



Glen Hills Primary School

Early Years Foundation Stage

Statement of Intent

Intent

Our Aims:

- To educate all children to be effective, inquisitive, independent and confident learners who develop 'Characteristics of Effective learning'.
- To work closely with local preschools, nurseries, childminders and individual families to support smooth transitions into the Foundation Stage. Also, to ensure effective communication and strong links with parents/carers throughout the Early Years Foundation Stage (EYFS) to create a supportive environment where learning transcends both home and school.
- To provide a rich, varied and balanced curriculum to inspire and engage children and nurture a love for learning. Our ambitious curriculum aims to understand and follow childrens' interests and utilise these to provide opportunities for new learning and to consolidate and deepen existing knowledge.
- To deliver a full curriculum that covers the seven areas of learning which is coherently planned and sequenced. Our curriculum aims to build knowledge, skills and cultural capital for all children, particularly the most disadvantaged, those with special educational needs and/or disabilities (SEND) or high needs.
- To create indoor and outdoor environments where all children are happy learners who thrive in school and use all learning opportunities to reach their full potential.
- To prepare all children with the skills and knowledge to achieve the Early Learning Goals (ELG) at the end of the Foundation Stage and ensure learners make good progress from their starting point.

Implementation

At Glen Hills Primary School, the curriculum is designed to provide children with first hand learning experiences to build on prior learning and to develop new skills and knowledge. It focusses on recognising and developing Effective Characteristics of Learning (CoEL), enabling children to develop personally, emotionally, socially and academically. Emphasis is placed on the 'Super Seven Character Muscles' which support the development of CoEL and promote skills for learning.

Content

The content of the curriculum is designed to provide logical progression of skills and knowledge across the seven areas of learning outlined in the EYFS profile. Planning takes into account childrens' interests, prior knowledge as well as skills development and planned knowledge acquisition. We recognise the importance of Communication and Language in the development of the curriculum and how this area impacts childrens' ability to access

other areas of the curriculum. We provide extensive opportunities for children to learn and practise these skills and focus on development of vocabulary across each topic. We adopt a responsive approach to planning and adapt plans to suit individuals and groups of children to meet their needs. We use formative assessment to identify and support children with additional needs in each area.

In addition to Communication and Language skills we recognise that reading is key to other areas of learning. Teachers deliver quality daily phonics sessions using the Little Wandle Letters and Sounds Revisited scheme with explicit teaching of phonemes for reading and writing. We also make provision for 'Keep Up' sessions for children who need further support. Regular assessments are timetabled to ensure gaps of knowledge and skill are identified and addressed swiftly. Children read phonetic books, aimed at their reading skill level, three times per week with a trained adult. These adult guided sessions are aimed at building fluency, prosody and comprehension. Following the sessions children take the same book home to practise the skills they have learnt.

To promote an enjoyment and a passion for reading, children take home two 'Reading for Pleasure' books to share with their carers. We also link a wide range of books to each of our topics and share these by reading them to the children.

Planning focuses on the cumulative acquisition of skills as well as knowledge with an emphasis on exploring and understanding processes. Children are encouraged to develop strategies which they can use to become more independent learners.

Environment

Children in EYFS learn through playing and exploring, being active and through creative and critical thinking. We endeavour to provide a range of environments for them to experience learning both indoors and outdoors. At Glen Hills we value outdoor learning and recognise that some children thrive in this particular environment. We use the outdoor environment for many activities where they can explore and learn. This is used throughout the year and in all weathers. Children are actively encouraged to find and use resources they wish to use and to operate with a high level of independence. They are encouraged to look after the school environment and to take responsibility for their working areas.

The resources provided are carefully selected to support learning objectives and encourage cumulative development of skills and knowledge.

Delivery

The curriculum is delivered through a balance of continuous provision and small and large group work. Daily guided activities are set up that cover different areas of the EYFS curriculum and allow children to develop their next steps in learning. There are also a range of stimulating child initiated activities set up for children to access independently. These offer varying levels of challenge and opportunities for children to apply knowledge and skills from new learning.

Teaching and assessment

All Foundation Stage staff hold relevant qualifications and experience, their contributions are valued and included in both planning and delivery of the curriculum. Staff attend moderation meetings and training events where appropriate to ensure continuous professional development. To ensure quality teaching, all Foundation Stage practitioners are observed teaching. These observations take place throughout the year in the format of formal observations, learning walks or peer reviews. Teaching observations provide opportunities to review performance, share good practice and focus on areas for development.

Formal and informal assessment of children takes place in various forms throughout EYFS. Continuous, formative assessment takes place to identify misconceptions and gaps in learning which is then used to provide direct feedback to children and inform next steps. Summative assessment throughout the year provides performance indicators and ensure all children receive the support they need to meet ambitious learning targets. All assessment aims to check understanding, help learners to embed knowledge and to inform teaching.

During the first term in Foundation Stage, the teacher assesses the ability of each child using the national Reception Baseline Assessment (RBA). In addition to this, teachers conduct further internal baseline assessments which allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individuals and groups of children.

The Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage, and to summarise their pupils' progress towards the Early Learning Goals. It covers each of the seven areas of learning contained in the curriculum guidance for the Foundation Stage. We record each child's level of development against the 17 early Learning goals as Emerging or Expected. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs.

Assessment in the Early Years takes the form of both formal and informal observations, photographic evidence and through planned activities. Assessment is completed regularly and involves both the teacher and other adults, as appropriate. The collection of assessment data in the Foundation Stage Profile is a statutory requirement. The teacher keeps progress records and examples of each child's work.

Phonics and Maths assessments are updated periodically throughout the year. We use O'Track to record each child's level of development against the Early Years Outcomes age-bands.

At the end of the final term in Foundation Stage we send a summary of these assessments to the Local Authority for analysis. The child's next teacher uses this information to make plans for the year ahead. We share this information too in the end-of-year report. Parents receive a mid-year report and an annual written report that offers comments on their child's

progress in each area of learning. It highlights the child's strengths and development needs, and gives details of the child's general progress. We complete the mid-term report in February and the end of year report in June, and send them to parents in early July each year.

Impact

The impact of our curriculum is twofold in terms of children's academic progress and personal development.

Children will have made progress and most are working at the expected standard in all areas of the EYFS. The majority will have achieved a good level of development (GLD) where they have attained Expected ELG in all of the Prime Areas (PSED, Physical and Communication and Language) as well as in Mathematics and Literacy. Those who do not achieve GLD will be monitored and supported as they move into Year 1, with discussions with their new teachers to highlight areas of need. 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 by the end of Foundation Stage.

In addition to academic progress, the impact of our curriculum is also measured by how successfully children move to the next stage of education and how effectively it helps our pupils develop into well rounded individuals, lifelong learners and valuable future citizens. The rich and varied curriculum offers children many opportunities to develop personal skills and increases motivation and participation in activities. All of which engage children and their families and contributes to good school attendance. The vast majority of children enjoy coming to school and are happy to work in a supportive environment, striving to achieve their personal best and developing enquiring minds.