



Early childhood is the foundation on which children build the rest of their lives. We greatly value the importance that the EYFS plays in laying secure foundations for future learning and development.

The Early Years Foundation Stage aims to provide a broad and balanced curriculum where children are involved in their learning paths and inspired to take risks and develop a love of learning in a safe and nurturing environment.

Learning and Development

Learning and development is categorised into three prime areas of learning:

- Communication and Language
- Physical Development
- Personal, social and emotional development

Additionally there are four specific areas:

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

Learning through play

Play, both indoors and outdoors, is the fundamental way in which young children learn. Through well planned play children will develop skills across all the prime and specific area of learning, working towards the early learning goals.

In a secure environment with effective adult support, children will be able to:

- ✓ Explore, develop and represent learning experiences that help them make sense of the world.
- ✓ Practise and build up concepts, ideas and skills.
- ✓ Learn how to control impulses and understand the need for rules.
- ✓ Be alone, be alongside others or co-operate as they play.
- ✓ Take risks and make mistakes
- ✓ Think creatively and imaginatively
- ✓ Communicate with others as they investigate and solve problems
- ✓ Express thoughts and feelings in a safe and nurturing environment

Adults in the setting will support play by:

- ✓ Planning and resourcing a stimulating environment
- ✓ Supporting children's learning through planned play
- ✓ Extending and supporting children's spontaneous play
- ✓ Extending and developing children's language and communication in their play

- ✓ Listening to all forms of children's communication and their ideas and taking these into account when developing play and planning.
- ✓ Asking questions about children's play.

In order to ensure that high quality learning and teaching is demonstrated throughout the EYFS at all times we endeavour to fulfil the following...

Planning

Each term we begin our planning with an environment plan. This is based on the findings from the 'gap/ strength' analysis and highlights the areas we plan to work on and how we plan to organise our learning space to support this. Every term we base our learning on a topic. Children are involved in the contents of this topic and planning is displayed for adults and children to see.

Each week enhancements to independent learning sessions are planned based on previous learning, interests of the children and skills which need developing.

- ✓ Planning includes intended learning intention for each area.
- ✓ A list of the resources which will continually be available to the children (continuous provision)
- ✓ A brief outline of the enhancement for the area (Enhanced provision)

In addition we also plan some small group tasks which focus specifically on their next steps for learning.

- ✓ Planning includes where the children currently are in their learning for this area
- ✓ What their next step in this area is.
- ✓ A brief outline of how this may be achieved.

Phonics is taught daily and Read Write Inc. scheme is followed.

Assessment

As part of our daily practice we observe and assess children's development and learning to inform future plans. All observations are recorded onto an online learning journal, Tapestry. Tapestry enables us to record the learning experience for one or multiple children and identify the development matters statements which link to the learning. Once published the parents can secure access the learning journal, via an individual password, for their child at home and see the observations made. Parents can also add their own observations of their children which we then use to inform/ inspire planning.

We then use the evidence for each child on Tapestry to inform the assessment against the development matters bands. Each term we carry out a 'strength/ gap analysis' which gives us a detailed view of our strengths and weaknesses enabling us to focus our learning for the following term to address our findings. The 'gap/ strength analysis' informs our environment plan at the beginning of each term.

Parents as Partners

Parents are a child's first teacher and so we encourage parents to remain as involved in their child's education as possible once they begin school. Parents are invited to help in the class with small group tasks and helping to change library books. We send simple activities home with the children (predominantly phonics) so that parents can see what we are learning and support their child further at home. The introduction on Tapestry, our online learning journals, have enabled parents to see their child's learning experiences as they happen and make comments in response. Parents are also encouraged to add their own observations to help us gather evidence of learning and inspire our learning to following the interests of the children.

Transitions

In preparation for children joining our school we endeavour to carry out home or nursery visits to meet the children and speak with their care givers.

In the summer term, prior to the children starting in Reception, we hold a new parent meeting where parents are invited into school to hear about our setting and the provisions provided. Following this the children are invited into school for an afternoon to get a taste of what the first term in Reception is like and meet their teachers.

At the beginning of their first school year the children start the first week coming in for the mornings only. The second week they come in for the mornings and lunch time and then week three the children come in for full days.

At the end of the year children will meet their year 1 teacher and spend time in the classroom. Through circle time we talk about changes and moving on and give the children time to prepare for the new year, new class and new adults. Once they begin in year one the timetable is adapted to include some national curriculum lessons and some independent learning sessions and gradually throughout the autumn term the national curriculum lessons increase and the independent learning session decrease. This time frame depends on each individual cohort.