



EYFS Curriculum Policy

2025 - 2026

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Version control	
Implementation date	August 2022
Reviewed	August 2023
Reviewed and updated	August 2024
Reviewed and updated	August 2025
Next Review	August 2026

EYFS CURRICULUM POLICY

1. The Early Years Foundation Stage Statutory Framework

“This framework is mandatory for all early years providers in England from 1 September 2011. OFSTED and inspectorates of independent schools have regard to the Early Years Foundation Stage (EYFS) in carrying out inspections and to report on the quality and standards of provision. Ofsted publishes inspection reports at www.gov.uk/ofsted. OFSTED may issue actions (in respect of any failure to meet a requirement in the document) and/or may issue a welfare requirements notice (in respect of Section 3). It is an offence for a provider to fail to comply with a welfare requirements notice. Early years childminder agencies are also under a duty to have regard to the EYFS in the exercise of their functions. The learning and development requirements in sections 1 and 2 of this framework, and the safeguarding and welfare requirements in section 3 of this framework, are indicated by the use of the word “must”. Additionally, early years providers must “have regard” to other provisions in these sections. These provisions are indicated by the use of the word “should”. “Having regard” to these provisions means that early years providers must take them into account when providing early years provision and should not depart from them unless there is good reason for doing so.”

Statutory framework for the Early Years Foundation Stage: Setting the standards for learning, development and care for children from birth to five.

The relevant document with regards to Sophia High School is the [Early Years Foundation Stage Statutory Framework for Group and School-Based Providers](#) (September 2025).

2. Sophia High School Vision for Early Years

Early Years are an integral part of the wider learning community at Sophia High School, and as such the vision for the youngest learners, and their teachers remains consistent with the wider cohort of students within our online school community and personalised learning. We believe that the Early Years and KS1 transition period for children between 4 to 6 is a crucial part of the learning and development phase for young people in accordance with children learning at different paces and stages of development. We call learning during these ages the Foundation Programme.

2.1 Context

At Sophia High School we work actively to ensure that all children are given every opportunity to achieve, to recognise their own worth as well as support their social, emotional, personal development. We expect and work towards high achievement for all children. Each child’s contribution to the digital classroom is welcomed and valued. We make sure that they have the opportunity to learn to the best of their ability and to raise their individual academic achievement. Education at SHS is designed to benefit all of our children to develop global mindedness and value individual and cultural differences.

This policy is designed to reflect the beliefs and values that underpin our practices in learning, teaching, assessment, learning support and home practice.

This document sets out the policy for dealing with curriculum implementation, teaching, reporting and assessment of children in The Early Years. This policy should be used by:

- Teachers as it relates to the education of a child within the subject and level of children under their care
- Senior Leaders to ensure support for education of the highest quality for all children.
- Senior Leaders for the training and appraisals of teachers.
- Human Resources (HR) for hiring purposes, qualifications and safeguarding checks, staff wellbeing and fulfilment of contractual obligations.

This policy is limited to the curriculum planning, teaching, assessment, communication, and reporting to parents and for teachers responsible for children attending online learning with Sophia High School.

The Early Years Curriculum Policy and Procedures are shared with all stakeholders through:

- Information provided to new parents prior to and when their child joins SHS.
- Parent handbook, SHS Prospectus, policies and procedures on SHS website.
- Weekly meetings with SHS teachers and additional appointments with SHS Senior Leaders.

2.2 Objectives

SHS believes there should be a clear and understandable procedure for teachers and parents to gain insights into the curriculum plan for Early Years related to the teaching and learning of the children in SHS and the services it provides.

SHS's Guiding Statements are concerned with meeting the needs of children, parents and other stakeholders. We encourage feedback as an important part of self-evaluation and raising standards. As there is an annual review of the Curriculum Policy, all stakeholders should feel that their ideas and suggestions can be voiced and will be considered seriously.

The purpose of this policy is to:

- Outline the methods and expectations for the teaching and learning of the Early Years Foundation Stage (EYFS) using cross curricular links and PBL to achieve the Early Learning Goals.
- Raise standards in all areas of behaviours and learning encompassed in the EYFS, and developing ESD Competencies from the earliest age.
- In addition, raise standards in reading with the ultimate aim that returning SHS children should have a reading age which matches or exceeds their chronological age. This will be accompanied by a spoken English standard which allows each child to communicate clearly and confidently in English, and also in written form matching or exceeding their chronological age. Children should read and write for enjoyment and understand that texts have meaning and that good readers and writers use strategies to read and write independently. We understand that many of our students do not have English as their first language, and so additional support will be given where needed to ensure all children reach the expected goals.
- Promote consistency of practice while accounting for different contextual needs and circumstances.

- Promote a holistic style of education focusing not only on academic rigour, but also personal, social and emotional development alongside physical health and wellbeing, scientific curiosity and a sense of community and global identity.
- Support the induction of new teaching staff and offer continuous professional development for all teaching staff.
- Identify roles and expectations of different stakeholders: staff, children, parents, SHS Management.
- Facilitate access for all to the curriculum.
- Enhance children's life chances.
- Provide a structure and progression for teaching with clear expectations for each year group of SHS students.

3. Teaching and Learning

The underlying principle is that teaching and learning in the Early Years should be developed using the Statutory Framework for EYFS. This framework sets the standards that early year's providers must meet to ensure children learn and develop well and are kept healthy and safe. It also seeks to provide: consistency and quality; a secure foundation; partnerships between practitioners and parents; equity of opportunity and anti-discriminatory practices; ensuring every child is included and supported; and meets safeguarding and welfare requirements.

The EYFS seeks to provide:

- Quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind.
- A secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly.
- Partnership working between practitioners and with parents and/or carers.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The learning and development requirements cover:

- the seven areas of learning and development which must shape activities and experiences (educational programmes) for children in all early years settings.
- the early learning goals that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five).
- assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers).

The safeguarding and welfare requirements cover the steps that providers must take to keep children safe and promote their welfare.

3.1 Principles of the EYFS

There are four overarching principles in the EYFS:

- A unique child.
- Positive relationships.

- Enabling environments with teaching and support from adults.
- Learning and development.

The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

3.1.1 Every Child is a Unique Child. Sophia Early Years provides:

- A safe environment for children and their families, free from harassment and discrimination, in which children's contributions are valued and where racial and religious beliefs are respected. We aim to challenge discrimination on the grounds of gender, ability/disability, race or cultural background.
- A program where all children will be treated as individuals and they will have full access to all elements of provision and opportunities in Early Years education, regardless of gender, ability/disability, race or cultural background.

3.1.2 Children learn to be strong and independent when there are positive relationships. Sophia Early years provides:

- Training for children, parents and teachers on use of digital resources, support materials and curriculum support activities through Induction, online CPD, workshops and virtual conference attendance. This may be facilitated by Sophia or by an external approved provider and will be scheduled on the CPD and Events calendar.
- Audits and safety checks, lesson observations, and risk assessment forms and plans.
- Regular team meetings promoting collegiality and discussion amongst the Early Years team and wider Sophia community. Working collaboratively, sharing knowledge and skills, and personal connections makes the team stronger and supports teaching and learning to a higher degree of success.

3.1.3 Children learn well in enabling environments Sophia Early Years provides:

- Encourages and builds trusting, responsive relationships between all Sophia staff.
- Listens and responds to parent and teacher questions, concerns and suggestions.
- Responding in a timely manner to questions, issues and incidents.
- Builds positive, trusting relationships with parents using online playdates, workshops, information sessions, special events and celebration Assemblies.
- Follows policies and procedures related to all areas of working at Sophia High School.
- Exemplify excellence in online teaching and learning.
- Works as a team using a variety of learning models in a collaborative setting such as coaching, mentoring, job shadowing, peer coaching etc.
- Supports children and families online through formal and informal activities, focusing on a positive and open home/school partnership.
- Builds incentive/ appreciation and encouragement opportunities for all children and staff.

3.1.4 Children develop and learn in different ways and at different rates Sophia Early Years provides:

- Opportunities for each child to progress at their own pace and in their own style, supported by the teacher and parent collaboration in online lessons and through additional activities and experiences.

- A framework of online education to meet the individual requirements of children with any additional needs, to enable them to make progress in all areas of learning and achieve their full potential, e.g., through specific targets as part of an Individual Education Plan.
- Staff who will liaise and work closely with other professionals involved with the child and respond positively to the advice they offer.

The Characteristics of Effective Learning underpin all that we do in Early Years. These behaviours exemplify the best in early learning when a child's curiosity is ignited:

- 1) Playing and Exploring
- 2) Active Learning
- 3) Creating and Thinking Critically

3.2 Areas of Learning and Development

There are seven areas of learning and development. They are all important and interconnected. Three areas are particularly crucial for monitoring their physical, social and emotional development. These are the prime areas, and associated Early Learning Goals:

3.2.1 Communication and Language

Listening, Attention and Understanding.

Children at the expected level of development will:

- oListen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- oMake comments about what they have heard and ask questions to clarify their understanding;
- oHold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking.

Children at the expected level of development will:

- oParticipate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- oOffer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- oExpress their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

3.2.2 Personal, Social and Emotional Development

Self-Regulation.

Children at the expected level of development will:

- oShow an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- oSet and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- oGive focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self.

Children at the expected level of development will:

- oBe confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- oExplain the reasons for rules, know right from wrong and try to behave accordingly;
- oManage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships.

Children at the expected level of development will:

- oWork and play cooperatively and take turns with others;
- oForm positive attachments to adults and friendships with peers;
- oShow sensitivity to their own and to others' needs.

3.2.3 Physical Development

Gross Motor Skills.

Children at the expected level of development will:

- oNegotiate space and obstacles safely, with consideration for themselves and others;
- oDemonstrate strength, balance and coordination when playing;
- oMove energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills.

Children at the expected level of development will:

- oHold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- oUse a range of small tools, including scissors, paint brushes and cutlery;
- oBegin to show accuracy and care when drawing.

Four additional subject areas (Specific Areas) and associated Early Learning Goals cover the development of content exploration and discovery.

3.2.4 Literacy

Comprehension.

Children at the expected level of development will:

- oDemonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- oAnticipate – where appropriate – key events in stories;
- oUse and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading.

Children at the expected level of development will:

- oSay a sound for each letter in the alphabet and at least 10 digraphs;
- oRead words consistent with their phonic knowledge by sound-blending;
- oRead aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing.

Children at the expected level of development will:

- oWrite recognisable letters, most of which are correctly formed;
- oSpell words by identifying sounds in them and representing the sounds with a letter or letters;

oWrite simple phrases and sentences that can be read by others.

3.2.5 Mathematics

Number.

Children at the expected level of development will:

- oHave a deep understanding of number to 10, including the composition of each number;
- oSubitise (recognise quantities without counting) up to 5;
- oAutomatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns.

Children at the expected level of development will:

- oVerbally count beyond 20, recognising the pattern of the counting system;
- oCompare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- oExplore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

3.2.6 Understanding the World

Past and Present.

Children at the expected level of development will:

- oTalk about the lives of the people around them and their roles in society;
- oKnow some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- oUnderstand the past through settings, characters and events encountered in books read in class and storytelling;

People and Communities.

Children at the expected level of development will:

- oDescribe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;
- oKnow some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- oExplain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

The Natural World.

Children at the expected level of development will:

- oExplore the natural world around them, making observations and drawing pictures of animals and plants;
- oKnow some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- oUnderstand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

3.2.7 Expressive Arts and Design

Creating with Materials.

Children at the expected level of development will:

- o Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;
- o Share their creations, explaining the process they have used;
- o Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive.

Children at the expected level of development will:

- o Invent, adapt and recount narratives and stories with peers and their teacher;
- o Sing a range of well-known nursery rhymes and songs;
- o Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.

The programme is designed to ensure a strong foundation for children's development in the three prime areas. The specific areas of learning provide children with a broad curriculum and with opportunities to strengthen and apply the prime areas of learning. This is particularly important in developing language and extending vocabulary.

It also recognises the need to provide opportunities for children whose first language is not English, to use their home language in play and learning, supporting their language development.

Each area of learning must be implemented using planned and purposeful play and through a mix of adult-led and child-initiated activity both online and at home.

Activities are play based, inquiry focused, with hands-on activities, Teachers will use research-based strategies appropriate for children in the stages of development as an Early Years learner.

4. Project Based Learning

At Sophia High School we work towards our aim of bridging meaning to the SDGs through the work that we do with the children. To this aim, we focus on Education for Sustainable Development (ESD) and Global Citizenship Education (GCED). These are encountered and developed through Project Based Learning, with a cross-curricular approach to learning wider subjects as well as embedding core subjects. Children in EYFS at Sophia are introduced to these concepts through enquiry-based questions in Holistic Horizons lessons and other subject lessons where they fit.

5. Procedures, Roles and Responsibilities

This section of the policy explains the curriculum procedure providing more details, roles and responsibilities in the implementation process.

5.1 Procedure

The procedures will:

- Support teachers and academic support teams to provide the curriculum program leading to the ELGs for children ages birth to age 5+. Early Years includes children up to age 7, and at Sophia High

we view the first term of Year One as a transition period to allow the children to settle and consolidate their learning before moving on to a more formal style of education.

- Provide point of contacts (POC) for parents and teachers within each age level and subject.
- Be easily accessible and publicised.
- Be easy to understand and use.
- Provide information to the school's senior management team so that services can be improved.

Early Years teaching and learning should be referenced in the Curriculum Policy, Teaching and Learning Policy, and the Parent Handbook for more detailed procedures, forms and timelines as well as strategies for teaching and learning.

5.2 Roles and Responsibilities Teachers will:

Within each class, the class teacher has ultimate responsibility for teaching all areas of the EYFS curriculum, including English, Reading, Writing, Speaking and Listening and Phonics. Vocabulary and confidence to speak will be reinforced through integration across the subjects. They will teach Mathematics with focus on number concepts and the use of mathematics in the world around us. Teachers will assist in devising, resourcing and following PBL and thematic plans to enable young learners to participate with understanding and purpose, wellbeing lessons and support for physical development through the PSHE curriculum. The Arts and creativity run through all we do in Early Years, and this is shown in the supplementary tasks and challenges that the children are set to explore outside the online lessons.

All staff, teaching and support should:

- Know what is expected regarding the delivery of the teaching of English, Mathematics, PSHE and the Arts within each year group according to the EYFS Early Learning Goals.
- Be clear of their role.
- Be aware of standards of attainment achieved and expected within each year group, established, moderated and recorded on the Athena platform.
- Understand high yield, research-based methods that can be used to deliver online teaching and learning.
- Understand progression in the Early Years based on physical, cognitive, social and emotional development and delivered through online content that is mindful of developmentally appropriate practice.
- Be aware of different strategies that can be used for children with different educational needs e.g., specific learning difficulties, gender differences, gifted children etc. and offer differentiation in each lesson according to the needs of the children.
- Work with parents and management to identify and deliver strategies to support children with differing needs.
- Be aware of, add to planning and use effectively any resources subscribed to by Sophia High that can be used to support the teaching, learning and assessment of all subjects appropriate for the child's age and interests and in line with Sophia High culture, values and ethos. This includes Literacy Tree, White Rose Maths, Mathseeds, TWINKL Phonics, and Oxford Owl.
- Provide positive role models to children by displaying and modelling positive attitudes to learning online and extending this learning beyond the online lesson.
- Use approved items to support online learning. This includes Google for Education tools, CANVA, items named in the EY Home Resource List, and Sophia High digital subscriptions.

- Keep digital records on Athena which record pupil activity and progress in all areas of the curriculum which can be easily interpreted by others and used for data analysis at specified periods throughout the year.
- Model active and fast-paced lessons using digital resources, props, puppets, visual aids, songs and actions. Our young learners need to be engaged in the learning, not observing it.
- Undertake assessments to inform provision for individual children and whose analysis will show trends in teaching and learning across the year level.
- Promote daily phonics, reading and writing activities in the online lessons and also as home practice through tasks and challenges set at the end of each lesson. These will also be promoted through themed weeks, celebrations and Assemblies.
- Use praise and appropriate rewards to encourage reading e.g., verbal feedback, bookmarks, certificates, etc.
- Use Google for Education as the platform for daily work in the Digital Notebook and interactive resources from Sophia High subscriptions for review and feedback on work completed at home to inspire and motivate children of all developmental levels.
- Provide a safe, secure environment with shared, modelled and guided lessons for all subjects where each child feels valued and confident.

5.3 Pedagogy

We believe that the child is the centre of their learning and that supporting and encouraging them, and giving them the skills and tools to explore what they are interested in, is central to their development.

We aim to:

- Create an environment where it is “safe” to make mistakes, to share thoughts and ideas, explore different options, and work both independently and collaboratively.
- Provide a place where children are able to persevere, concentrate and pursue their own interests within the online lesson and at home.
- Praise children for their efforts in thinking about a problem, for being confident to guess and not just for giving correct answers and encouraging children to develop their own strategies for solving problems.
- Support learning at all levels by providing time, space, resources and opportunities to develop language and concepts during online and home activities which arise out of the child’s own interests and curiosities as well as online teacher-led activities.
- Encourage exploration of real-life problems by using everyday situations, experiences and events as they arise, giving meaningful context to their learning.
- Planning practical and appealing activities which are appropriate for the children’s level of development, and which take account of different learning styles. We aim to support children who need practice in developing basic skills and to challenge more-able children to use and apply their knowledge/skills with confidence.
- Questioning children using their interests in a way which develops their thinking, extends their problem-solving opportunities and enhances their learning.
- Observe and listen to children to better understand their interests/curiosities and provide opportunities/resources for child-led learning during the online lessons and for home learning.

- Maintain children's enthusiasm and confidence by responding positively to the children's interests and lines of enquiry based on observations made during the online lesson as well as work submitted digitally.
- Support children in developing essential digital skills from an early age by introducing age-appropriate technology, modelling safe and purposeful use, and encouraging confident, independent interaction with digital tools during online lessons and home learning.

6. Curriculum Areas

6.1 Communication and Language/Literacy

All pupils have a dedicated English lesson four times per week. Within these lessons there will be a balance between small group teaching and individual practice online and supplementary activities at home (tasks and challenges).

Teachers use online resources: Literacy Tree, TWINKL Phonics, Oxford Owl.

We believe that reading is both a source of enjoyment and a vital skill which can enhance a child's life chances and should therefore be central to the whole curriculum. Children take part in English lessons which include a guided whole group section which focuses on an Essential Question, which directly correlates to specified EYFS learning outcomes. This is supported by small group instruction groups, some directed by the teacher, some supporting independent learning, which allow for differentiation to meet the different needs of all children. Each lesson ends with a plenary, which allows all children to show what they know. These lessons are reinforced through PBL themes relevant to the developmental stage and interest of children, which provide background knowledge and a context for discussion and vocabulary development. These themes support the Essential Question, which encourages creativity, critical thinking and problem solving. Themes reinforce vocabulary and provide opportunities to develop confidence to speak and are also used to link children's interests to a context for reading, writing and speaking. Themes are also used to encourage discussion and writing about familiar experiences and to give meaning to print and a variety of texts both in print and online.

In EYFS the children access structured reading and phonics programmes (Literacy Tree and TWINKL Phonics) through guided reading sessions led by the teacher. Children also work in small groups on reading activities which include reading the book, taking part in supporting phonics or tricky word activities, fine motor or handwriting activities and play scenarios which encourage the use of higher order thinking and language skills. Children will have a book to take home (online) according to their reading level from the Literacy Tree, TWINKL Phonics, Oxford Owl and/or Google Read Along to practise with parental support. This is also supported by a range of online texts and activities on Oxford Owl, which is also available for free to families at home. Reception children will also have daily phonics practice and spellings to support their early reading and writing skills.

Name writing is a highly personal achievement and we congratulate our children who achieve this independently. Letter formation and handwriting is taught using Nelson font (pre-cursive). At Sophia we focus on fine motor skill development alongside writing to express creatively, share information and use their developing bank of CVC words when writing simple sentences. Fine motor development is supported by weekly Physical Challenges set for children to complete at home with their families which encourage both gross and fine motor skills development appropriate for the age of the child.

Our literacy lessons are based around a theme using a book, story, song, poem or nursery rhyme. Children will investigate the essential question or enquiry question built into the themes by thinking and expressing their opinions, drawing, speaking, role playing, imagining and creating, allowing them to gain an understanding of larger ideas and to reflect, share ideas, make comparisons, and then work towards representing their thinking by producing their own piece of mark making (N and R) or writing (R), both physically and digitally. We call this a reading into writing model. Children will also practise their speaking and listening skills as singing, choral reading and chanting and drama activities. These skills are reinforced through drama, show and tell and role play, both during the online lessons and whilst working on projects at home.

The English program will be delivered through a variety of strategies including:

- Encouraging the children to speak, listen and respond to others in online lessons, developing their confidence to speak and increasing their spoken vocabulary in meaningful ways.
- Following TWINKL Phonics (Phases 1-3) to encourage appropriate levels of phonics development during the online lesson and at home.
- Modelling and facilitating shared, guided, buddy and individual reading using the reading schemes Literacy Tree and Reading Eggs, supported by Oxford Owl and TWINKL Phonics.
- Precision teaching of comprehension strategies appropriate to the language level of each child including the teaching of high frequency words and spellings.
- Fostering a love of reading for pleasure by extending the reading opportunities of each child to include fiction, non-fiction, poetry, rhyme, song, traditional tales and texts representing a diverse cultural heritage.
- Giving opportunities for children to express themselves through mark making, leading to writing and use of grammar/spellings, using the Digital Notebooks.
- Follow the Nelson handwriting plan to encourage firm grip and pencil control, as appropriate for individual stages of growth and development, leading to correct letter formation.
- Intervention strategies and extension activities to support children at their level of language development.
- Daily home practice activities involving speaking and listening, singing, phonics, reading, writing and handwriting.

6.2 Mathematics

All pupils have a dedicated Mathematics lesson four times per week. Within these lessons there will be a balance between small group teaching and individual practice online and supplementary activities at home (tasks and challenges).

The focus of the lessons is to develop appropriate levels of numeric comprehension and application, and explore mathematical concepts in the environment. Mathematics is all around us, and should be seen as an integral part of our world. Mathematics does not stand alone. It connects with all areas of learning and contributes to many subjects within the curriculum. We seek opportunities to draw mathematical experience out of a wide range of situations, which allows children to use and apply mathematics in real contexts, deepening their understanding and connecting to the wider learning experience.

Children in EYFS follow the White Rose Maths programme which includes game-based online activities to support their mathematical development. These activities are personalised and set by the teacher to meet the individual levels of each child and progress recorded on this platform.

The Maths program will be delivered through a variety of strategies including:

- Developing an understanding of and competent use of mathematics by offering a range of activities – some explicit and others which develop ideas more discreetly in such as songs and rhymes, games, everyday routines, and use of digital resources both during the online lesson and at home to develop the children's enjoyment of mathematics in a varied and stimulating way.
- Using the correct mathematical terminology to support development of the children's understanding and use of appropriate vocabulary when being encouraged to talk "mathematically" about activities or observations.
- Acting as role-models to help the children to see themselves as mathematicians and to develop positive attitudes towards learning and using mathematical concepts, by being confident and enthusiastic about the subject themselves.
- Supporting play, both online and at home, which is purposeful so that they can begin to appreciate mathematics in the world around them (e.g. numbering model houses so the postman can match letters to the right houses).
- Use of school Mathematics schemes (Mathletics, White Rose Maths)
- Use of school online games and activity platform (Mathseeds)
- Facilitating children's representations of their own explorations of mathematical concepts using the digital tools provided.

6.3 Understanding the World/PBL and Science

All pupils have a dedicated PBL lesson four times per week in Holistic Horizon lessons but PBL themes are also embedded across all subject lessons. Within these lessons there will be a balance between small group teaching and individual discussion online, and supplementary activities at home (tasks and challenges).

Influenced by progressive pedagogy, metacognition and best practice, PBL helps children develop their knowledge, skills and understanding of the world through thematic units. Teachers create fun and engaging learning opportunities that enable learners to make connections between what they are exploring at school and the world around them.

It is vital that our children develop a strong interest through Education for Sustainable Development in their own and other cultures and a deep understanding of multiple perspectives as they grow and develop. Alongside this, our students develop a desire to help shape the local and global communities through actions that impact positively on society, and build confidence to believe that they are capable of influencing change.

PBL encourages collaboration and reflection not just between teachers and pupils, but amongst teachers within the school and worldwide. It also helps engage parents with learning, and to help them understand the relevance of learning in the classroom and at home.

PBL and UTW elements will be delivered through a variety of strategies including:

- Providing opportunities through PBL for children to explore and investigate in order to gain first-hand experience through activities that are open-ended, fun and thought provoking.
- Encouraging children to observe and manipulate a wide variety of objects and materials
- Scaffolding language and activities for children to test and question through being involved in problem solving activities and thereby develop enquiring minds.
- Setting tasks and challenges for children to design and build simple projects and to make decisions about the materials and techniques used.
- Encouraging children to communicate, discuss and explain their findings through language, paintings, 3D models, photos, digital video etc.
- Exploring themes that develop a sense of time in their own lives and in the lives of others and a sense of place by exploring the natural and built environment around them.
- Recognising the cross-curricular nature of this subject when planning for this area of the curriculum.
- Recognising spontaneous teaching and learning opportunities that arise during online lessons and activities.
- Offering children opportunities to observe, reflect, analyse, criticise, categorise, compare, predict, question, problem-solve, appreciate, hypothesise and interpret both during the online lesson and when taking part in home-based activities.
- Teaching specific skills and techniques where they are appropriate and relevant.
- Recognising that there is a specific and appropriate language, and accurate terminology for many curricular areas that we can help a child to absorb, learn and understand through play.
- Ensuring, through careful monitoring and parental guidance, that adults will observe, support, encourage and sensitively extend children's open-ended exploration.
- Carefully considering that both risk-taking and safety are essential factors to be born in mind and balanced when planning and implementing the curriculum.

6.4 Expressive Arts and Design/Physical Development (also PBL)

Our teachers teach and explore content related to the Expressive Arts and Design and Physical Development Early Learning Goals, focusing on creativity and personal expression, with activities to support the overarching Characteristics of Effective Learning.

In Expressive Arts and Design, teachers focus on elements of visual art such as colour, line, shape, space and form as well as creative activities linked to Project Based Learning and topics. Lessons and supplementary home activities give children an opportunity to express themselves using tools and media and be inspired to create by music, dance and the work of artists from around the world. Using items which have personal, community and cultural meaning to inspire and connect with, our students develop a personal aesthetic and begin to understand that they are part of a larger community which values creative expression in all its forms.

Music and Movement plays an important role in this, with teachers focusing on building oral language, dance, singing, patterns in words and actions, movement and dance. We encourage children to express themselves through body control and movement, sometimes using a range of unpitched percussion instruments. The online lessons include an element of song, movement and dance to encourage the children to express themselves physically, but also develop a physical vocabulary of planned and well-executed movements which they can use in their life at home.

This also includes physical development tasks. Our teachers deliver a variety of online activities to encourage our young children to develop a healthy lifestyle, gross motor development, co-operation, fair play and agility skills. Gross motor skills are further developed through the weekly Physical Challenges set to be completed at home, and also the Early Years Playdates and social events, which have an element of competitive team games.

Many of our students take private music lessons at home, and we are excited to showcase their success in this area during our Assemblies and other celebration events.

6.5 Personal, Social and Emotional Development (PSED - PSHE)

All teachers are responsible to support children's personal, social and emotional development, but there are also dedicated PSED lessons each week to support recognition of feelings, appropriate expression of emotions and social problem solving. These are designed to help children access their own feelings and the feelings of others, understand their role in friendships and relationships, and begin to discover their connections and responsibilities to the wider global community.

The knowledge, skills and values discussed and developed in this programme directly correlate with expectations for socio-emotional learning:

- Managing emotions
- Empathy
- Problem Solving
- Making responsible decisions
- Maintaining healthy relationships

There are weekly sessions for mindfulness, meditation and wellbeing embedded into the programme called Holistic Horizons. We encourage the children to develop and use these skills to begin to regulate their emotions and deal with daily challenges and conflict.

7. Education for Sustainable Development

Education for Sustainable Development (ESD) and Global Citizenship (GCED) runs through all we do. Access to the Sustainable Development goals for children at an appropriate level is important as we see our students as leaders of the future.

ESD supports SDG 4.7 that "by 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development." This is based around development of knowledge, competencies, values and skills.

The ESD Competencies that we focus on are:

- Systems competency – thinking about how systems interact with each other
- Anticipatory competency – anticipating the future by understanding and evaluating current information
- Normative competency – reflecting on themselves, their values and norms

- Strategic competency – being able to think strategically and develop strategies for action
- Collaboration competency – collaborate with others and develop engagement strategies
- Critical thinking competency – the ability to question the norms associated with daily life practices and develop actions for the future
- Integrative Problem Solving competency – connecting information and developing strategies for inform daily life in the context of ESD
- Self-Awareness competency – reflecting on self, actions, beliefs, values in the context of ESD

The Delors Report (Delors Commission, 1996) highlights the four Pillars of Education:

- Learning to know
- Learning to do
- Learning to be
- Learning to live together

ESD adds another Pillar to this:

- Learning to transform oneself and society

By using active learning techniques, our students become increasingly aware of the world around them, its wonders and complexities, and how to begin their journey as sustainably responsible global citizens.

8. Curriculum Implementation

8.1 Induction

At the beginning of each academic year, during August Induction, teachers will be trained in in the EYFS and PBL as it relates to the curriculum appropriate, research-based pedagogy in teaching, assessment, tracking and reporting, use of technology including the Athena platform, as well as the most effective research-based behaviour management strategies and resources. This will be planned and delivered by the relevant leaders. This will be delivered through workshops, group discussions, and whole team information sharing sessions. Induction will be tailored to the learning needs based on the school improvement plan and based on feedback from staff in the previous year. Sessions are specific, but not confined to, EYFS, online learning, use of SHS digital resources, and introductions to the purchased schemes to support teaching and learning.

8.2 Continuous Professional Development (CPD)

All teachers at Sophia High School have access to a range of CPD. This is shared on the CPD calendar at the beginning of the school year, with clear expectations for meeting deadlines, goal setting and success criteria.

8.3 Assessment and Record Keeping

Teachers will use ongoing formative assessment using observations of children's development. Digital trackers are provided to teachers in each subject through the Literacy Tree, White Rose Maths, White Rose Science, and also Athena to inform the EYFS Profile.

Athena is used throughout the year to track and measure progress across all curricular areas, and this data will inform the grade in the termly Report Card. Record keeping will be regular and targets identified as working towards the ELG's will meet the criteria for being achieved when: *Child observed to have completed independently and with confidence on a number of occasions.*

The Digital Notebooks will allow for evidence to be collated and recorded to show development towards the ELG's and ESD Competencies for each child. This includes work set by the teacher in the form of digital worksheets, online games and activities, video evidence, certificates of completion for work set on one of our subscribed services, and also photographs and videos of work completed outside the online lesson. Our youngest learners may not have the confidence to speak, or level of English necessary to discuss their thoughts and discoveries, and so we are eager to provide a range of ways for them to 'show what they know'.

Summative Assessments will occur in FP2 at the beginning and end of the year to determine a Baseline, and show subsequent development, as required in the EYFS Statutory Framework and reported in the EYFS Profile. Baseline assessments will be online and take place as part of the pre-entry getting to know you and assessment for Reception age children. All results will be shared with parents in Report Cards.

All data will be collated and analysed to determine progress over time for each child, highlighting areas of strength and areas for consolidation. Recording and tracking progress is more than an exercise in data collection, the information recorded will allow each teacher to determine how best to inform planning, adapt lessons to meet the needs of individual children and support using differentiated teaching strategies. Teachers will be monitored on their use of Athena. Data collection and analysis also allows us to set targets for the following year and for system accountability. This will relate to both returning students, and to newly enrolled children. Writing in FP2 will be assessed through a series of two Writing Prompts over the year for similar objectives and targets. Data will be analysed by Athena and Senior Leaders to moderate teacher levelling and progress.

8.4 Moderation

Moderation should be a collaborative process with colleagues. This supports the quality assurance of teacher assessment judgements and provides a valuable opportunity for professional development.

Moderation will be carried out by the online teachers and Senior Leaders, to establish a fair and equitable standard of work considering a range of levels with reference to accepted UK standards of work for those levels. These standards are specific to the EYFS Profile.

Samples of work from all students will be part of internal moderation processes and may be combined with samples from external sources, such as the DfE website and Literacy Tree.

Agreed standards and the associated pieces of work related to these levels will be recorded and stored on Athena for future use for moderation purposes.

9. The Early Years Foundation Stage Profile

"The EYFS profile is a statutory assessment of children's development at the end of the early years foundation stage (known as a summative assessment) and is made up of an assessment of the child's outcomes in relation to the 17 early learning goals (ELGs). It is intended to provide a reliable, valid, and accurate assessment of each child's development at the end of the EYFS. Practitioners are expected to use their professional judgement to make these assessments, based on their knowledge and understanding of what the child knows, understands, and can do. Day-to-day informal checking of what children have learnt will inform teaching and learning on an ongoing basis throughout the final year of the EYFS. This will include

identifying areas where children may be at risk of falling behind, so that practitioners can provide rapid, effective support.”

Early years foundation stage profile handbook 2023

The EYFS profile must be carried out in the final term of the year in which a child reaches age 5, and no later than 30 June in that term.

Teachers are expected to use their professional judgement to make these assessments, based on their knowledge and understanding of what the child knows, understands, and can do. Thorough and continuous observations and formative assessments of what children have learnt will inform teaching and learning on an ongoing basis throughout the final year of the EYFS (Reception). This will include identifying areas where children may be at risk of falling behind, so that teachers can provide timely and effective support.

It is intended to provide a reliable, valid and accurate assessment of each child’s development at the end of the EYFS. It is made up of an assessment of the child’s outcomes in relation to the 17 Early Learning Goal (ELG) descriptors. The ELGs are what is assessed at the end of the reception year and should not be used as a curriculum.

Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved at least the expected level for the ELGs in the Prime Areas of Learning and the Specific Areas of Mathematics and Literacy. This helps teachers and parents to understand broadly what a child can do in relation to national expectations. At Sophia High School our grading descriptors leading towards the EYFS Profile are indicated on our Report cards as:

- Not observed
- Beginning
- Developing
- Secure (GLD)
- Exceeding

Observations and judgements related to progress should:

- Use knowledge of the child
- Use summative assessments
- Be Informed by a range of perspectives
- Be inclusive
- Be underpinned by a broad curriculum and effective pedagogy

Records and observations related to a child’s level related to the EYFS Profile are stored within the Digital Notebook and on Athena for data analysis and are shared on the child’s Report Card.

10. Reporting

Teachers meet with parents each week to discuss their child’s progress and also give practical guidance as to how they can help their child at home. This is also a time to form a bond with family members, many of whom participate in the online lessons with their young children. It is our aim to be transparent about the progress that each child makes, and that our guidance should be practical and timely.

Teachers also report to parents in their scheduled weekly meetings and termly Report Card. These reflect the progress that each child has made, recorded as ongoing teacher observations captured on Athena and supported by appropriate, personal comments and samples of evidence.

Parents have access to recordings of all online lessons and their child's Digital Notebook at all times and may use these as the basis for weekly meetings with the teachers to discuss progress or challenges for their child.

11. Monitoring

Standards of the EYFS seven curricular areas, culminating in the EYFS Learning Goals, will be monitored by the class teacher, and Sophia Senior Leaders regularly in the Digital Notebooks and on Athena and to ensure each child is working at the expected level, and if not then highlighting areas for support or extension. Digital Notebook scrutiny must show that the teacher is not only marking work but providing meaningful, verbal feedback to each child in a timely manner. Our teachers must monitor children's progress observed through participation in differentiated instruction, and this is subject to oversight using regular monitoring overviews and lesson plan feedback related to the ELG's.

In addition, Senior Leaders will monitor standards of teaching and learning by the following methods:

- Virtual observation of online lessons (both scheduled and unscheduled)
- Data tracking and analysis
- Success criteria based on the Lesson Plans
- Hearing, seeing pupils participate with independence and confidence
- Teacher standards and appraisal criteria
- Report Cards
- If appropriate, Individual Education Plans for children with challenges to learning

12. Child Protection, Safeguarding and Welfare of Children and Staff

Sophia Early Years provides:

- Clear expectations for teachers to meet child protection criteria (DBS check etc.) prior to start of employment.
- Annual CPD related to Safeguarding and Child Protection during Induction and additional training as identified and related to specific goals on the school improvement plan.
- Annual review of the Safeguarding Policy and procedures, including identification of the DSL, cascaded to all staff during Induction.

13. Equal Opportunities

All children are offered a broad, balanced curriculum differentiated to meet their needs as necessary. There is equality of access to the whole curriculum. No child is denied access to any part of the broad curriculum unless specific physical needs or religious/cultural considerations make it inappropriate. We are very mindful of the learning needs of all of our children and those with Additional Learning Needs are supported by a positive focus on effective planning, teaching and assessment, differentiated activities, as necessary, high, realistic expectations, suitable resources and recording formats. Learners who have particular needs in relation to literacy may receive direct adult support in reading and recording.

13.1 Gifted and Talented Children

Where possible, more able children are taught with their own class and their learning extended through differentiated group work, extra challenges and opportunities for independent learning/challenges. Where appropriate, special arrangements are made for an exceptionally gifted child e.g. they may be taught with children from a higher age range or may follow an individualised programme with more challenging problems to tackle.

13.2 Children with Additional Learning Needs

All learners are catered for fully in their daily online lessons. All children benefit from the emphasis on oral and mental work and participating in watching and listening to other children demonstrating and explaining their methods. Children with ALN are taught within the daily online lesson and are encouraged to take part. Where applicable, children's IEP targets incorporate appropriate objectives from the EYFS Curriculum. Where additional support staff are available, they work collaboratively with the online teacher. However a pupil whose difficulties are severe or complex may need to be supported with an individualised programme during the online lesson.

13.3 Inclusion: providing effective learning opportunities for all children

When planning and teaching the curriculum, we have due regard to the following principles:

- Setting suitable learning challenges. We give every child the opportunity to experience success in learning and to achieve as high a standard as possible. Teachers teach the knowledge, skills and understanding in ways that suit individual children's developmental and cognitive level. This may mean teaching knowledge, skills and understanding from earlier and later stages in the curriculum so that individual children can make progress and show what they can achieve.
- For children whose attainments fall significantly below the expected levels at the end of Reception, a much greater degree of differentiation will be necessary. In these circumstances, it may be necessary to use additional support teachers and a specifically designed learning plan or resource or to provide a context in planning learning appropriate to the age and requirements of the child.
- For children whose attainments significantly exceed the expected level of attainment within one or more subjects, we plan suitably challenging work within the online lessons for that age, and also offer opportunities for students to work in groups of advanced age and learning for those subjects. We plan further differentiation by extending the breadth and depth of study within individual subjects, or by planning work which draws on the content of different subjects.

14. Partnering with Parents

Sophia High School strives to maintain open exchanges of information with parents and carers on a daily basis. Parents of our EY students participate in and support online lessons as appropriate, and form a strong connection with the teacher as well as other families in the lessons. They have access to videos of all the online lessons, Digital Notebooks, and also have weekly meetings with the teacher to discuss their child's progress.

We also engage with parents during weekly Parent Meetings, parent workshops, and online social activities.

15. Confidentiality

All documentation regarding pupils, learning outcomes, curriculum implantation and the training of teachers will be recorded in online files kept in a secure location on Athena in accordance with GDPR. All confidential files may be available upon request after Management's approval.

16. Policy Monitoring and Evaluation

Review, evaluation and amendments to be made to the policy document annually.

There will be a review of the progress of children and teacher performance at the end of each term or teacher appraisal cycle. The monitoring of the children's progress, target setting and evaluation, reporting and assessment practices will be carried out with the aim of meeting all targets specified in the EYFS Profile. These tools are useful in evaluating the performance and will contribute to improvement. Any underlying issues identified will be addressed.

10. Curriculum Policy –Website links

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

[Early Years Foundation Stage Statutory Framework for Group and School-Based Providers](#) (January 2024).

https://assets.publishing.service.gov.uk/media/65253bc12548ca000dddf050/EYFSP_2024_handbook.pdf
(October 2023)

<https://unesdoc.unesco.org/ark:/48223/pf0000374802>