

Curriculum Policy for EYFS



DATE OF REVIEW: Autumn 2026

DATE OF NEXT REVIEW: Autumn 2028

TO BE REVIEWED BY: Teaching & Learning committee

Introduction

“ All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years 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 provide the foundation children need to fulfil their potential. ”

Statutory Framework for the Early Years Foundation Stage 2026

The EYFS applies to pupils from birth to the end of the year in which they turn five. In our school, children join us in September after their fourth birthday.

Intent

We firmly believe that all pupils are entitled to an education rich in wonder and memorable experiences. By capitalising upon our pupils’ innate energy, curiosity and creativity, within our motivating learning environment, we naturally facilitate learning through the acquisition of new skills and knowledge. From their very first days, through an enjoyable and nurturing introduction to their education, we promote high-levels of engagement and motivation within each and every child, thus equipping them with strong foundations for their future learning and success.

At Hatherleigh Community Primary School we want to:

- Meet the needs of each individual child
- Provide a broad and balanced curriculum which enables every child to reach their potential
- Provide a stimulating environment in which pupils feel happy, secure, valued and confident
- Provide learning opportunities which develop their social, emotional, physical, intellectual and moral abilities
- Develop self-control, independence, empathy and respect for themselves and others
- Encourage pupils to cooperate with others
- Develop positive attitudes to learning
- Celebrate diversity
- Develop citizens who will make a valuable contribution to society

Implementation

Our Early Years setting follows Development Matters non-statutory curriculum guidance for the EYFS framework. This includes 7 areas of learning and development that are equally important and inter connected. The three Prime Areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building pupils' capacity to learn, form relationships and thrive.

The Prime Areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The Specific Areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

In addition to these areas of learning, we strive for our pupils to develop effective characteristics of learning which will enable them to become learners for life.

Pupils will **play and explore** their environment, showing engagement by:

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Pupils will be **active learners**, showing motivation by:

- Being involved and concentrating
- Keep on trying
- Enjoying achieving what they set out to do

Pupils will be **creative and think critically** by:

- Having their own ideas
- Making links
- Choosing ways to do things

As adults we support our pupils by:

- Encouraging pupils to express their thoughts and ideas in a variety of situations
- Helping pupils to become competent speakers and listeners

- Developing confidence by praising success and encouraging effort
- Providing extensive opportunities to learn through play
- Fostering a desire to learn by nurturing active questioning and an awareness of the world around them

The EYFS is based upon four principles:

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

A Unique Child

- Each child is considered 'unique' and their individual learning is catered for within the extensive EYFS environment.
- They develop the characteristics for learning, with support from attentive and experienced adults.
- We develop a partnership between all the adults involved with each child. By working together, we develop knowledge of the 'whole child' which assists their future learning and needs.

Positive Relationships

- Positive relationships are key to every child's education. We pride ourselves in developing excellent working relationships with parents; understanding their role as first and most enduring educators of their child.
- Pupils are encouraged to share, care and learn together.

Enabling Environments

- We provide a stimulating 'enabling environment' both indoors and out and pupils have long periods of uninterrupted independent learning.
- We provide a rich multi-sensory learning environment where pupils can experiment and explore through first hand experiences, encouraging a sense of awe and wonder, whilst being able to ask questions and solve problems.
- We provide a safe and welcoming environment where pupils can develop their emotional skills.
- We develop pupils' independence, self-belief, confidence and positive learning behaviours.

Learning and Development

- Staff plan activities and experiences for pupils that enable pupils to develop and learn effectively. In order to do this, practitioners working with the youngest pupils are expected to focus strongly on the 3 prime areas.
- Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience.
- Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.
- In planning and guiding pupils' activities, practitioners reflect on the different ways that pupils learn and

include these in their practice.

Ongoing assessment is an integral part of the learning and development process. Staff observe pupils to identify their level of achievement, interests and learning styles and these observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers. Assessment in the EYFS takes the form of both formative assessment which is ongoing on a daily basis to make decisions about what a child has learned and their next steps in learning and summative assessment when making final judgements.

Within the final term of the EYFS, we provide a written summary to parents, reporting their progress in the 7 areas of learning against the Early Learning Goals and also commenting on the characteristics of effective learning.

Our dedication to inclusive practice means that, regardless of their ability, pupils are aided to access learning with the highest possible levels of independence, due to carefully designed tasks. Where necessary, pupils requiring extra help are sensitively supported, with minimal disruption to quality-first teaching. Our ambition is to narrow the gap between different groups of pupils and to ensure that their life-opportunities are equal, irrespective of background or ability.

Impact

Through an engaging and enriched curriculum, within an inspiring learning environment, our pupils rapidly develop the skills, knowledge and understanding that enable them to become enthusiastic, curious learners. Our EYFS setting clearly illustrates the active engagement and motivation in learning that we work tirelessly to foster within Hatherleigh's pupils.

As active participants in their own success, our pupils learn to fully appreciate the wonder in the world around them through a range of diverse learning opportunities. Our pupils are happy in their work, showing curiosity as they explore and adapt their learning environment in their quest to 'know more'. By 'having a go' and experiencing failure, as well as a sense of accomplishment, we develop resilient, independent, learners who, as they move throughout school, and life, understand that problem-solving is an integral feature of success.

As a result of their EYFS experience, our pupils are destined to be successful learners who are fully prepared for the next stage of their education as they transition from the Foundation Stage to Year One.