



Subject: Early Years Foundation Stage

Rationale

At Pleasant Street Primary School, we promote the four guiding principles which shape our practice in EYFS. These are:

- Unique Child – every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Positive Relationships – children learn to be strong and independent through positive relationships.
- Enabling Environments – children learn and develop well in enabling environments with teaching and support from adults who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Learning and Development – Children develop and learn at different rates. Within our EYFS framework this also includes the education and care of all children in our early years provision, including children with Special Educational Needs and Disabilities (SEND).

Characteristics

Learning and Development - All areas of Learning and Development are important and interconnected. These areas are particularly crucial for igniting children's curiosity and enthusiasm for learning. These three areas, the Prime areas are: Personal, Social and Emotional Development, Physical Development and Communication and Language. In addition, there are also four Specific areas, through which the prime areas are strengthened and applied. The Specific areas are: Literacy, Mathematics Understanding the world and Expressive arts and design. Our Educational Programmes are delivered throughout these areas of learning. The indoor and outdoor learning environments are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, or be quiet and rest. Both Nursery and Reception are set up in learning areas, where children are able to find activities, equipment and resources independently. Provision in these areas includes familiar and continuously accessible activities and resources, as well as activities which are varied and enhanced to fit in with current themes and learning needs. Each day is composed of playing and learning through a balance of teaching, adult-led activities and child-initiated time. In planning and guiding children's activities practitioners reflect on the different ways that children learn and reflect this within their practice. The three Characteristics of Effective Learning also underpin how our children learn; 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.

Curriculum Intent

At Pleasant Street our Early Years Curriculum comprises of:

- Planning which provides opportunities that build upon and extend children's knowledge, experiences and interests, and develop their self-esteem and confidence.
- A wide range of teaching strategies are used based on children's learning needs.
- A wide range of opportunities to motivate and support children and to help them to learn effectively.
- A safe and supportive learning environment in which the contribution of all children is valued.
- The EYFS curriculum is planned for the indoor environment and the outside environment and equal importance is given to learning in both.
- Resources which reflect diversity and are free from discrimination and stereotyping.
- Monitoring children's progress and taking action to provide additional support as necessary.
- A balance of adult led and child initiated play ensures all our children have high quality learning experiences.

Curriculum Implementation

Our EYFS curriculum follows the Early Years Statutory Framework for the Early years Foundation Stage (2021). This document specifies the requirements for Learning and Development in the EYFS through the delivery of Educational Programmes. In addition, we use the Non-Statutory document Development Matters (2021) to inform our curriculum. Children in EYFS learn by playing and exploring, being active and thinking critically and creatively and this takes place both indoors and in our outdoor garden.

Through our knowledge of each child and formative assessments the EYFS team plan exciting and engaging activities that will move the children's learning forward. This may involve following a class theme where we take advantage of cross curricular links in order to combine transferable skills and develop a wide-ranging vocabulary which underpins the children's learning. This may also include following individual children's interests and making the most of those focused moments where the teaching and learning can be maximised in a one to one way with practitioners and children.

We aim to provide purposeful learning experiences with opportunities for children to explore the world around them. Trips are planned on a regular basis to provide new experiences for our children. We ensure that all of our visits are learning related and will provide the spark for further immersion in a theme or project. We encourage all of our children to Celebrate their uniqueness, aim high and enjoy new learning experiences together.

When our children transition into Year One we aim for our children to be resilient, resourceful, reflective, respectful and responsible.

Curriculum Impact

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, observations, photographs and videos recorded on See Saw. On entry to Reception all children complete the statutory Reception Baseline Assessment. At the end of the Foundation Stage the EYFS Profile (EYFSP) is completed for each child stating the child's level of development assessed against the Early Learning Outcomes. Children in Nursery are screened on entry using the Wellcomm Speech and Language Toolkit and progress is reviewed on a termly basis. The Early Years provision features as it's own area within the School Development Plan/Self-Evaluation Framework and has a rigorous action plan for development each year. This is monitored and evaluated by the EYFS Lead, the Head teacher and SLT. Internal and external standardisation of teacher judgement takes place regularly across the academic year.