

Curriculum Statement for EYFS

Intent

The Early Years Curriculum recognises the ways in which the child engages with other people and their environment. It is built on the three characteristics of effective learning; playing and exploring, active learning, and creating and thinking critically. These underpin the learning and development across all areas and support the child to remain an effective and motivated learner.

The prime areas; Personal, Social and Emotional Development, Communication and Language and Physical Development begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS.

The specific areas Literacy, Mathematics, Understanding of the World and Expressive Arts and Design include essential skills and knowledge. They build on the foundations of the prime areas, and provide important contexts for learning.

Implementation

EYFS at Felbridge Primary School allows children to develop fundamental skills and knowledge based on the Early Years Curriculum. In their first year, children are provided with a variety of rich, meaningful first-hand experiences. These experiences encourage them to explore, think creatively and be active. We aim to develop positive attitudes towards learning, confidence, communication and physical development for all children who attend. The curriculum is delivered in a play-based approach using continuous provision at its core.

Children have whole group sessions every day for Maths or English. They also have whole class sessions exploring in the woods, P.E. and ICT sessions as well as weekly 'reading buddy' meets. Where appropriate, smaller focus groups are then used in which all children complete tasks according to their next steps over the week. The children also take part in daily phonics lessons using 'Song of Sounds'. Phonics is taught as a whole class with teaching assistants supporting and challenging children as necessary, and it is taught from the very first day that children start.

Over the course of the week, the teaching staff will work 1:1 with children on their reading as well as with any children who need additional support or challenge with their learning. The Early Years staff are highly responsive to how children engage during whole class sessions and adapt child initiated learning experiences based on those areas of need. An example of this is how teaching staff guide children and support them in learning areas according to their next steps, enabling the children to become confident and independent learners.

At present, progress from the children's starting points is good with all children making some progress in the key areas such as phonics, maths, reading and writing. This is shown in termly assessments which are comparable to the statutory baseline assessments completed in September. From this summative data, we can pinpoint where children need extra support as well as their overall next steps for the following term. Formative assessment is also used widely within Reception at Felbridge through the use of Tapestry. Tapestry allows us to capture each child's learning journey in close relation to the Early Years curriculum.

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, early years' practitioners interact to stretch and challenge the children's learning further. As a team, we have just started to create more opportunities for learning which are based on children's next steps which become the focus for our interactions with each child. These mean that we aim to take the learning to the children and adapt it to their play as opposed to taking them away from their play-based interactions and child-initiated learning. As a whole school, we have also started to run 'precision teaching' in which key children are receiving daily interventions for any necessary areas of learning. Topic themes are planned and picked based on the children's interests and have been taught before and reviewed in terms of how engaged the children were. These topics are then explored through the use of 'floorbook' sessions.

Staff in Early Years have regular training in relevant areas and there is a clear shared vision amongst all of the Early Years team which is to ensure all children learn and make progress against the curriculum in a fun and engaging way. Both of the Class R Teaching Assistants have had in-house phonics training to ensure consistency across the school. As the class teacher, I have taken part in reading CPDs, a White Rose Maths webinar, an EYFS writing webinar, local networks, Early Excellence training and continue to keep up to date with my research into Continuous Provision and effective learning environments. At Felbridge Primary School, we also have a close link with local schools in the Tandridge Teaching Alliance and have used these links to think about the next steps for our Early Years as well as for moderation.

- Quality of teaching (obs notes)
- Work with NLE- present as a positive support.
- Social and cultural development- circle time, Jigsaw PSHE

Impact

Having a welcoming environment with a variety of resources allows the children to become independent learners as well as think creatively, learn actively, play and explore. Children in Reception at Felbridge feel safe to be here and enjoy coming to school and are motivated to learn as well as confident to do so independently as much as possible.

Through the use of formative assessment on a daily basis in every area, we are able to support children additionally to ensure they make progress as well as stretch and challenge any children for whom it is necessary.

Children rapidly develop the relevant skills needed to make progress and become engaged and independent learners throughout the year, setting them up for Year 1. The emphasis placed on Phonics and Maths through the use of games, keeps children engaged and allows us to be flexible according to children's different learning styles.

In June, we will complete a final statutory assessment for each child based on if the child reached their Early Learning Goals or are working towards them. If children achieve their ELGs in the prime areas and reading, writing, maths and most of the specific areas, they have achieved their Good Level of Development (GLD). This information is reported to parents and used to inform Year 1 teachers of the children's ability.