their **independence, responsibility and resilience** to have a happy and successful life.

The WPT Way promotes:

- Aspiration
- Collaboration
- Communication
- Respect
- Responsibility
- Resilience
- Tolerance

### **Intention 4: To enrich students' experiences and broaden their horizons:**

Our schools' curriculum seeks to equip students with the understanding of how to develop themselves as well rounded citizens and maintain healthy relationships; to enrich and broaden their horizons, both in their cultural capital and future aspirations. Our curriculum offers:

- Opportunities that encourage exploring the world around them

- Time to Investigate concepts through real life hands on experiences
- Visits to a wide range of places that will broaden children's understanding of the world around them
- Time to be themselves, to forge relationships and feelings so that they start to learn what a difference they can make to the lives of others

# IMPLEMENTATION

## **Implementation through Design**

All Early Years Practitioners and teachers are passionate about how young children learn best and have a deep understanding of pedagogy.

To this end the curriculum journey across both our primary and secondary schools begins here. We have sequential plans in place for all subjects that build on previous learning and progressively develops children's knowledge and skills across the key stages. All subjects have long term, medium-term plans and progression maps that define what students will know at key milestones, starting with the Foundation Stage.

## **Implementation through Teaching and Learning**

At Wickersley Partnership Trust, our children deserve and should expect from us:

- An engaging hook into learning
- Access to a variety of meaningful activities which have clear purpose and success criteria
- Appropriate use of teacher questioning and modelling;
- Opportunities to learn in different ways and follow their own interests
- Regular use of verbal feedback to motivate and celebrate learning which is shared with parents/ carers





## IMPACT

We measure the impact of our EYFS curriculum through the following:

- Ongoing learning journeys (shared with parents/ carers)
- End of FS outcomes (GLD)
- Parental voice and reputation
- Progress data for current year groups
- Lesson observations and Work Scrutiny
- Attendance data
- Positive and negative behaviour data; readiness for Year One
- Pupil Voice

## ROLES & RESPONSIBILITIES

### **The Role of Governors**

Our governing body is responsible for monitoring the way the school curriculum is implemented. The governors liaise with the subject leaders, and monitor the way the school teaches these subjects through governor visits to school. Governors will receive reports from the head teacher and curriculum teams and act upon areas identified as requiring improvement.

### **The Role of the Head teacher**

The head teacher will:

- Be responsible for the day to day organisation of the EYFS curriculum;
- Provide a strategic lead and direction for the EYFS curriculum team;
- Monitor the curriculum through 360 degree evaluations of teaching and learning;
- Liaise with the School Leadership Team (SLT).

The senior leadership team will;

- Liaise with the EYFS Curriculum Team
- Support and offer advice to colleagues
- Monitor pupil progress
- Carry out 360 degree evaluations of teaching and learning
- Carry out work scrutiny / learning journeys
- Complete progress analysis
- Lead pupil conversations / pupil voice
- Carry out lesson observations
- Carry out drop ins
- Report on the quality of teaching and learning in the termly governors' report
- Act as role models for teaching staff

### **The Role of the Early Years Team**

The role of the curriculum team is to:

- Provide a strategic lead and direction for the EYFS Curriculum
- Support and offer advice to colleagues on issues related to EYFS
- Monitor pupil progress in EYFS
- Provide efficient resource management for the curriculum area
- Moderate judgements within EYFS across the Trust

It is the role of each EYFS team to keep up to date with developments in their curriculum area, at both national and local level. They review the way the EYFS Curriculum is taught in the school and plan for improvement. This development planning links to whole school objectives. The EYFS team also reviews the curriculum plans for their subject, ensures that there is full coverage of the EYFS curriculum and that progression is planned into schemes of work.





## CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

The curriculum in our schools is designed to provide access and opportunity for all students who attend the schools. If we think it necessary to adapt the curriculum to meet the needs of individual students, then we do so only after the parents of the student have been consulted. If a child has a special need, our school does all it can to meet their individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we consider applying for an EHCP (Education Health Care Plan), and we involve the appropriate external agencies when making this assessment. We provide additional resources and support for children with special needs.

There is a high academic/vocational/technical ambition for all pupils, and schools do not offer disadvantaged pupils with SEND a reduced curriculum.





## **EYFS** POLICY

Wickersley Partnership Trust is an exempt charity regulated by the Secretary of State for Education.

It is a company limited by guarantee registered in England and Wales (company number 8833508).

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