



Our Intent, Implementation and Impact for Early Years Foundation Stage

The Early Years Foundation Stage is the period of education from birth to 5 years. In our Foundation Stage we have provision for children aged 2 – 5; our two-year-old and Nursery provision, in addition to our three reception classes.

Intent:

Children have a natural desire to explore, communicate, create and learn. Play engages children's bodies, minds and emotions. In playing children can learn to interact with others and be part of a community, to experience and manage feelings, and to be in control and confident about themselves and their abilities. At Chapel End Early Years, we strive to ensure children feel safe and confident so they can explore and play.

Our aim is to create a learning environment and build relationships which support, enhance and stimulate a child's curiosity, confidence and individual competency to flourish regardless of backgrounds, circumstances or needs. We aim to work in partnership with parents and carers to encourage resilient, independent, enthusiastic learners who thrive and reach their full potential from their various starting points.

It is our intent:

- that children who enter our EYFS begin their learning journey by developing physically, verbally, cognitively and emotionally whilst also embedding a positive attitude to school and a lifelong love of learning;
- to teach children to self-regulate and successfully manage their emotions through 'The Zones of Regulation'. The Zones teaches self-regulation by categorizing all the different ways we feel and the states of alertness we experience into four coloured zones. It provides strategies to teach children how to become more aware of and independent in controlling their behaviour. This comes quite naturally to some, but for others it is a skill that needs to be taught and then practiced. This is the goal of The Zones of Regulation;
- to take into consideration all children's starting points and needs as they begin their learning journey. Every child will have access to a broad, balanced and differentiated play-based curriculum which prepares them for now and for the future in terms of opportunities and experiences;
- and to prepare children to reach the Early Learning goals at the end of the Foundation Stage and ensure children make at least good progress from their starting points. We work closely with our KS1 colleagues to ensure a seamless transition into Year 1 for all children.

Following personal interests and individual needs, allows us to plan and provide opportunities throughout our EYFS curriculum to support learning and development and for all children to achieve their next steps. Our enabling indoor and outdoor environments are designed to inspire children's innate desire to learn.

Our EYFS curriculum aims to enable our children to be:

Competent and creative learners; who are curious about the world around them.

Secure and confident; who enjoy coming to school and learning new skills and knowledge building on their existing learning.

Skilful communicators; who connect with others through language and play, ensuring that they play in a language rich environment.



Implementation:

We have a curriculum that is child-centred and largely follow a ‘teaching in the moment’ approach. Adults create enabling environments that are equipped to meet the needs, interests and stages of development of each child. Adults move to where the children are engaged and interact with them as they play, making the most of children’s natural desire to explore and learn to enhance the learning whenever a “teachable moment” is spotted.

We follow the Early Years Foundation Stage framework. This is made up of **four overriding principles** which our early year’s 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.

Children benefit from meaningful learning across the curriculum and staff plan resourcefully for opportunities for communication, sustained shared thinking and physical challenge to build on existing skills taking into account the Characteristics of Effective Learning. These are:

Playing and Exploring – children investigate and experience things, and have a go;

Active Learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;

Creating and Thinking Critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

The learning experiences within our Early Years are linked to the seven areas of learning and development within the EYFS. These areas are split into three prime areas and four specific areas. The three prime areas are those which the children should develop first and are considered most essential for the healthy development and future learning of our children. These include: **Personal, Social and Emotional Development , Communication and Language and Physical Development.**

As children grow and make progress in the prime areas, this will help them to naturally develop skills within the four specific areas. These are: **Literacy, Mathematics , Understanding the World and Expressive Arts and Design**

Practitioner observations, interactions and the outcomes of teachable moments are recorded and contribute to the child’s ‘Special Book’ which is a detailed profile of the child’s developmental learning journey. This approach supports children to develop as purposeful, calm, confident and independent learners. Our highly skilled teams support children to meet their next steps and drive their innate desire to learn forwards.



We teach children 'The Zones of Regulation' to encourage the development of self-regulation and emotional control. Self-regulation is something everyone continually works on whether they realise it or not. Everyone will come across circumstances that test their limits from time to time. If we can recognise when we are becoming less regulated, then we are able to do something about it to manage our feelings and move in to a healthy place. Children learn to identify their feelings / level of alertness, understand how their behaviour impacts those around them and learn what tools they can use to manage their feelings and states.

We regularly assess where the children are, using 'Development Matters' and then ensure our planning, adult interactions and enabling learning environments; including continuous provision, support children to reach their next steps. We will plan and deliver interventions for groups or individuals if and when necessary.

A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children are using and developing taught skills throughout the year on a daily basis. Continuous provision practise and principles begin in EYFS and support children to develop key life skills such as independence, innovation, creativity, enquiry, analysis and problem solving. During the school day, children have opportunities to work and play independently, collaboratively with their friends and with members of staff. This learning is accessible indoor and out where children can freely access our 'Wild Wood'. Here they learn about friendship, are architects, risk takers, den builders, explores and nature detectives.

When children reach Reception, they continue to benefit from periods of sustained uninterrupted play alongside periods of direct whole class teaching and engaging, practical hands on small group activities to ensure children make rapid progress before moving onto Year 1.

We use 'core books' to support our literacy sessions alongside the systematic teaching of phonics. New vocabulary and concepts are taught through reading and will excite and engage all learners, this includes staff modelling standard English and asking high quality questions in addition to interactive story telling sessions. Each child has a bug club login and we encourage parents to read daily with them. We use White Rose maths to support and enhance our mathematics planning.

We provide regular opportunities for parents and carers to come into school with their child, share stories and celebrate successes. We keep parents informed and meet regularly with them to ensure children's transition into school and through the EYFS is happy and allows them to reach their full potential. This includes transition days, nursery or home visits, stay and play sessions, parent workshops, special books, reports and parent consultations as well as more frequent informal communication to suit individual families.

We also support the transition into Key Stage 1 for both child and parents. We prepare children for Year 1 with visits to their new class, meeting the teacher and ensuring the environments are similar at the end of EYFS and the start of Year 1. Parents have the opportunity to meet with new teachers and visit their child's new learning environment.



Impact:

We strive to ensure that our children's progress across the EYFS curriculum is good from their varied starting points, that children reach the Early Learning Goals at the end of Reception and are at least in line with National Expectations. Evidence in children's special books and writing journals support all areas of the EYFS curriculum. We understand that when assessing children against the Early Learning Goals, there will be children who are awarded the same level but who are working at differing stages within that level. Effective communication between staff is therefore essential to achieve an effective transition for every child and to plan accordingly for the next stage of their learning journey.

The impact of our curriculum is measured by assessment procedures which allow us to measure outcomes against all schools nationally. We measure the percentage of pupils achieving age related expectations throughout the academic year and put supportive interventions in place if and when required. Class teachers use observations to make formative assessments which inform planning and ensure that all children build on their current knowledge and skills at a good pace.

Summative assessment compares children's attainment to age related expectations using month bands in Development Matters. This is tracked using a bespoke assessment system to ensure rates of progress are at least good for all children, including vulnerable groups such as those with SEND, EAL, disadvantaged or summer born children. Our assessment judgements are regularly moderated both in school and externally with local schools. We also partake in local authority moderation which has validated our school judgements.

The impact of our curriculum will also be measured by how effectively it helps our pupils develop into well rounded, resilient and motivated individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners.