



EYFS at St John's

September 2021: The Statutory framework for the Early Years Foundation Stage sets the standards for learning, development and care for children from birth to 5 years.

Our curriculum is designed to recognise children's prior learning, both from previous settings and their experiences at home. We work in partnership with parents, carers and other settings to provide the best possible start at St John's Church of England School, ensuring each individual reaches their full potential from their various starting points. In order for us to live out our vision for our EYFS children, we plan and deliver learning using the Statutory EYFS Framework. This covers the seven areas of learning:

Prime Areas (these underpin all areas of learning)

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

Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Our curriculum has been designed to enable children to succeed through cooperative and collaborative learning principles. As such, there is a strong emphasis on the Prime Areas of learning; Personal, Social and Emotional Development; Communication and Language, including Oracy and Physical Development.

At St John's Church of England School, we recognise that oracy not only improves academic outcomes, but is a life skill to ensure success beyond school, in life and future employment. Oracy develops children's thinking and understanding, which in turn promotes self-confidence, resilience and empathy which supports the child's well-being. Our enabling environments and warm, skilful adult interactions support

- Enable all children to explore the Christian faith, experiencing collective worship and prayer
- Enable children to have an understanding of people of faith.

Children learn through a balance of child-initiated and adult-directed activities. The timetable is carefully structured so that children have directed teaching during the day. The timetable changes throughout the year to take into consideration the changing needs of the children. These sessions are followed by smaller focused group work. This means the teacher and EYFS practitioners can systematically check for understanding and identify and respond to misconceptions quickly as well as providing real-time verbal feedback which results in a strong impact on the acquisition of new learning.

Children are provided with plenty of time to engage in 'exploration' throughout the variety of experiences that are carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas. We use 'Tapestry' to connect with parents and carers on an individual level and as a class or a cohort where we will send a memo detailing our learning for the week, thus engaging parents in their child's learning.

Early Learning Goals

Communication and Language Communication is a key focus of ours at St. John's. During our time in Reception we aim to develop our Communication and Language skills through: Speaking, Listening, attention and understanding. We are given vast opportunities to develop our rich language skills and express ourselves in a variety of situations, which in turn develops our confidence and self-esteem.

We are given opportunities to listen and share in different situations such as whole class, small group and individual teaching activities, and in a variety of worship sessions and educational visits. We enjoy singing and learning nursery rhymes, encouraging all children to join in and support the children's learning with makaton where possible.

Physical Development Physical Development is another one of our Prime Areas in Reception and is broken down into Gross motor skills and Fine motor. By developing our physical skills we can: run, jump, pedal and climb, hold a pencil, form letters, use tweezers, safely hold and use scissors. We develop our physical skills both inside and outside the classroom. We love exploring new ways to challenge our development, and build our control and co-ordination. We are encouraged to understand the importance of physical activity and how to make healthy choices.

Personal, Social and Emotional Development In Reception, one of our Prime Areas is Personal, Social and Emotional Development. We develop this through: regulating and managing ourselves and building relationships with our peers and the adults who support us. Our PSED is of high importance and is focused on throughout our time in Reception. Children gain the confidence to try new activities, play co-operatively, show empathy and understand their own feelings and much more.

Literacy Literacy is one of the Specific Areas in Reception. It is developed through focused, small group sessions alongside our continuous provision and is embedded in everything we do. We are encouraged to read, write and comprehend and explore as part of our child centred learning and have continual access to reading materials and writing equipment, both indoor and out, to ignite and inspire our interests. Our Literacy focus is closely linked to our Topic as well as our phonics provision, where we follow the Little Wandle scheme. We learn how to link sounds to letters as we begin our reading and writing journey.

Mathematics Mathematics is another one of the specific areas in Reception and is part of our everyday child centred approach which. We follow the Herts for Learning Scheme encouraging the children to subitise and build upon their number knowledge, understanding and reasoning. We are supported and provided with a range of opportunities, as a whole class, in small groups and independently, to explore: counting, sorting, understanding and the use of numbers, composition of numbers, number bonds to 5 and 10 and to calculate simple addition and subtraction problems. We are given the time and opportunities to explore and understand numerical patterns. We are encouraged to strengthen and deepen our learning during continuous provision.

Understanding of the World During Reception we endeavour to understand the world through a large variety of topics which encompass a vast amount of different subjects including: Celebrations, All about Me, Animals, Traditional Fairy Tales and People Who Help Us. We explore different greetings and songs through our chosen Modern Foreign Language - Spanish. We are supported to gain a sense of the physical world and our community through exploration and observation. We do this using a variety of technology and a rich mixture of environments as well as visits and inviting visitors into the school.

Expressive Art and Design Expressive Art and Design allows us to have opportunities to share thoughts, ideas and feelings through: art, music, movement, dance, role-play and design and technology. Throughout our provision and specifically in this area, we are whole heartedly supported to use our imagination as we explore different media and materials. In Reception we are supported to develop and hone our art and design skills both inside and outside of the classroom. We take

pride in our wonderful creations and thrive during focused activities and continuous provision.

Characteristics of Effective Learning COEL is embedded throughout everything we do. In Reception we are encouraged to find out and explore by playing with what we know and having a go. We are inspired to take part in active learning by never giving up, concentrating and persevering. Finally, we are encouraged to have our own ideas, make links, reason and think critically.

Impact:

Baseline: Prior to children starting, staff spend time speaking to the child's parents, previous settings and read children's learning journeys to gain an understanding of the whole child and where they are at. During the first half term in Reception, all staff use ongoing assessments, observations and conversations with the child to develop a baseline assessment. This identifies each individual's starting points in all areas so we can plan experiences to ensure progress. The following baseline assessments are also carried out. The RBA (Statutory Reception Baseline Assessment) This assessment focuses on 'Language, Communication and Literacy,' and 'Mathematics.' The purpose of this is to show the progress children make from Reception until the end of KS2.

NELI (Nuffield Early Language Intervention) NELI is an evidence-based oral language intervention for children who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading. The assessment informs us if the child is at expected for their age or requires intervention from trained NELI practitioners.

Ongoing Observation: All ongoing observations are used to inform weekly planning and identify children's next steps. This formative assessment does not involve prolonged periods of time away from the children and excessive paperwork. Practitioners draw on their knowledge of the child and their own expert professional judgements through discussions with other practitioners, photographs and physical examples such as a child's drawing / making. Some observations are uploaded using Tapestry and shared with parents and carers and examples kept in individual files.

Assessment: Phonic assessments, using the Little Wandle scheme these are carried out every half term to quickly identify pupils that are not making expected progress. Our aim is for children to 'keep up' rather than 'catch up' where possible.

In Summer Term 2, the EYFSP is completed where the teacher makes a judgement on whether the child has met each of the 17 ELGs. They will be assessed as either 'emerging' or 'expected.' Impact is also evident through our successful transitions

into Year 1. EYFS staff have a good understanding of how the ELGs link to the National Curriculum, and through our robust planning and delivery across the spectrum of subjects - both prime and specific areas - children leave the EYFS stage with the skills, knowledge and confidence to continue their journey as scientists, historians, artists, writers, mathematicians and geographers.