

## Padbury CE School Early Years Foundation Stage- Maple Class

### **Our Vision for Early Years Foundation Stage Children**

Our vision for EYFS children here at Padbury School is for them to be happy and engaged. We know that children learn best when they are happy and highly involved in their learning, and this underpins all that we do. We aim to enable children to develop and grow and to be confident, independent, curious, resilient, creative, and empathetic individuals. We encourage children to assess and take risks, and promote the development of communication skills through all that they do. Our vision is for children to develop a love of learning through a combination of positive relationships, child initiated play opportunities, an enabling environment and quality adult-led interactions which seek teachable moments; foster children's next steps; and are led by the interests of the children. Our aim is to enrich children's experiences and build their cultural capital, enabling them to flourish in an ever-changing world.

### **Our Intent, Implementation and Impact for Early Years Foundation Stage**

The Early Years Foundation Stage is the period of education from birth to 5 years. In our Foundation Stage we have one reception classes. We are beginning to work more closely with the feeder nurseries and pre-schools; in particular Padbury Pre-School where the majority of our EYFS children transition from.

#### **INTENT**

In EYFS at Padbury CE School, the curriculum is designed to recognise children's prior learning and their experiences at home and provide first hand learning experiences, whilst allowing the children to build resilience, confidence and ambition. Every child is recognised as a unique individual and we celebrate our differences and encourage all children to strive to be the best that they can be within a supportive and nurturing Christian community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We provide enhancement opportunities to engage learning and believe that our first experiences of school should be happy and positive, enabling us to nurture a lifelong love of learning.

Throughout their time in EYFS, the children develop a sense of belonging to our school community, ready to transition to year 1 the following academic year. They have the confidence and skills to make decisions and self-evaluate, make connections and become lifelong learners. We intend: To work in partnership with parents and carers to encourage independent, happy learners who thrive in school and reach their full potential from their various starting points. To understand and follow children's interests and provide opportunities throughout our EYFS curriculum to support learning, consolidate and deepen knowledge and ensure children meet their next steps. To create an indoor and outdoor environment which engages and supports learning. To prepare children to reach the Early Learning goals at the end of the Foundation Stage and ensure children make at least good progress from their starting points. To support a smooth transition into KS1.

#### **IMPLEMENTATION**

Throughout EYFS at Padbury CE School, we follow the Early Years Statutory Framework for the Early Years Foundation Stage, updated March 2017, by the DfE. This framework specifies the requirement for learning and development in the Early Years and provides prime and specific areas of learning we must cover in our curriculum. We have a curriculum that is child-centred and that is adapted based on the cohort of children and the interests that they express. We encourage active learning to ensure the children are motivated

and interested. We take time to get to know children's interests and their likes to support learning. All areas of learning and development from the EYFS Curriculum are followed and planned for through purposeful play and a mixture of adult-led and child-initiated activity to ensure there is a broad, balanced and progressive learning environment and curriculum. There is ongoing judgement about the balance between activities led by children and activities led or guided by adults depending on the needs of the children.

The children will learn new skills, acquire new knowledge and demonstrate understanding through the seven areas of the EYFS curriculum.

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language,
- Literacy,
- Mathematics
- Understanding the World
- Expressive Arts and Design

These 7 areas are used to plan children's learning and activities. Planning for this curriculum is designed to be flexible so that a child's unique interests are supported. During each week, the children will work with an adult to complete at least one 1:1 reading session as well as adult led literacy tasks and regular phonics and handwriting sessions, four adult led maths tasks and a range of child initiated tasks through both the indoor and outdoor provision. A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children are using and developing taught skills throughout the year on a daily basis. Continuous provision practise and principles begin in EYFS and support children to develop key life skills such as independence, innovation, creativity, enquiry, analysis and problem solving.

During the school day, children will have an opportunity to work independently, work collaboratively with their friends and with members of staff. Daily guided activities are also planned to cover different areas of the EYFS curriculum and allow children to develop their next steps in learning. Through observation and discussion, areas of need and next steps are identified for all children to ensure good progress is made. There are also a range of stimulating and engaging activities which the children can access independently and a variety of opportunities for child-initiated play. In planning and guiding children's activities we reflect on the different ways that children learn and reflect these in our practise. Staff in the EYFS make regular observations of the children's learning to ensure their next steps are met. These are collected in each child's online learning journey which parents can also access and contribute to. We regularly assess where the children are, using 'Development Matters' and then ensure our planning, adult interaction and learning environment; including continuous provision, support children to reach their next steps. We will include interventions for groups or individuals if and when necessary.

Children in EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. Our outdoor areas are used all year round and in most weather conditions.

We ensure activities support the Characteristics of Effective Learning to ensure learning takes place. These are:

Playing and Exploring – children investigate and experience things, and have a go;

Active Learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;

Creating and Thinking Critically – children have and develop their own ideas; make links between ideas and develop strategies for doing things.

We share a range of healthy snacks with children and learn about the importance of a healthy balanced lifestyle to maintain our own wellbeing. All children perform in a Nativity, receive certificates in assembly, and participate in trips and visits that broaden their experiences. To support our wider curriculum, we provide regular opportunities for parents and carers to come into school and share work and celebrate successes. We keep parents informed and we meet regularly with them to ensure children's transition into school and through the EYFS is happy and allows them to reach their potential with the support needed. This includes transition days, stay and play sessions and parent workshops.

We also support the transition into Key Stage 1 for both children and parents. We prepare children for Year 1 with visits to their new class, meeting the teacher and ensuring the environments are similar at the end of EYFS and the start of Year 1. Children also complete 'moving on' activities with their new teacher throughout the summer term to support the transition for all.

## **IMPACT**

We strive to ensure that our children's progress across the EYFS curriculum is good from their varied starting points. We also strive for children to reach the Early Learning Goals at the end of Reception and to be at least in line with National Expectations. Evidence in children's learning journeys support all areas of the EYFS curriculum. The impact of our curriculum is measured by assessment procedures which allow us to measure outcomes against all schools nationally. We measure the percentage of pupils achieving age related expectations throughout the academic year, put supportive interventions in place if and when needed. Class teachers and support staff use observations to make formative assessments which inform future planning and ensure that all children build on their current knowledge and skills at a good pace. Summative assessment compares children's attainment to age related expectations using month bands in Development Matters. This is tracked using Target Tracker to ensure rates of progress are at least good for all children, including vulnerable groups such as those with SEND, disadvantaged or summer born children. Our assessment judgements have been moderated both in school and externally with local schools and others in our trust. We also partake in local authority moderation which has validated our school judgements. The impact of our curriculum will also be measured by how effectively it helps our pupils develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens. We endeavour for pupils to be Key Stage 1 ready and have our school values embedded by the time they leave reception, preparing them for their future.