

Early Years Foundation Stage

Barford Primary School



Responsibility: Head Teacher

Approved by Governing Body:

Review date:

Date: September 2023

February 2024

February 2025

Happy Hearts, healthy minds, exhilarating experiences – inspires success!

Our Intent

A Unique Child

At Barford Primary School, we recognise that every child is a competent learner encompassing all of our seven Barford values. Children are resilient, ambitious, confident and respectful. They show self-control, honesty and kindness to all. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning. As a cohesive team, we share the core belief that creating life-long learners who are curious, creative, confident and display characteristics of effective learning begin in the Early Years. Our EYFS curriculum is designed to lay strong foundations so that the children develop the characteristics of an effective learner as well as having the knowledge and skills to be ready for the key stage 1 curriculum and beyond. We provide pupils with a safe and stimulating environment that will allow them to thrive.

Enabling Environments

The EYFS classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, quiet, creative etc. The classroom has open ended learning areas, where children are able to find and locate equipment and resources independently. Children have access to outdoor areas, and are able to free-flow between the indoor and outdoor spaces. Being outdoors offers the children opportunities for doing things in different ways and on different scales than when indoors. They are able to explore, use their senses, develop their language skills and be physically active. We plan activities and resources both inside and outside enabling the children to develop in all the areas of learning. Our curriculum allows weekly access to the outdoor garden area in our class polytunnel. The children take part in our 'Roots to Fruits' programme where they learn about the natural world around them and develop their skills outdoors. The children also take part in many trips and visits throughout the year. We have a yearly trip to the farm, the beach, the local church and also a planned visit to children's role play village. All trips and visits are planned alongside supporting our progression of skills to give children first hand experiences to make learning exciting and memorable.

Positive Relationships

We recognise that children learn to be strong and independent through secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families and carers. We recognise that parents are children's first and most enduring educators and we value being partners with them in their child's education through:

- Meet the teacher stay and play sessions - The EYFS staff complete four weeks of stay and play sessions in the Summer term with children from the upcoming cohort in order to introduce themselves and allow the children opportunities to settle into the new environment. Sessions include a meeting with parents to gain as much information as possible about their child in order for staff to plan ahead and make the transition to school as smooth as possible.
- Parent meet the teacher evenings - Our welcome evening is another opportunity for parents to meet their child's teacher and listen to an informative presentation about their child starting school.

At this informal meeting parents have the opportunity to ask questions and chat to their child's teacher about any concerns or information regarding their child starting school.

- Stay and read Sessions – Throughout the year parents are invited along to weekly 'stay and read' sessions where the children work and learn alongside their parents. This allows parents to see what learning looks like in school as well as spending time within our EYFS environment.
- Operating an open-door policy for parents with any queries.
- Parents and children are given a 'home learning journal' that allows them to share their learning of skills at home with their teachers and friends in school. There is a set learning objective each week for the children to practise and evidence in their home learning journal.
- Offering three parent/teacher consultation evenings per year.
- Sending a report on their child's attainment and progress at the end of the school year.

Implementation

Learning and Development

At Barford, we recognise as part of the DFE's Statutory guidance, play is an integral component of the Early Years provision in order for children to consolidate key learning, for them to follow their own interests and collaborate positively with their peers and adults and consequently to build positive relationships.

We believe the effective characteristics of learning in the Early Years support children in becoming life-long learners and we regularly review the opportunities indoors and outdoors we provide our children to develop these characteristics:

Play and exploring

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They have the opportunity to express fears or re-live anxious experiences in controlled and safe situations. We deliver learning for all of the areas through, purposeful play and learning experiences, with a balance of adult-led and child-initiated activities.

Active Learning

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning.

Creativity and Critical Thinking

Children should be given an opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

At Barford Primary School we recognise that children learn and develop in different ways and have their own learning styles. There are seven areas of learning and development that must shape educational provision in Early Years settings. We value all areas of learning and development equally

and understand that they are often inter-connected. Three areas are particularly crucial for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

Prime Areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development







Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

As part of a rich and broad curriculum, the children receive high quality directed learning of daily Little Wandle Phonics sessions with consequent guided reading sessions three times a week. We also follow a White Rose mathematics scheme. By investing in these initiatives as a school, this ensures our children are following a carefully scaffolded curriculum in mathematics, phonics and reading informed by current educational research which builds upon prior learning carefully as our children progress into KS1 and into KS2.

Our curriculum is sequenced and progressive to ensure all pupils move successfully through the Early Years and are ready to access the National Curriculum. Each term has a theme focus following the interests of young children. We plan a level of flexibility to allow for particular interests, events and celebrations to be explored and developed as and when they occur.

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Theme: All about Me 	Theme: Light and Dark 	Theme: People who help us 	Theme: Growing and changing 	Theme: Dinosaurs 	Theme: Journeys and moving on! 

Observation, Assessment and Planning

The planning within the EYFS is based on the Development Matters statements from the Early Years Foundation Stage curriculum. These plans are flexible so that teachers can respond to the needs, achievements and interests of the children. This fostering of the children’s interests develops a high level of motivation for the children’s learning. We make regular assessments of children’s learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations and teacher’s knowledge of the children. Some observations can be recorded in a variety of ways, and contribute to the whole class learning journal or a child’s individual learning journal. At the end of every half

term a child's level of development is recorded against the 17 areas of learning on an assessment tracker. This will support adults in planning for next steps in learning.

Reception Baseline Assessment

The Reception Baseline Assessment is a short, interactive and practical assessment of each child's early literacy, communication, language and mathematics skills when they begin school. This must be completed within 6 weeks of each child starting school in Reception. If a child joins mid-year from another country or another school and did not take part in the Reception Baseline Assessment, then we will assess them within 6 weeks of starting with us at Barford. The Reception Baseline Assessment is carried out by the class teachers using an online program using an iPad or a laptop, one-to-one with each child. Once the Reception Baseline Assessment has taken place and it has been input into the online program, it will provide a helpful snapshot of where each child is when they enter reception, so they can be supported in the most appropriate way. The main purpose of the Reception Baseline Assessment is to create a starting point to measure the progress schools make with their pupils. The data from the assessment will only be used by the Department for Education when each child has reached the end of year 6, to provide the baseline to measure the progress of each child's year group from Reception to Year 6.

Transition from home to Nursery/Reception

At Barford Primary School we hold 'open days' to promote our foundation stage and encourage families in the local community to apply to our school. We hold two of these open days in the Autumn term and distribute leaflets and promote this on our website. We then send a letter to all parents of children who have applied to our school and invite them for an induction meeting to promote school readiness. These children will then take part in a 4 week stay and play induction programme during the Summer term before they start school. They will be invited into school initially to stay and play with their parents. Then we invite the children into school for another stay and play without parents once they are settled. If for any reason families are unable to come along to stay and play induction sessions, we will carry out a home visit. Children moving up from Nursery into Reception also take part in the 4 week stay and play programme, as well as additional visits from their new class teacher. We timetable regular visits to the Reception provision in the Summer term for the Nursery children.

Children in Nursery get off to a good start. Positive relationships between children, and between children and staff, develop quickly. Ofsted 2022

Transition from Reception to Year 1

Teachers work closely together to allow for a smooth transition. All staff build on the successful principles and approach encapsulated in the EYFS to make sure a pupil's transition is seamless. The final year of the EYFS should be valuable in itself and prepare the ground for year 1. Teachers allow this smooth transition in ways stated below.

- EYFS teachers meet with Year 1 teachers and receive a copy of the EYFS profile report ensuring they are aware of children's levels of development before the beginning of the new academic year.
- Year 1 teachers are involved in EYFS moderation to help them understand the judgements made by EYFS staff.
- Children are given many opportunities to get familiar with their new environment, by visiting their new classroom and meeting their year 1 teacher.

- EYFS teachers introduce pupils to activities involving larger groups such as whole school assemblies and playtimes in the KS1 playground.
- In the last half term of Reception, we introduce a more structured timetable to replicate KS1 routines.
- Year 1 lessons of literacy, mathematics and foundation subjects are similar to that of an EYFS structure for the first half term initially.
- Year 1 teachers support parents in the type and level of work their child will be doing, learning expectations for year 1 and changes to their child's routine.

Impact

The impact of the EYFS curriculum is reflected in having well rounded, happy and confident children transitioning into Year 1. Our children are often amazing role models for others in school.

We measure progress and children's learning across the year through formative and summative assessment which are based on the teacher's knowledge of the child, their learning journeys and whole class journals. We utilise non-statutory guidance including: Development Matters and the statutory end of EYFS Early Learning Goals to inform our teacher judgements and recognising the next steps for individuals in their learning journeys.

The judgements of our school are moderated with other schools. This means judgements are secure and consistent with government guidelines. The EYFS Lead also takes part in Local Authority moderating events which the school also attends.

The teaching and pedagogy are reviewed and evaluated regularly through weekly team meetings and monitoring of EYFS Lead. These have an agenda and actions which are then reviewed in the following meeting. To support the wider EYFS team we hold regular CPD opportunities to inform our practice. We ensure that the areas we discuss and develop are reflected in changes and developments in our classroom practice.

The Early Years provision features in the School Improvement Plan and has a rigorous Action plan for development each year. This is monitored and evaluated by the EYFS Lead, the Head teacher, other Senior Management Team members and School Governors.