



Early Years Foundation Stage at Ashmole Primary School

‘To foster a love for learning where the children feel safe, seen, soothed and secure with a strong sense of belonging. We are committed to preparing them for future successes and making them school ready.’

Intent

At Ashmole Primary School, we recognise every child as an individual learner. Our aim is to create a learning environment and build relationships that support, enhance and invite a child’s curiosity, confidence and individual competency to flourish regardless of backgrounds, circumstances or needs. We work in partnership with parents, carers and other settings to provide the best possible start at Ashmole Primary School, ensuring each individual reaches their full potential from their various starting points. Our enabling environments and warm, skilful adult interactions support the children as they begin to link learning to their play and exploration right from the start. We provide a child-centred curriculum that follows personal interests and individual needs that supports learning, consolidates knowledge and ensures that children progress to their next steps. We want our children to gain the knowledge, skills and understanding they require for success. To ensure success, we embed the right habits for learning through the Characteristics of Effective Teaching and Learning; Play and Exploration, Active Learning and Creative and Critical Thinking.

It is our intent that children who enter our EYFS begin their lifelong learning journey by developing physically, verbally, cognitively and emotionally whilst also embedding a positive attitude to school and a love of learning. Our setting provides opportunities for the children to experience a rich language environment, to develop their skills in expressing themselves as well as to speak and listen in a range of situations.

By the end of the Reception year, our intent is to ensure that all children make at least good progress from their starting points and are equipped with the skills and knowledge to have a smooth transition into Year 1.

Our goals;

- Making choices about their learning and working both independently and collaboratively;
- Actively involved and engaged in their own learning journey;

- Investigators and explorers with their learning environments, developing new skills and acquiring and building knowledge;
- Proficient in acquiring and applying new learning and skills;
- Communicating what they have learnt and communicating effectively with others;
- Thriving and making excellent progress from their starting points

Implementation

At Ashmole Primary School, we follow the Early Years Statutory Framework for the Early Years Foundation Stage. The framework specifies the requirement for learning and development in the Early Years and provides prime and specific areas of learning we must cover in our curriculum. The learning experiences within our Early Years are linked to the seven areas of learning and development within the EYFS. It is through play that children make discoveries about themselves and find out about the world around them. By providing a range of play-based activities in EYFS, we aim to encourage learning through excitement, fun and discovery.

The curriculum for Reception is planned to enable the children to acquire knowledge, demonstrate their understanding and learn skills through the seven areas of learning. All seven areas of learning and development are important and inter-connected. The three prime areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. There are also four specific areas, through which the three prime areas are strengthened and applied.

Prime Areas

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

Specific Areas

- Literacy
- Mathematics
- Understanding the world

- Expressive arts and design

Each half term, EYFS staff introduce a new theme to provide inspiration for learning, whilst providing the flexibility for children to follow their own interests and ideas. Children learn through a balance of child-initiated and adult-directed activities. The timetable is carefully structured so that children have rigorous directed teaching in English, maths and phonics everyday with regular circle time sessions to focus on PSED. These sessions are followed by group work where children work with a member of staff to develop their individual targets. This focused group time means the teacher can systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning.

We provide regular opportunities for parents and carers to come into school and support their child, share their learning and celebrate successes. We keep parents informed through weekly home Learning updates and Class Pages on Google classroom and we also meet regularly with them to ensure children's learning and development through the EYFS is happy and allows them to excel with the support needed. This includes transition sessions, home visits, stay and play sessions, parent workshops, celebration assemblies, reports and parent consultations as well as more frequent informal communication to suit individual families.

Impact

At Ashmole Primary School, we anticipate that our EYFS curriculum will ensure that children are equipped with the knowledge, skills and understanding that provide them with an excellent start to their KS1 education. The impact of the EYFS curriculum is reflected in having well rounded, happy and confident children transitioning into Year 1.

We measure progress and children's learning across the year through formative and summative assessment which are based on the teacher's knowledge of the child, their learning journeys, photographs and videos. We aim to exceed the National and Local Authority data for children achieving Good Level of Development. Almost all our children make more than the expected steps progress from their starting points.

During their time in Reception, their individuality is valued and each and every child has every opportunity to achieve, building on their own personal strengths, based upon interests and values whilst learning in EYFS and beyond. Any children not making sufficient progress are identified early so

that we can adjust our provision or provide additional intervention. The overall impact of the curriculum will be to enable pupils, from their different starting points, to make good progress. From their starting point to transitioning into Year 1, they will make good progress, across all seven areas of learning, academically, emotionally, creatively, socially and physically.