



Singleton Church of England Primary School

Early Years Foundation Stage (EYFS) Overview

“Passion for LearningPassion for life”

Governors and school leaders facilitate a reflective and ambitious culture. Constructive challenge and creative ideas are encouraged, valued and used to inform whole school planning. The views of learners, parents, staff, governors, therapists, social workers and other stakeholders inform the evaluation of the quality of our work and provision, which in turn is used to identify areas for improvement.





INTENT

At Singleton C of E Primary School our aim is to create a learning environment and build relationships which support, enhance and invite a child's curiosity, confidence and individual competency to flourish regardless of backgrounds, circumstances or needs.

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 Foundation Class, begin their lifelong learning journey by developing physically, verbally, cognitively and emotionally whilst also embedding a positive attitude to school and a love of learning.

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, ensuring each individual reaches their full potential from their various starting points.

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 and Communication and Language.

We believe that a high level of engagement ensures high level attainment. We therefore provide an engaging curriculum that maximises opportunities for meaningful cross-curricular links and learning experiences, as well as promoting the unique child by offering extended periods of play and sustained thinking.

We follow children's interests and ideas to foster a lifelong love of learning both in and outside of school.

By the end of their year in our Foundation Class, our intent is to ensure that all children have the ability to work collaboratively, independently, with high levels of curiosity and with excellent language and communication skills. We aim to ensure they are well equipped with the skills and knowledge to ensure a smooth transition into Year 1.

The *wider* the range
of **possibilities**
we offer *children*,
the more **INTENSE** will be
their **MOTIVATIONS**
and the **RICHER** their
EXPERIENCES

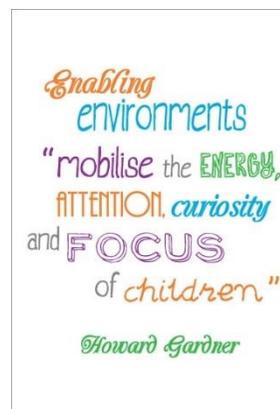
Loris Malaguzzi



IMPLEMENTATION

At Singleton C of E Primary School, we follow the Early Years Foundation Stage Framework. This is made up of **four overriding principles** which our early years education is based upon:

- **Unique Child** – Every child is unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- **Positive Relationships** – Children learn to be strong and independent through positive relationships.
- **Enabling Environments** – Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.
- **Learning and Development** – Children develop and learn in different ways. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.



Within our planning we recognise:

Substantive Knowledge

- Substantive knowledge in the EYFS, substantive knowledge is the understanding and use of knowledge across the seven areas of learning. In the prime areas, this is how to listen, speak and communicate effectively, how to manage self-care needs including dressing, managing their hygiene and how to control their bodies. It also refers to personal, social and emotional development including how to make and maintain relationships, manage feelings and behaviour and build confidence and self-esteem. In the specific areas, substantive knowledge is the area specific understanding and use of key concepts which are taught sequentially through adult-led teaching and those which also naturally arise through child-initiated learning. Development of the substantive knowledge is achieved through deliberate practice so that children develop fluency in their knowledge and understanding.

Disciplinary knowledge

- Disciplinary knowledge in the EYFS, disciplinary knowledge is the interpretation and independent use of learnt knowledge and skills. Embedded learning is identified by assessing what a child can do consistently and independently in a range of everyday situations. Disciplinary knowledge is also represented by children's independent use and application of the prime and specific areas of learning. Examples include using substantive knowledge of colour mixing in their own paintings or applying phonic knowledge to read their own independent writing.



IMPACT

Assessments are continuously made by our Foundation Class staff, who draw on their detailed knowledge of each 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 Digital floor books and progress photos are routinely shared with parents and carers through Class Dojo.

Assessment: Phonic assessments are carried out during the consolidation weeks to ensure timely intervention takes place. Further assessments take place at the end of each phonics Phase to assess retention. Our aim is for children to 'keep up' rather than 'catch up' where possible. Key assessment tasks in maths are conducted every week. Other assessments take place throughout the working day/week.

Summative assessments are completed three times per year, whereby the Class Teacher updates the progress children have made. In Summer Term 2, the EYFSP is completed where teachers judge whether the child has met each of the 17 ELG's. They will be assessed as either 'emerging' or 'expected.' Whilst there is no judgement to state if a child is exceeding beyond an ELG, teachers, have a duty to provide a narrative for both parents and the Year 1 teacher. Impact is also evident through our successful transitions into Year 1. Our Foundation Class teacher has an excellent understanding of how ELG's link to the National Curriculum, and through our robust planning and delivery across the spectrum of subjects – both core and foundation - children leave our Foundation Class with the skills, knowledge and confidence to continue their journey as confident individuals, effective contributors, successful learners and responsible citizens.