



Early Years Foundation Stage

Intent	<p>The belief that every child deserves the best possible start in life and is entitled to support that enables them to fulfil their potential is what underpins our vision and commitment to ensuring every child accessing our EYFS curriculum is given the self-belief and cultural capital needed to succeed.</p> <p>We value the interests and activities of our pupils inside and outside of school and have designed an inclusive curriculum which works in partnership with parents, carers and other settings, recognising that pupils in our EYFS have varied experiences and starting points.</p> <p>Permeating through our EYFS is the recognition that high-level engagement drives high level attainment. We are therefore committed to ensuring all pupils in our EYFS receive an exciting curriculum, rich in talk, purposeful play, and meaningful hands on experiences, allowing each child's natural creativity and curiosity to grow; alongside the deliberate acquisition of skills and knowledge. Our enabling environments and warm, skilful adult interactions support pupils to link learning to their play and exploration.</p> <p>Acklam Whin's whole school vision and values are embedded within our Nursery and Reception curriculum goals. All members of EYFS staff understand the importance of child development and recognise the factors which influence their progression. Our curriculum has been designed to enable children to succeed through cooperative and collaborative learning principles; with a strong emphasis placed upon the Prime Areas of learning.</p> <p>Recognising that language and literacy underpins all aspects of the curriculum and is key to future attainment. Our curriculum prioritises language development and, by the end of Reception, intends to ensure that all children use their knowledge of phonics to read accurately and with increasing fluency. We want our children to experience and develop an understanding of the world around them and our cross-curricular learning themes have been thoughtfully selected and placed across the year to reflect our pupils' stages of development, interests and needs.</p> <p>Our EYFS curriculum is sequential and ambitious and our intent is to ensure all pupils gain the skills, knowledge and understanding needed for them to make at least good progress from their individual starting points. By identifying and facilitating their next steps towards our end of year curricular goals, pupils will be prepared for transition from our Nursery to Reception, and subsequently from Reception to Year 1.</p>
Implementation	<p>We consider the individual needs, interests, and stage of development of each individual pupil and use this information to plan a challenging, broad and balanced curriculum that is designed to build upon pupils' previous skills, knowledge and understanding. Each half term, our EYFS pupils explore themes planned to ignite imagination and develop the characteristics of effective teaching and learning. We understand our curriculum is not a fixed framework and our themes are flexible to include topical issues and any opportunities for learning that arise from the pupil's own ideas and curiosity.</p> <p>Our daily timetable is carefully structured so that pupils have both directed teaching together with opportunities to engage in exploratory activities in the provision areas. The timetable changes throughout the year to take into consideration the changing needs of the pupils. Pupils have opportunities to work as a whole class and in small focussed groups, which allow the EYFS staff to reinforce key concepts, assess understanding, identify and respond to misconceptions quickly and provide effective 'in the moment' feedback, subsequently promoting the acquisition of new learning.</p>

	<p>Pupils learn through a balance of child-initiated play and adult-led play both in our inside and outside provision. We regard play as essential for pupil's development, building their confidence as they learn to explore, to think about problems, and relate to others. We strongly believe that pupils learn by leading their own play and by taking part in play that is guided by adults. We ensure time is given for pupils to practise and revisit experiences in order to master learning and develop a depth and breadth of knowledge skills and understanding.</p> <p>The EYFS environment has been designed to recognise the uniqueness of each pupil by providing continuous provision which is purposefully planned, resourced and enhanced with our pupils' next steps in mind. It aims to capture the interest of all our pupils and encourage them to grow in resilience and confidence. Our provision includes engineering and construction, small world imaginary play, wet and dry sand, workshop, water play, maths, role play, mark making, mud kitchen, stage and an investigation area. Opportunities to engage with the natural environment are provided through our outdoor spaces where pupils can plant, build dens and explore our bug hotel and pond, in addition to having access to a range of sports equipment including the trim track, scooters and bikes. Our themes incorporate regular walks around the local area and provide opportunities for key members of our community to visit us in school.</p> <p>Staff in our EYFS act as role models, initiating high quality interactions and scaffolding conversations with pupils which are rich in language and facilitate their use of recently introduced vocabulary. Staff adopt a nurturing approach and seek to enable our pupils to be successful and develop resilience to challenge.</p> <p>Our inclusive approach means that all children learn together. Early identification of those children requiring additional support and intervention to achieve their next steps, particularly those who are disadvantaged or have SEND, is a priority. Regular monitoring of teaching and learning by SLT and the EYFS lead ensure staff develop good subject knowledge. The EYFS lead ensures staff receive CPD specific to Early Years to develop their practice.</p> <p>Parent voice is hugely important to us in building a well-rounded picture of a child. We value verbal discussions and opportunities for our parents to come into school and share in their children's learning are incorporated termly. We use Seesaw to share our learning experiences through photographs and videos and parents can add to their child's profiles. Half termly curriculum overviews are also sent home, informing parents of weekly themes, supporting activities for home learning and key vocabulary in addition to termly parent consultations.</p>
Impact	<p>We expect our pupils to make good progress from their individual starting points across all seven areas of the EYFS curriculum and strive to ensure the number of pupils achieving their Early Learning Goals and a good level of development by the end of Reception is at least in line with National Expectations.</p> <p>A range of strategies are used to measure pupils progress and monitor the impact of our curriculum and achievement of our curricular goals.</p> <p>Effective formative assessment is employed on a daily basis throughout the EYFS by all adults in partnership with our parents and multi agencies where appropriate. We observe how pupils revisit and demonstrate experiences through being deeply engaged in play. Observations and work generated through collaborative play, whole class, group work and one-to-one opportunities inform future planning and shape our learning environment to ensure learning opportunities are implemented which build on current individual knowledge and skills at a progressive pace. Learning journals are used across the EYFS, supplemented with exercise books in Reception, to evidence the successes of our pupils together with short observations capturing child-initiated learning.</p>

	<p>As a team, we carry out regular internal moderation and attend external meetings and training to ensure that we feel confident with our judgements and that they are consistent with other schools in our locality.</p> <p>Teachers use such assessments to guide their professional judgements when determining whether a child is working within below, at risk or at age-related expectations. Supportive interventions are put in place and reviewed to monitor impact and ensure the gaps in the progress of different groups of pupils will be minimal (e.g. disadvantaged vs non-disadvantaged). Data is entered into Target Tracker at three specific assessment points throughout the year using Point in Time Assessments (PITA) including the Early Years Foundation Stage summative assessment at the end of Reception.</p> <p>The impact of our EYFS curriculum is also measured by how effectively it helps our pupils develop into well rounded confident individuals, who embody our school values and carry with them the essential knowledge and skills needed to prepare them for their future success through positive transitions into Reception and Key Stage One.</p>
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