

The Early Years Foundation Stage is the stages of learning from birth to 5 years old. In our Foundation Stage we have one Reception class and one Pre School class that form an Early Years Unit.

Intent

In EYFS at Widmer End, the curriculum is built to recognise children's prior learning from previous settings and their experiences at home, provide first hand learning experiences, and allow the children to build resilience, ambition and integrity. The curriculum is built through our knowledge of each individual child and through surveys and conversations with parents to find out particular experiences they would like to expose their children to in the EYFS.

Every child is recognised as a unique individual and we celebrate and welcome differences within our school community. We provide enhancement opportunities to engage learning and believe that our first experiences of school should be happy and positive, enabling us to develop a lifelong love of learning. Community involvement is an essential part of our curriculum as we celebrate local traditions and learn new skills to enable the children to take an active role in our community.

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.
- 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.
- Create an indoor and outdoor environment which supports learning and links to children's interests to develop a love of learning.
- Prepare children to achieve a Good Level of Development (GLD) and the Early Learning goals at the end of the Foundation Stage and ensure children make at least good progress from their starting points.
- Support transition into KS1.

Implementation

Throughout EYFS at Widmer End, we follow the Early Years Statutory Framework and Development Matters. These frameworks specify the requirement for learning and development in the Early Years and provide prime and specific areas of learning we must cover in our curriculum. We have a curriculum that is child-centred and that is based upon experiences, topics and learning which engages the children. Our approach to learning is often active and practical, allowing children to learn through making their own observations and exploring their environment and resources. We take time to get to know children's interests and their individual personalities, building positive relationships to help form a safe, secure and stimulating environment for the children. Our curriculum is progressive across the Early Years unit and we build our curriculum as an Early Years team, ensuring progression across the seven areas of learning. These are:

Prime Areas

Personal, Social and Emotional Development

Physical Development
Communication and Language

Specific Areas

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

Learning within our EY unit is very flexible and is achieved in a cross curricular way. Adult led inputs throughout the week can cover several objectives across the 7 areas. During a week, children will be exposed to a range of adult and child initiated learning. There are a variety of adult led group work opportunities with different focuses such as Maths, English or social skills. Child initiated learning happens through continuous provision within the class, where adults act as play partners, asking questions and extending their learning. Continuous provision practice and principles begin in EYFS and support children to develop key life skills such as independence, innovation, creativity, inquiry, analysis and problem solving.

Through observation and discussion of the adults in the unit, areas of need and next steps are identified for all children to ensure good progress is made. When planning and guiding children's activities, we reflect on the different ways that children learn and reflect these in our practice. Staff in the EYFS make regular observations of the children's learning to ensure their next steps are met. We share some of these observations with parents on Tapestry, allowing adults at home to be involved in the children's learning journey and extend on learning at home. We regularly assess where the children are, using the 'Development Matters' statements, ensuring our planning, adult interaction and learning environment support children to reach their next steps. Daily intervention groups happen to address gaps in children's knowledge and participants of these interventions can change on a daily basis based on ongoing assessments.

We ensure our environment supports 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 have a dedicated snack time that we share together each day, where we will hold discussions and have 'chatty snack', helping to support children's communication and language skills.

The children in EYFS perform in a Nativity each year and participate in various trips and experiences throughout the year to broaden their knowledge of the world around them. The children have visits from a vast range of People Who Help Us, such community members including the police, fire service, postal workers, vets, doctors, nurses, their animals and vehicles. To support our wider curriculum, we provide regular opportunities for parents and carers to come into school and work with their child, share their work and celebrate successes. We keep parents informed and we meet regularly with them to ensure children's transitions into school and through the EYFS is a smooth and easy time for the parents and

children. This can include transition days, nursery or home visits, School Readiness sessions, stay and play sessions, parent workshops, the use of Tapestry, reports and parent consultations as well as more frequent informal communication to suit individual families.

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 and daily routine are similar at the end of EYFS and the start of Year 1. Parents have the opportunity to meet with new teachers and visit their child's new learning environment.

Impact

We strive to ensure that our children's progress across the EYFS curriculum is at least good from their varied starting points. We strive for children to achieve a Good Level of Development at the end of Reception, and for our cohorts to be in line with National averages. Evidence in children's online learning journals (Tapestry) and evidence from discussions and group work with the children, 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 and those that are on track for GLD throughout the academic year. We put interventions in place where appropriate to enable children to be given the time and opportunities to reach their goals. 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 at the end of each term allows us to analyse where progress is being made in the class, where gaps may be and where patterns arise. This is regularly tracked to ensure rates of progress are at least good for all children, including vulnerable groups such as those with SEND, EAL, disadvantaged or summer born children.