



**Aston Lodge
Primary School**
Show Pride • Reach for the Stars

ASTON LODGE PRIMARY SCHOOL

EYFS Policy

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Foundation Stage

EYFS Quality of Education, Intent, Implementation, Impact

Intent

At Aston Lodge Primary School we intend that our curriculum educates all the children in knowledge, skills and understanding to be effective, inquisitive, curious, independent learners and influence their wider thinking across all areas of the curriculum. We wish our children to **Believe** in themselves and their abilities and capabilities, to **Belong** to the school learning community and the wider community and to **Become** successful in their academic career and beyond. Our curriculum provides no limits or barriers to the children's achievements, regardless of their background, circumstances or needs. Our staff shares the ethos that all pupils deserve the best possible education regardless of their starting points.

The curriculum is designed to: recognise children's prior learning from previous settings and their experiences at home provide first hand learning experiences, whilst allowing the children to build resilience, ambition and integrity. Every child is recognised as a unique individual and we celebrate and welcome differences within our school community. We prepare our children for life in Modern Britain by equipping them to be respectful and to recognise those who help them and contribute positively to society. We develop their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for different people.

The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We provide enhancement opportunities to engage learning and believe that our first experiences of school should be happy and positive, enabling us to develop a lifelong love of learning.

We use a Restorative Positive approach to behaviour management based on high expectations for all learners, to promote positive attitudes to both learning and behaviour. This reflects the values and skills needed to promote responsibility for learning and future success.

Children leave the Nursery with a sense of belonging to a tightly knit community and are well prepared for the transition into Reception, in the main school building. They have the confidence and skills to make decisions and self-evaluate, make connections and become lifelong learners.

In EYFS children experience the seven areas of learning through a balance of whole class, small group teaching and play based learning. This is through the children's interests, themes, continuous provision activities and phonics. Learning is carefully planned by the staff to support early reading, writing, mathematics and language development as well as social skills.

Implementation

At Aston Lodge Primary School, we encourage children to demonstrate their attitudes and behaviours to learning through the Characteristics of Effective Learning.

Our curriculum is designed to recognise their prior learning by providing first hand learning experiences and allowing the children to develop interpersonal skills, build resilience and become creative, critical thinkers to enable them to challenge themselves. We ensure the content of the curriculum is taught in a logical progression so that children build on prior learning.

On entry, we assess the children through play and interactions across all areas, with a focus on the prime areas in Nursery. Pupil's next steps are then planned for and progress is tracked using gross and fine motor progression grids, leading onto pencil progression and letter formation.

Formative assessment within every session ensures teachers identify the children who may need more support and the ones that need more challenge through carefully structured interactions and a change in provision. Summative assessments of the children's' learning are made using the Development Matters ages and stages throughout the year. For FS2 children the Early Learning Goals are used to make the end of year judgements. These assessments are fed back to parents throughout the year and parents opinions are actively sought and considered when assessing children.

We understand to maintain high standards of quality first teaching we have to invest in our staff by providing high quality CPD to match the current needs of the staff and to match the needs of our children. Teachers in EYFS create an environment to match the needs and skill levels of our children and use their own teacher assessments and gap analysis to inform their planning and the quality provision. All staff are involved in termly environment audits to ensure children are engaged, highly motivated and challenged.

We recognise that reading is a key to all other learning and ensure quality phonic sessions are being taught daily using the whole school approach of Letters and Sounds and Jolly Phonics with children's reading books matching their phonic ability as well as reading aloud to the children, big picture, telling stories and rhymes. We encourage parents to read with their child and to recognise the importance of reading to their child on a daily basis to promote an enjoyment and love of reading. Parents and pupils are given the opportunity to make decisions about their favourite authors, celebrate stories through reading mornings, visits to local and school library, weekly story sack sessions and engagement with family L.A learning sessions where appropriate.

We also recognise that children need a vast range of vocabulary in order to succeed in life. This is taught explicitly through pre teaching sessions, story, circle time and throughout the day modelled by adults.

At this stage in a child's life learning through play is vital, we use the environment to ensure their needs are met through continuous provision, enhanced provision and following their interests. Staff teaches an objective through whole class, small group teaching and going into provision to observe children's play and move learning forward at that point. They record 'snapshot' evidence of children's learning to build an overall picture and set next steps for learning. Formative assessment takes place within every session and helps teachers to identify any children that needs more support to achieve the objective and those that need challenging. This may be instantaneous if appropriate. Although EYFS has a separate curriculum we are keen to make sure our children are prepared for the next chapter in their school life.

At Aston Lodge we believe the enjoyment of the curriculum promotes achievement, confidence and good behaviour. We use a traffic light system, rewards, postcards home, certificates and assemblies to celebrate pupil's successes at home in school. Our children feel safe and are confident to try new things.

Impact

The curriculum design ensures that the needs of individual children including SEND and disadvantaged and small groups of children can be met within the environment of high quality first teaching supported by targeted interventions where appropriate. In this way, it can be seen to be affecting in a very positive way on pupil outcomes and prepares them for the next phase in school. We teach our children to believe in themselves, belong to the school and wider community and become anything they wish to be.

The Early Years Foundation Stage Curriculum

The curriculum is organised into areas of learning these are:

Prime areas:

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

Specific areas:

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

The impact of our curriculum is measured by assessment procedures that allow us to measure outcomes against all schools nationally. We measure the progress and percentage of pupils achieving age related expectations by the end of Nursery and Reception.

The impact of our curriculum will also be measured by how effectively it helps our pupils develop into well-rounded individuals, who embody our values and carry with them the knowledge, skills and attitudes, which will make them lifelong learners, and valuable future citizens. We endeavour for pupils to be year 1 ready and excited about the next stage in their education.

The children work towards 'Early Learning Goals' which prepare them for future learning. More information can be found on the DfE website or www.foundationyears.org.uk, or please talk to staff who will be happy to help or support in any way.