

### **Why?**

- It is our intention to make our Early Years Foundation Stage accessible to children and families from the local community.
- We firmly believe that early education is the most important for a healthy, successful and happy life.
- Our EYFS aims to provide the best starting points in education; many starting at the age of 2 in our 'Time for Twos' provision.
- The majority of our children have very low starting points across all 7 areas of learning. The majority of children begin their learning journey with us with a baseline assessment of 'beginning 8-20months' (birth to 3years) across the areas of learning within the EYFS curriculum.
- All areas of learning and development are important and inter-connected. Three areas are particularly critical for igniting children's curiosity and enthusiasm for learning. These are the prime areas; Personal, Social and Emotional Development, Communication and Language and Physical Development. These are the focus of Learning and Development at the start of the learning journey in EYFS.
- Our EYFS also supports children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are; Literacy, Mathematics, Understanding the World and Expressive Arts and Design.
- The environment in which a young child learns is crucial to providing vital life experiences which inform early learning and development.
- It is important to promote the enjoyment of learning. Our children need to experience the sense of pleasure that comes from completing a task or developing and improving their skill set and knowledge; have their curiosity stimulated by investigating through play; experiencing moments when they are surprised, delighted or intrigued.
- Many of our parents can be disengaged from the school system due to negative experiences in their own education.

### **How?**

- We fully embrace the development of the 'whole child' and have devised an educational programme which despite the low starting points, helps to ready our children to optimise their learning and development.
- We follow the Development Matters document to plan and enhanced learning within our Early Years curriculum.
- We promote the development of skills and understanding across all areas of the curriculum to become more school ready by the time they reach the end of their journey in EYFS.
- Our EYFS planning involves activities and experiences to help children develop a positive sense of themselves, others and the world around them.
- We provide our children with the highest quality learning environment, thus creating an enriched, stimulating and enjoyable place to learn and explore.
- We pride ourselves on providing all children with a language rich environment to develop their confidence and skills in expressing themselves to speak and listen in a range of situations.
- Our EYFS is built on a model which is consistent throughout. It is layered back from Reception through to Pre-school and Nursery and again down to Time for Twos. This provides consistency for both the children and also the staff, enabling us to successfully build on previous learning.
- We allow the individual child to be the centre of their own development. Providing plenty of opportunities to learn new skills and develop their learning and skills through child initiated play.
- We have dedicated staff who are committed to supporting every individual child that attends our EYFS.
- We continually develop and support our staff ability to deliver high quality teaching experiences across the curriculum.
- Identify target children for specific interventions.
- Form positive relationships with parents and carers to ensure a strong school to home link is made from the start of the child's educational journey. We ensure to provide an 'open door' policy, enabling all parents and carers to always feel welcome in our setting.

## What?

- Ongoing formative assessments whilst teaching to inform next steps in learning.
- Child initiated observations, which are carried out by all staff, are also a focal part in identifying next steps in learning and also recognising progress and celebrating success in the EYFS.
- Termly summative assessments completed by key staff.
- Home learning challenges to allow parents to support and continue learning at home.
- Specific EYFS staff meetings are planned throughout the year to provide consistent support and development for all staff.
- External CPD training across many areas is booked to develop staff skills.
- Appropriate, stimulating and exciting resources across all areas of the EYFS.
- SLT monitoring with an EYFS focus- lesson 'drop ins'.
- SEND pupils have dedicated SEN intervention time with trained key staff.
- Additional planned interventions are carried out by a wealth of staff to support specific children in targeted areas of the curriculum.
- Moderation meetings within EYFS team and moderation meetings are attended externally through the NDLP and Local Authority.
- The use of OTrack to produce termly RAP reports that are shared with both staff and SLT which provide termly overviews of the progress and attainment of all pupils and identify target children at all levels.