

Curriculum Statement for EYFS:

Intent

What does EYFS look like at High Ercall?

At High Ercall we pride ourselves on our Early Years provision. Our aim within the Early Years Foundation Stage is to provide a happy, safe, and stimulating environment, which allows all children to feel secure and valued and therefore ready and eager to learn. We provide a supportive and secure environment in which every child can flourish and learn at their own pace and in their own individual way. Our role is to stimulate and encourage their development and enjoyment of learning through a variety of different activities, both adult directed and child initiated in secure indoor and outdoor situations.

We believe the relationships which the children develop in the Early Years, with each other and with our staff, are central to their happiness and will lay the best possible foundation for them to become independent lifelong learners. Strong relationships with parents enable us to gain a better knowledge of the children and work in partnership.

Our curriculum has been built to include our key curriculum drivers:

- Our school values, the 5Rs
- The role of active learning
- Building our children's understanding of diversity

Implementation

How is the curriculum for EYFS organised?

Our whole school planning includes EYFS so that the early skills, vocabulary and concepts children will need to understand later on in school are embedded early. We use a rolling 2-year programme which covers all areas of EYFS as set out in the Early Years Framework. Our planning is thematic and links across subject areas, using lots of stories as stimulus.

Through play, our children explore and develop learning experiences which help them make sense of the world. They practise and build up ideas, learn how to manage their behaviour and understand the need for rules. They have opportunities to think creatively alongside other children as well as individually. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations with support from adults.

We plan for a range of play opportunities for our children including:

Adult led – where the adult is teaching a specific concept or skill giving children opportunities to practice and develop their learning.

· Child initiated – where children plan, carry out and evaluate their play, devise their own activities and work independently.

· Adult directed – where an adult describes what a child is expected to do to ensure focused learning in a particular area.

· Child led – where children choose from a group of activities but develop the play themselves or build on what they have learnt in an adult led session, showing that they can continue this learning independently.

We ensure that all children can access the EYFS curriculum and whatever their needs.

Impact

How do we ensure progress in EYFS?

At the beginning of the reception year, once the children have settled into school, the Reception Baseline Assessment is completed. This informs planning for differentiated learning early on and enables progress tracking from a clear starting point.

We make very regular assessments of children's learning; this information is used to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the class teacher and other adults. These observations are recorded on Tapestry and paper-based learning goes into the child's personal learning journey.

At High Ercall Primary School, we use observations and our knowledge of the children to monitor their progress across the EYFS. We have regular discussions amongst the staff to identify areas of concern in an individual's progress. We then plan activities for that child or group of children which will address these concerns and monitor the impact of these activities regularly. At the end of their reception year each child's level of development is recorded against 17 Early Learning Goals (ELGs). In the final term of the EYFS, a written summary is given to parents, reporting their child's progress towards the ELGs. This information informs the school development plan.