

EYFS at St Andrew's Primary School, Leasingham



'INTENT'

At Leasingham St Andrews Primary School we aim to provide motivating, first-hand experiences whilst encouraging children to build resilience, ambition and a lifelong love of learning. We aim to build on the wealth of knowledge and skills children already have when they arrive and actively develop relationships with feeder settings through transition and networking. We recognise that all children are unique, celebrating and welcoming these differences within our school community. We aim to work collaboratively with parents and carers to encourage independent, enthusiastic learners who thrive and reach their full potential. It is our intent that children who enter our EYFS begin their lifelong learning journey by developing physically, verbally, cognitively, and emotionally, whilst also embedding a positive attitude to school and 'opening the door to learning' for all.

To ensure children make outstanding progress during their time in EYFS, it is our intent to take into consideration their starting points and the needs of all pupils as they begin their learning journey. Every child has access to a broad, balanced and differentiated curriculum which prepares them for now, and for the future, in terms of opportunities and experiences. Strong relationships that allow us to understand the personal interests and individual needs of our children allows us to plan and provide opportunities throughout our EYFS curriculum to support learning and development and achieve their next steps.

We aim to:

- Provide a curriculum that offers children a wide range of opportunities ensuring that we do not expect children to aspire to things they have never encountered. We will work on broadening their experiences providing opportunities to try new things and encouraging them to relish a new challenge
- Provide high expectations encouraging them to develop perseverance and self-belief so that they can problem solve and achieve far more than they expected
- Provide a learning environment that helps children achieve their potential and support those who need additional help in order to maximise their chances of achieving the Early Learning Goals
- Provide children with opportunities to develop their sense of wellbeing and the ability to regulate their feelings so that they feel confident in our community and are equipped with all the tools they need to transition to Year 1 effectively
- Develop the skills and expertise of staff working in EYFS through regular and comprehensive professional development either 'in house' or through external providers.
- Equip children with a lifelong love of reading.
- Model British values to enable our children to be effective members of a modern society.

'IMPLEMENTATION'

Our curriculum follows the Early Years Statutory Framework for the Early Years Foundation Stage. This document specifies the requirements for learning and development in the EYFS and provides the prime and specific areas of learning we must cover in our curriculum. Through our knowledge of each child and formative assessments the EYFS team plan exciting and engaging activities that will move the children's learning forward. This may involve following a class theme where we take advantage of cross curricular links in order to combine transferable skills and develop a wide-ranging vocabulary which underpins the children's learning. This may also include following individual children's interests and making the most of those focused moments where the teaching and learning can be maximised in a one-to-one way with teacher and child. Each year creates its own unique blend of whole class, guided, adult directed play and child-initiated play activities dependent on the nature and needs of the class of individuals. We look forward at the start of a year to see where each new class will lead us.

Children in EYFS learn by playing and exploring, being active and thinking critically and creatively and this takes place both indoors and in our outdoor area. Our outdoor area is open all year round and in all but the most challenging weather conditions. Children make decisions daily about where they choose to learn and staff ensure that there are opportunities for all areas of learning both inside and outside throughout the course of each week.

The school follows the 'Little Wandle' phonics programme, using a wide range of physical and online resources to support this. Every child has access to a phonics session every day with intervention opportunities for those who find this area of learning more difficult. We use the phonics session to also develop children's expertise in handwriting.

We provide effective and focused intervention for those children who are finding learning challenging and are not on track to meet expectations at the end of the year. This will be provided in an inclusive way and support from parents is also enlisted at an early stage to ensure that the children have every chance to achieve the Early Learning Goals.

The EYFS team collect evidence of children's learning through work completed in their learning journey book, observations, photos, and videos which are shared with parents weekly using the 'Tapestry' online system. This means that parents can engage with children regularly about their learning and can contribute to the knowledge we have of the child in school. Parents are active and many use 'Tapestry' to record the milestones children make at home during the year.

We strive to provide children with opportunities that they may not have experienced before or that enhance their learning in school. We go on visits to support this for example a trip to our local church to enhance our R.E. and PSED learning, or a village walk to understand the geography of our local area. We ensure that all our visits are learning related and will provide the spark for further immersion in a theme or project.

'IMPLEMENTATION' (continued)

By the end of the year, we provide opportunities for children to increase their independence in recording their work as appropriate to ensure they are well prepared for the move to Year 1. We also ensure that the pedagogy in Year 1 reflects the independent learning skills children have gained in Year R working together as a team to develop expertise and confidence in our staff. We do this through formal and informal meetings to share good practise and expertise and these discussions enable us to reflect on our practice, evaluate our provision and make decisions about the best way to move forward to enhance children's learning.

The team in Year R work tirelessly to ensure that children are surrounded by a kind, caring and happy environment which helps them develop the skills and attitudes that will enable them to have a successful journey through school. It is a positive place to be, where resilience, perseverance and successes are celebrated, and every child feels valued and respected.

'IMPACT'

The impact of the EYFS curriculum is reflected in having well rounded, happy and confident children transitioning into Year 1. Our children are often amazing role models for others in school.

We measure progress and children's learning across the year through formative and summative assessment which are based on the adult's knowledge of the child, their learning journeys, photographs and videos on recorded Tapestry. We aim to exceed the National and Local Authority data for children achieving Good Level of Development. Almost all our children make at least the expected steps of progress from their starting points.

The judgements of our school are moderated with other schools as well as internally. This means judgements are secure and consistent with government guidelines. The EYFS leader also attends training and updates provided by the local authority.

The Early Years provision features in our School Development Plan and has a rigorous plan for development each year. This is monitored and evaluated by the EYFS Lead, the Head teacher and our designated EYFS governor.

LINKS WITH ENGLISH & MATHS	ASSESSMENT	SUPPORT
<p>All activities have an element of English or Mathematical learning built into them, primarily with a focus on speaking and listening and following basic instructions.</p> <p>Throughout the year, samples of work are collected in 'Learning Journey' books to show the experiences of each child, their understanding and progress within each area.</p> <p>Classroom displays are clearly labelled to ensure that children can see which activities they have been involved in and reflect upon them.</p> <p>Working walls are used for Mathematics, English and Phonics to reinforce classroom learning.</p>	<ul style="list-style-type: none"> • On-entry baseline assessment using 'ages and stages' with results analysed to show areas of strength and weakness within each cohort. • Assessments updated termly, again data analysed to refocus areas of support required. • ELG information recorded and shared with parents in end of year report. All statutory assessment requirements followed. • Phonics assessments completed at the end of each phase. • Transition carefully planned for with Year 1 teacher. 	<p style="text-align: center;">SUPPORT</p> <ul style="list-style-type: none"> • Speech and Language service involvement via referral process • TA 'Elklan' trained to support in-class speech and language needs • Involvement of 'Autism Outreach' service to support individual pupils • Regular parent meetings and 'open door' policy • Weekly meetings with SENCo to seek advice and update IEPs • Intervention groups daily to respond to differing needs. Regularly changing to reflect cohort weaknesses and help children to 'catch up'. <hr/> <p style="text-align: center;">DATA</p> <p style="text-align: center;"><u>2018-2019 cohort</u></p> <p style="text-align: center;">School GLD 84%</p> <p style="text-align: center;">Lincolnshire GLD 77.4%</p> <p style="text-align: center;">National GLD 79.2%</p> <p style="text-align: center;">School percentile 29</p> <p style="text-align: center;">Predicted GLD for 2021/2022 of between 75 and 80%</p>