Subject on a page **EYFS at Denby Free CE Primary**

Imagine Believe Achieve Shine

Intent

Our school is welcoming , inclusive and has a real community feel where everyone feels safe and valued.

We aim to provide a safe, nurturing environment which promotes the highest standard of education for our youngest learners. Our Early Years team is committed to providing an environment that is rich with possibilities, develops children's independence and puts children right at the centre of their own learning.

The aims of our EYFS curriculum are to develop young pupils who show patience, perseverance, courage, creativity, wisdom, humility, hope, aspiration, truthfulness, responsibility , service and respect

Implementation

At Denby Free we follow the Statutory Framework for the Early Years Foundation Stage, taking elements from the Development Matters non-statutory document to supplement teaching and learning activities.
Our practice is play-based since we believe that play, with all its language, physicality and social interaction, is what gives children the right and appropriate grounding for their educational journey. Our curriculum and learning opportunities are planned for both our indoor and outdoor environments with equal value placed on both.
Alongside play, we also incorporate direct teaching times across each day to introduce and consolidate skills in
Phonics (using Little Wandle)
Language and Literacy,
Mathematics (White Rose Maths)
RE
Personal, Social and Emotional Development.

On a day-to-day basis, the children in Reception will be encouraged to learn through the characteristics of effective learning, as set out in the Statutory Framework for the early Years Foundation Stage. Our children will:

- Play and explore to investigate new things and develop a 'can do' attitude.
- Partake in active learning to build their curiosity, resilience and enjoy achievements.
- Be encouraged to create and think critically to develop their own ideas further, make links between ideas and develop their own individual strategies for doing things

Assessment

Regular Monitoring

Instant

Proformas are used to record learning and next steps within each lesson. Verbal feedback is given to children during activities.

Formative

Assessment is used to identify individual next steps for the children and to identify the most suitable scaffolding and support.

Summative

End of term assessments are completed for Little Wandle Phonics

Insight is updated regularly

The End of Year Foundation Stage Profile is completed

Book Looks

Staff Questionnaires

Pupil Questionnaires

Pupil Voice

Parent Questionnaires

Learning Walks

Slide/Planning Check

Assessments is tracked and analised for all Year Groups and Key Groups

Impact

The positive relationships between staff and children ensure that the children are self-confident, with a good degree of self-esteem and resilience. The Early Years team will be fully involved in all aspects of children's learning and the interactions between staff and children will be purposeful and effective. In addition to this, the children's level of involvement ensures they are intensely engaged in activities which encourage a deep level of learning and development. The encouragement of active learning will develop their love for learning and inspire children to be inquisitive and independent individuals. All children's progress is tracked, and attainment is closely monitored. By the end of the EYFS phase (end of Reception), all children will have had a completed Early Years Foundation Stage Profile (EYFSP) outlining their attainment across the phase, in line with statutory guidelines. From this it is judged whether children are achieving age related expectations and have achieved a 'good level of development' (GLD).