



Caring for Everyone, Learning Together,
Achievement for All

EYFS at Beetham CE Primary School

The Early Years Foundation Stage is the period of education from birth to 5 years. In our Foundation Stage Unit, we have a Nursery Class and a Reception Class.

Intent

- 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 supports learning.
- To prepare children to reach the Early Learning Goals at the end of the Foundation Stage and ensure children make good progress from their starting points.
- To support transition into KS1.

Implementation

We keep parents and carers informed and 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 informal discussions at drop off and collection time, the use of Tapestry and parent consultations.

We have a curriculum that is child-centred and that is based upon 'wow' experiences and topics which engage the children. We encourage active learning to ensure that children are motivated and interested. We take time to get to know children's interests and their likes in order to support learning.

All areas of the EYFS curriculum are followed and planned for to ensure there is a broad, balanced and progressive learning environment and curriculum. The children learn new skills, acquire new knowledge and demonstrate understanding through the seven areas in the EYFS curriculum:

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

These seven 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 needs and interests are supported.

Daily guided activities are planned and organised that cover different areas of the EYFS curriculum and allow children to develop their next steps in learning. 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 practice.

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.

Children in the 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.

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 Learning Journey and the online Tapestry Learning Journey alongside Maths, Phonics, Literacy and handwriting books. We regularly assess where the children are using the Development Matters and then ensure our planning, adult interaction and learning environment support children to reach their next steps.

Reception and KS1 are taught in mixed aged classes during the afternoons by the EYFS and KS1 teacher. This supports the children's transition into Key Stage 1. In addition to this, the EYFS teacher and the KS1 teacher meet to discuss transitions and share knowledge. Children are prepared for moving to Year 1 with visits to their new class in the Summer term, meeting the teacher and ensuring the environments are similar at the end of Reception and the start of Year 1.

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 near National expectations.
- Evidence in children's Learning Journeys support all areas of the EYFS curriculum.
- Class teachers 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 the Development Matters. This is tracked to ensure rates of progress are at least good for all children, including vulnerable groups such as those with SEND or who are disadvantaged.
- Assessment judgements are moderated both in school and externally with local schools. Experienced staff undertake moderator training through the LA which helps validate school judgements.