



GATEWAY FEDERATION SUBJECT STATEMENTS

EYFS

Date: April 2020

INTENT (Aims, Aspirations, Linked to school values, Linked to our 'Federation Curriculum Statement')

Every child is recognised as a unique individual and will be given the support they need to develop resilience, capability, confidence and self-assurance. Positive relationships will be built up with the children, and partnerships formed with parents and carers, encouraging independent, happy learners who thrive in school and reach their full potential from their various starting points. Stimulating environments will be provided to engage learning, ensuring that first experiences of school are happy and positive ones and enabling us to develop a lifelong love of learning in our pupils. It is acknowledged that children learn and develop in different ways and at different rates. An EYFS curriculum will be provided that supports learning for all pupils, deepens knowledge and prepares children to make a 'Good Level of Development' within the Early Learning Goals.

Our intention is to provide:

- Quality and consistency in teaching and learning, building on what children already know and can do
- A structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
- A secure foundation of knowledge through the children experiencing a broad and balanced curriculum
- A strong partnership with parents and carers
- Equal opportunities for all children
- A rich, safe, and stimulating environment where children feel happy, secure and valued and are able to share their feelings and concerns.

IMPLEMENTATION (Long term Plan, Teaching approach, Wider community, Ensuring Progression, Wider Opportunities, Enrichment / Additions to the curriculum.)

We follow the Early Years Statutory Framework for the Early Years Foundation Stage, updated March 2017, by the DfE. We have a curriculum that is child-centred and that is based upon topics which engage the children. We encourage active learning to ensure the children are motivated and interested. All areas of the EYFS curriculum are followed and planned for to ensure there is a broad, balanced and progressive learning environment and curriculum. The children will learn new skills, acquire new knowledge and demonstrate understanding through the seven areas of the EYFS curriculum:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language
- Literacy
- Maths
- Understanding the World
- Expressive Arts and Design

Planning is based around these seven areas of learning, ensuring that activities also encourage the 3 characteristics of effective learning which underpin learning and development in all areas and support children to remain effective and motivated learners. These are:



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- Playing and Exploring – children investigating and experiencing things, and having a go
- Active Learning – children concentrating, keeping on trying if they encounter difficulties, and enjoying achievements
- Creating and Thinking Critically – children having and developing their own ideas, making links between ideas and developing strategies for doing things.

Activities are planned to provide a stimulating learning experience for the children where they can explore, investigate, discover, create, practise, revise and consolidate their developing knowledge, skills, understanding and attitudes. Learning outcomes are cross-referenced to the activities planned, ensuring a comprehensive progression towards the Early Learning Goals whilst providing opportunities for teacher assessment through structured activities and also through observations made of children engaging in self-initiated activities as children's own needs, interests and learning styles are always taken into account.

Plans are developed to ensure:

- There is strong evidence of cross-curricular links and hands-on learning wherever possible.
- There is a balance of adult-led and child-initiated activities.
- Children work in a variety of ways: independently, in groups or pairs and as a whole class.
- All children have access to the areas of learning both inside and outside the classroom
- Learning and development opportunities are planned around the needs and interests of the children and are assessed and reviewed constantly

A range of stimulating and engaging activities are always available for the children to access independently, creating a variety of opportunities for child-initiated play. Through play, the children explore and develop the learning experiences that help them make sense of the world. They practise and build up their ideas, learn how to control themselves, and begin to understand the need for rules. They have the opportunity to think creatively both alongside other children and on their own. They communicate with others as they investigate and solve problems. They express fears, or re-live anxious experiences, in controlled and safe situations.

Children who have SEN or EAL are supported in a number of ways including; teaching key vocabulary prior to/at the start of the topic, repetition, seating children alongside good role models to support one another, providing visual/practical prompts, teaching lessons using a range of different techniques to appeal to different learning styles e.g. videos, drama, practical, further use of outside space, use of visual prompts, differentiated texts etc. and using directed adult support.

IMPACT (Measure of Success)

We strive to ensure that our children's progress across the EYFS curriculum is good from their varied starting points. We also strive for children to reach the Early Learning Goals at the end of Reception and to be at least in line with National Expectations.

In line with the Foundation Stage ethos most assessment is formative. This is ongoing and carried out by the teacher and teaching assistants who work in close partnership and may be accompanied by anecdotal evidence, contributed by parents and other adults in the school. Some summative teacher assessment is carried out by way of observation, either 1-1 with pupils or in small groups. An online Learning Journal is kept for each child and contains annotated photographs that can be used as evidence to support teacher assessment and judgements. Learning journeys include a range of evidence that incorporate both adult-led tasks, child-initiated activities and a variety of observations, and parents are encouraged to comment on



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observations posted by the school and to add their own observations if they wish.

The collection of assessment data forming the “Foundation Stage Profile” (FSP) is a statutory requirement. The FSP 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. Every child is assessed termly against the seven areas of learning and development and these levels are tracked and recorded against the Development Matters age-bands. During the summer term, each Reception child’s level of development is assessed against the 17 Early Learning Goals. The FSP indicates whether children are meeting ‘expected’ levels of development, if they are ‘exceeding’ expected levels, or if they have not yet reached expected levels (‘emerging’). At the end of the Reception year, if children have met the ‘expected’ level of development in the 3 prime areas of learning (personal, social and emotional development; physical development; and communication and language) and in the specific areas of mathematics and literacy, they are assessed as having achieved a ‘Good Level of Development’ (GLD). EYFS practitioners are required to attend one session of moderation with other schools within the academic year as well as attending statutory moderation in the summer term.

The impact of our curriculum will also be measured by how effectively it helps our pupils develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens.

Positive areas for the subject. (What is working well in our schools?)

- Good relationships with parents built up
- Effective transitions prior to starting and on moving into the next phase.

Areas for development for the subject (2 or 3 points at the most)

- Introducing new statutory Baseline Assessment from September 2020