



# Early Years Foundation Stage (EYFS)

## Intent

### Curriculum goals

The children will experience the Early Years Statutory Framework areas of learning through our sequential curriculum and *Development Matters*.

### Diversity: the unique child

We celebrate and welcome differences. Children are exposed to a range of cultures and communities through texts and real-life experiences.

### Responsive curriculum

We enable our children to become confident, independent learners, recognising and fostering the children's interests and knowledge.

### Communication and language

Key vocabulary is explicitly taught and modelled by adults within play. Early identification and referrals for children with Speech and Language needs are actioned.

### Learning indoors and outdoors

Our fun, engaging indoor and outdoor environments provide a rich space for children to enjoy and thrive in. Children have weekly Wild Wednesday sessions in the nature area.

### Positive relationships for transition

We establish positive relationships through nursery visits and welcome sessions, working closely with nurseries and parents.



## Our Amazing ACORNS Agreements

- A** • We aspire to achieve in all our learning
- C** • We are kind and collaborative; we form positive relationships
- O** • We are open and honest about our thoughts, with empathy and respect
- R** • We respect ourselves and others, different cultures and the environment
- N** • We welcome new opportunities to discover and learn, including daily mindfulness, Wild Wednesdays and whole class cooking.
- S** • We use our super learning powers in all our learning

## Implementation

### Teaching and learning

There is a mix of whole class directed teaching and 1:1/small group teaching as well as interactions during continuous provision.

Children have access to both the indoor and outdoor learning environments, which are adapted to ensure they are responsive to the children's learning needs. These will change throughout the year.

### Organisation

The curriculum is organised into half-termly blocks which cover all areas of learning, planned with the children's learning journey in mind. We also allow time for a responsive curriculum, to support incidental learning.

Phonics, early reading and maths are taught discretely using *Little Wandle* and *White Rose*. Children have weekly Wild Wednesday sessions in the outdoor nature area.

### Memorable moments

We provide the children with some key *memorable moments* during their time in Reception.

These include: sitting in a tractor, eating something they have grown and watching caterpillars turn into butterflies.

By the time the children leave Bressingham Primary they should have experienced 50 memorable moments.

### Enrichment and promotion of the EYFS

Subject leaders recognise the importance of the EYFS in the child's whole school learning journey and understand the starting points in Reception. EYFS is championed by the EYFS leader, who also carries out ongoing monitoring, then spotlight monitoring in a two-yearly programme. Monitoring may include observation, audits, pupil voice and support from local EYFS settings. The EYFS action plan is updated through monitoring, celebrating success, and noting next steps. Ideas are shared with staff and governors. Professional conversations are encouraged with staff and local schools through Norfolk moderation networks (MLAN).

## Impact

### End points

We aim for pupils to be ready to confidently access their next stage of learning.

In Early Years the end point is the Early Learning Goals. The children are assessed against all areas of learning stating whether they are emerging or expected in this area.

Professional conversations will take place with the Year 1 teacher to ensure successful transitions.

### Assessment for learning

Assessment is integral to EYFS practice and there is a cycle of observe, assess, prioritise learning.

Assessment is based primarily on the practitioner's professional knowledge of the child and can be collected through observations, questioning, scaffolding, and activity tasks. Contributions will also be considered from parents and the child themselves. This allows further teaching to be modified to support children's learning moving forwards.

### Tracking and evidencing progress

*Tapestry* is used to record children's interactions and observations. Children will have an individual *Tapestry* post at least once a half term to share their learning with parents.

The EYFS teacher will meet with the senior leadership team at assessment points in October, February, and June to discuss pupil progress, next steps and how to support children's learning.

