



EARLY YEARS FOUNDATION STAGE (EYFS) INTENT

The Early Years Foundation Stage is the period of education from birth to 5 years. Within our setting, we have a Nursery/Pre-school Class and one Reception Class.

Intent:

At Bishop's Itchington Primary School, we create opportunities to provide all children with the knowledge, skills and understanding to become effective, independent learners across all areas of the EYFS.

We create enabling environments, both indoors and outside, which support all learning and our continuous provision reflects each child's own interests and individual needs. Every child is recognised as a unique individual and we celebrate and welcome differences within our school community. We promote positive attitudes to both learning and behaviour through the valuable inputs of our Key worker and play-buddy approach. These roles reflect the values and skills needed to promote responsibility for learning and future success through play-based experiences.

In the EYFS, the children experience vital learning opportunities that support all seven areas of learning. The ability to learn is underpinned 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 offer a balance of child-initiated and adult-led learning using continuous play, whole class inputs and smaller group-focussed teaching. We 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.

Children transition from the Nursery with a sense of belonging to a tightly-knit community, ready to start Reception class the following academic year. They have the confidence and skills to make decisions and self-evaluate, make connections and become lifelong learners.

When children transition from Reception into Year One, they will have been supported to make good levels of development through achieving their Early Learning Goals at the end of the Foundation Stage and support their transitions into Key Stage 1. We believe that first experiences of school should be happy and positive, which enables us to develop a lifelong love of learning.

IMPLEMENTATION

Our curriculum is child-centred and based upon topics which will engage all children. 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 the development of our curriculum. All areas of the EYFS are followed and planned to ensure there is a broad, balanced and progressive learning environment, which enriches and enhances the curriculum on offer. The children will learn new skills, acquire new knowledge and demonstrate understanding through the three prime and four specific areas in the EYFS curriculum:

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

Planning for this curriculum is designed to be flexible so that a child's unique needs and interests are supported. The planning reflects on the different ways that children learn and supports the Characteristics of Effective Learning to ensure learning opportunities take 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.

Early Years Teachers and Practitioners use their own audits and assessments to inform their planning and adapt the quality of the provision to ensure the enabling environment match the needs and next steps of all the children. We create strong and effective parent partnerships to ensure all children's early years experiences are happy and allow them to reach their potential with the correct support required. We hold key events such as coffee mornings, stay and play sessions and parent evenings meetings to promote these vital partnerships.

Reading is a vital skill to all other areas of learning. All children are read aloud to, gaining experiences of listening to and telling stories and rhymes. We ensure high-quality phonic sessions are taught daily using the whole school approach of Monster Phonics, supported by Jolly Phonics. Children's reading books are matched with each child's phonic ability to reinforce and build upon their prior learning. We encourage parents to read with their child and to recognise the importance of doing this daily to promote an enjoyment and love of reading. We also recognise that children need a vast range of vocabulary in order to succeed in life. This is taught during whole class inputs sessions relating to our topics.

Formative assessment takes place within every session. This evidence is collected in each child's Learning Journal, which helps to build an overall picture of the child's level of understanding and development and enables effective planning of their next steps for

learning. Our assessments help all children extend their thinking and embed their learning accordingly. Assessments also help to identify any children who require additional support and those that need further challenge to move their development on further. This can be achieved by targeted interventions to support and stretch understanding where appropriate. Summative assessments of the children's learning are made using the Development Matters age bands throughout the year. Within Reception class, the Early Learning Goals are used to make the end-of-year judgements. These assessments are fed back to parents in the end of year school reports. Assessment judgements are moderated both in school and externally with other local schools which are part of our Multi-Academy Trust. Experienced staff undertake moderator training through the LA which helps validate school judgements.

To maintain high standards of quality teaching, as a school, we invest in our staff training, ensuring there is specialist understanding of the Early Years Foundation Stage. The leadership of EYFS is the responsibility of the EYFS leader and the Headteacher. The EYFS leader has a clear role and has the responsibility of overseeing the progress of all children and the development of the curriculum to ensure good progress is achieved by all children.

IMPACT

We strive to ensure that all 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 near National expectations.

The design of our curriculum ensures that the needs of all individual children including children with Special Educational Needs and those who are disadvantaged, can be met within the learning environment through high quality teaching.

The impact of our curriculum is measured by assessments which allow us to measure outcomes against all schools nationally. We measure the percentage of pupils achieving age related expectations by the end of Nursery and Reception Class.

Our EYFS curriculum impacts in an extremely positive way on pupil outcomes. It demonstrates that all children are able to make progress within their learning and development and become prepared for the rest of their learning journey within their primary school education. The impact of our curriculum is also measured by how effectively it helps our pupils develop into well rounded individuals who carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens.