Early Years Foundation Stage

Intent

At Wistow Parochial C of E Primary School the development of children as individual learners is our key aim and we know that learning is underpinned by the teaching of basic skills, knowledge, concepts and values to best prepare children for the challenges of Key Stage 1 and beyond. Our aim within the EYFS is to build strong foundations rooted in academic success while simultaneously building a child's curiosity, confidence and individuality so that all children are able to flourish regardless of background, circumstances or need.

We aim to collaboratively work with parents and carers to encourage this independence and enthusiasm for learning so that all children can thrive and reach their full potential. It is our intent to embed a positive attitude to school and a love of learning through a range of ways that include physically, verbally, cognitively and emotionally. Community involvement is also an essential part of the curriculum as we celebrate the local area and encourage the children to take active roles within their community throughout the year.

To ensure that children are able to make outstanding progress while in Wistow Parochial C of E Primary School's EYFS it is our intent to build upon the wealth of knowledge that children already possess when they join us, recognising that every child is unique and that we are celebrating and welcoming the differences within the school community.

Therefore, the curriculum has been designed specifically to engage learners by using first-hand experiences within all areas of the classroom both indoor and outdoor which encourages and promotes the school's golden values of respect, resilience, honesty and forgiveness throughout. It also allows for the team to plan a variety of opportunities throughout the year to best support each child to achieve their next steps thus allowing all children to be the best that they can be.

Implementation

At Wistow Parochial C of E Primary School, we have planned our curriculum using the statutory framework for the Early Years Foundation Stage, incorporating the latest requirements from the Department for Education. This framework outlines the requirement for learning and development in the Early Years and

provides prime and specific areas of learning that must be covered within our curriculum.
The curriculum we have is child-centred and based upon topics that engage and excite children while allowing for personal interests to dictate the learning. Each half term a new topic is introduced to provide an inspiration for learning. We encourage active learning to ensure children stay motivated and interested. We take time to get to know each child and their interests and likes to best support their learning and provide learning opportunities for them. All areas of the EYFS curriculum are followed and planned to ensure there is a broad, balanced and progressive learning environment.

The children acquire new skills and knowledge through the seven areas of the EYFS curriculum and it has been designed to be flexible to support the unique child. During each week, the children will work with an adult to complete a range of activities that include reading, a literacy focused task, a mathematics task and a range of child-initiated tasks both within the indoor and outdoor provision areas. As the children move through the foundation stage there is also weekly planned 'challenges' which children are encouraged to engage with during continuous provision.

Continuous Provision is a vital aspect of development and allows for children to be developing and using taught skills throughout the year on a daily basis. These areas support the children to develop life skills such as independence, innovation, creativity, enquiry and problem solving. These areas provide opportunities for independent and collaborative work with both peers and members of staff.

Daily activities are planned to cover the areas of the EYFS curriculum which ensures a range of stimulating and engaging opportunities for child-initiated play. Staff within the EYFS make regular observations of the children's learning, which are recorded on Tapestry, to ensure they are meeting their next steps. This assessment draws upon professional knowledge of child development and the non-statutory Development Matters guidance to identify children's next steps. More formal assessments will happen every half term to ensure all children are making continual progress. Inventions will then be included when appropriate for groups or individuals.

Reading is at the heart of everything we do and our aim is to encourage a love of reading right from the start. In EYFS behind every topic we have a key text and aim to expose the children to a range of books that are specifically chosen to develop vocabulary and comprehension. These books are embedded within our

provision and through activities, story sessions and on display for independence. This all allows internalisation of new vocabulary, language patterns and ability to retell stories.

We use the Read Write Inc phonics scheme to ensure consistency and progression across the whole school. The children complete a baseline assessment when they arrive within our setting to show starting points for all. Throughout the year, the programme introduces new sounds so that they can develop their grapheme-phoneme correspondence (GPC), segmenting and blending skills to decode words which supports early reading.

Children are encouraged to read at home and are listened to regularly within school. They will bring home books that match their phonics knowledge in order for them to continually apply their learning with the aim for each learner to become successful, confident and fluent readers.

In Reception, we use White Rose Maths as a vehicle to support progression in mathematical knowledge and understanding. High quality learning environments and meaningful interactions with adults, support children in developing mathematical thinking and discussion. Pupils learn through games and tasks using concrete manipulatives and pictorial structures and representations which are then rehearsed, applied and recorded within their own child-led exploration. Children in Reception have a daily Maths session to develop fluency and allow for the introduction of new concepts.
Regular monitoring of teaching and learning by SLT and the EYFS leader ensure staff develop good subject knowledge in all areas. The EYFS leader ensures staff receive CPD specific to Early Years to develop their practice and the EYFS team hold meetings weekly to ensure good communication throughout the team and a chance for any concerns or achievements to be celebrated. An example of this would be, attending webinars such as 'Planning your environment' by Early Excellence.

Impact

Prior to children starting, staff spend time speaking to the child's parents, previous settings and read previous learning journeys to gain an understanding of the whole child and where they are at. All About Me forms are sent to all future pupils during the summer term before they start. During the first half term in Reception, all staff use ongoing assessments, observations and conversations with the child to develop a baseline assessment. This identifies each individual's starting points in all areas so we can plan experiences to ensure progress.

The following baseline assessments are also carried out:

The statutory Reception Baseline Assessment (RBA)

This assessment focuses on 'Language, Communication and Literacy,' and 'Mathematics.' The purpose of this is to show the progress children make from Reception until the end of KS2.

NELI (Nuffield Early Language Intervention) is an evidence-based oral language intervention for children who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading. The assessment informs us if the child is at expected for their age or requires intervention from trained NELI practitioners.

All ongoing observations are used to inform weekly planning and identify children's next steps. This formative assessment does not involve prolonged periods of time away from the children and is all placed on Tapestry for all staff and parents/carers to see. Practitioners draw on their knowledge of the child and their own expert professional judgements through discussions with other practitioners, photographs and physical examples such as a child's drawing or creations. Some observations are uploaded using Tapestry and shared with the supporting parents and carers and examples which are physical are kept in individual files.

Phonic assessments are carried out using the Read Write Inc phonics Tracker every half term to quickly identify pupils that are not making expected progress. Our aim is for children to 'keep up' rather than 'catch up' where possible. In Summer Term 2, the Early Years Foundation Stage Profile is completed, teachers use professional judgement to determine whether children have achieved the expected level of development against each Early Learning Goal. The child will be assessed as either 'emerging' or 'expected.' Whilst there is no judgement to state if a child is exceeding beyond an ELG, teachers, have a duty to provide a narrative for both parents and the Year 1 teacher. Impact is also evident through our successful transitions into Year 1.

EYFS staff have a good understanding of how ELG's link to the National Curriculum, and through our robust planning and delivery across the spectrum of subjects – both core and foundation - children leave the Early Years Foundation Stage as confident, independent and resilient learners who are well prepared for the next stage of their education. They possess the knowledge, skills and characteristics of effective learning needed to succeed in Year 1 and beyond.