

# Early Years Foundation Stage



## Intent

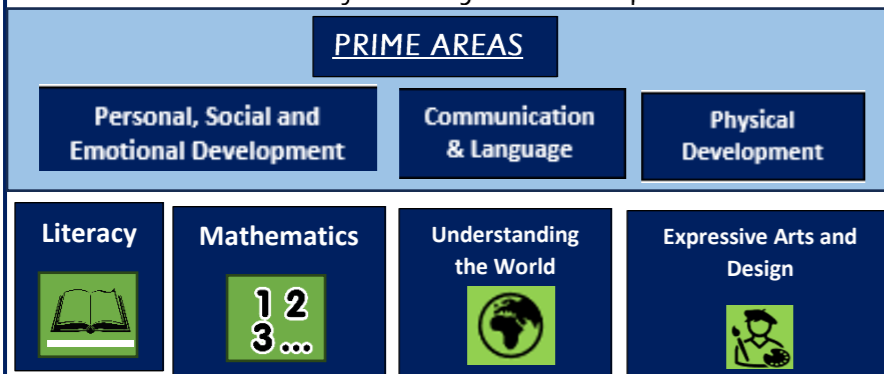
At Willington Primary School, we want our children to experience a rich, broad balanced curriculum that enables the development of knowledge and skills needed to provide a secure foundation essential for progress and future successes through our school and on into life.

Irrespective of ethnicity, culture, religion, disabilities, learning difficulties, home language, family background, gender, or ability all children are given the opportunity to experience a caring, stimulating and enjoyable start to school within our Early Years provision.

We aim to establish and maintain close partnerships with our parents and/or carers so that we support our youngest children in their development as essential foundations of learning are established.

Our Early Years curriculum and provision is built on and follows the latest EYFS Statutory Framework.

There are seven areas of learning and development.



The three **prime areas** are particularly important as they form a basis for success and achievement within the additional **specific areas**.

Across all of the seven areas of development, children are supported in developing **Characteristics of Effective Learning**.

## Implementation

We use the non-statutory guidance from the Department for Education- 'Development Matters' (Revised September 2023), to support planning for key learning opportunities throughout the EYFS Reception year.

We plan through a topic-based approach which takes notice of children's needs and interests. It is structured to contain...

- Appropriate and relevant content that matches individual early childhood developmental needs,
- Purposeful, planned indoor and outdoor activities that provide opportunities for teaching and learning.

Children are taught within continuous play provision, in small adult-led and directed groups and during a few short whole class sessions. For example, a daily taught phonics session and story time.

### Continuous Provision

Our play-based provision and teaching aims to ensure:

- An environment that enables children to explore recent learning, practise new skills and follow their own interests and lines of enquiry.
- An environment that facilitates independence, fosters curiosity and active learning, enables choice and decision-making, and builds self-confidence.
- A clearly defined learning environment that covers all areas of early childhood development and is purposefully resourced and organised.
- Staff continually adapt and enhance continuous provision through considered observations and careful interventions.

## Impact

### Monitoring Learning and Assessment

Ongoing formative assessment is an integral part of the learning and development processes in the EYFS.

Staff observe pupils and identify their level of achievement, interests and learning styles. These are used to shape future planning and make judgements of attainment and progress. Observations made by parents/carers are also considered and encouraged. We gather these via the online documenting system, Tapestry; through our home to school Learning Journals, class email and by informal conversations before and after school.

We use online tracking and assessment tools to log achievement over time from Baseline Assessments to ongoing progress matched to Development Matters learning criteria and onto the requirements for the standards set out in the Early Years Foundation Stage Profile.

For those children who are identified as needing further support, interventions are quickly built into our daily practise and provision.

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### SEND

Quality first teaching strategies are used to support all learners. Our SEND and disadvantaged pupils are given the necessary support in class to fully access the curriculum. Learning, the environment, resources and/or timetabling are adapted according to the support required to give equal learning opportunities.

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