



**Bishop David Sheppard**

**CE Primary School**

Following Jesus, together we succeed

## **EYFS at Bishop David Sheppard CE(A) Primary School**

### **EYFS Principles**

- A Unique Child — we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We acknowledge that children develop in individual ways, at varying rates.
- Positive relationships — we recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families.
- Enabling environments — we recognise that the environment plays a key role in supporting and extending the children’s development. Through observations we assess the children’s interests, stages of development and learning needs before planning appropriately challenging activities and experiences to extend their learning.

### **Intent Statement**

The intention of our Early Years curriculum is to teach key knowledge and develop fundamental skills across the seven areas of learning and beyond. We provide every child with a positive start to their school life, in which they can develop strong foundations for future learning and work towards their personal goals, achieving their fullest personal potential.

### **EYFS as the ‘Bedrock’**

Our high expectations enable each child to develop socially, physically, intellectually and emotionally and to achieve their full potential. We will offer a structure for learning that has a range of starting points and unlimited availability for development through a wide range of new and exciting first-hand experiences that will give children the opportunity to consolidate, explore and test their skills, knowledge and understanding alongside existing experiences. We will ensure that children are kept healthy and safe and that they achieve the knowledge and skills they need to start school. We promote cultural capital by building on our early experiences to give children opportunities to be curious, explore, try new things, and experience awe and wonder.

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.” (The Early Years Foundation Stage Statutory Framework)

### **Curriculum Areas**

#### **Prime Areas**

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

#### **Specific Areas:**

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

### **Observation, Assessment and Planning**

Effective planning builds on and extends what children know and can do and is the key to making their learning exciting, varied and progressive. In order to understand and consider the child’s current learning and development needs, planning starts with observations of

the child. Assessments are then made on the basis of observations about the child's learning and development. These assessments are then used to inform planning the "next steps" of the child's learning and experiences. Observations are carried out in variety of ways – individually, in small groups, as part of class, adult led or child-initiated. These may be evidenced using Tapestry. Assessments are the decisions then made about the child's learning/development. The EYFS Profile is used as a summative assessment at the end of the Reception year. It summarises and makes statements about the child's progress towards the revised Early Learning Goals. Planning has two stages – long term and short term. 'Long Term' planning shows an overview of the experiences to be covered and skills to be taught and 'Short Term' planning (weekly/daily) shows how each child's learning and development is to be supported.

**Communication, Language and Reading - The Beating Heart**

'The development of children's spoken language underpins all seven areas of learning and development.' (Statutory Framework) We promote the development of communication and language through a language rich environment and sensitive, quality interactions and modelling. We implement interventions where there is need. 'Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils' success.' (Reading Framework). Reading is embedded in our setting. Reception children access daily phonics through the 'Floppy's Phonics' scheme, they read with an adult daily and take home closely matched decodable readers that are changed regularly. All children in EYFS take home a story book each week and have multiple opportunities to share stories each day. Parents are invited to attend reading workshops.

**The Learning Environment**

We are proud of our attractive, welcoming and stimulating learning environment which encourages all children to explore, investigate and learn. The staff ensure that the environment is a place where children feel secure and confident and are challenged to develop their independence. Within the classroom the seven areas of learning are offered to the children through continuous provision, alongside a wide variety of child-initiated and adult led activities to support and stretch their learning. Continuous provision develops throughout the year with adaptations to resources. All of our learning environments are organised to allow children to explore and learn securely and safely.

**Meeting the Needs of All Learners**

We value each child as a unique individual. Children are given the appropriate support to enable them to benefit from the curriculum and reach their individual potential. Where a quality first approach is not enough for an individual learner, we liaise with and seek the support of external agencies.

**Staffing and Organisation**

- Early Years Lead
- Teacher
- Nursery Room Lead- EYTS
- Buttons Nursery Room Lead- L3
- Reception Teaching Assistant-L2
- Nursery Teaching Assistants- L1, L2, L3
- Buttons Teaching Assistant- L2

**Subject Priorities and Assessment Data**

Subject leaders are actively involved in the implementation of their subject across school. Where appropriate, this includes EYFS. We feel this is essential in the design and provision of a progressive, whole school curriculum and meet regularly with subject leads.

**Our Impact**

The impact is reflected in having well rounded, happy and confident children transitioning into Year One. We measure progress and children's learning across the year through assessments based on our knowledge of the child, informed by observation and evidence such as examples of children's writing or mark making.

**Governor Communication**

Our link governor is: Keith Hamnett