

# Askwith Primary School

## EYFS rationale

Our curriculum offer for all children, in all areas of learning and development, begins in Early Years. '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.'

*EYFS Statutory Framework, 2021*

At Askwith Primary School, we recognise the importance of an inclusive, high quality education for **all** children. The Early Years Foundation Stage Framework (EYFS Framework) sets the statutory standards for the development, learning and care of children from birth to age five.

There are four overarching, guiding principles stated in the EYFS Framework which shape early years practice at Askwith Primary:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through **positive relationships**
- children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers
- **learning and development is very important**. Children develop and learn at different rates

## Knowledge in EYFS

- There are 7 areas of learning in the EYFS and these are split into the 17 Early Learning Goals that the children will progress towards in their early education and then be assessed against at the end of the Reception year
- Knowledge in the EYFS refers to the understanding and application of the prime areas (3) and specific areas (4) of learning. All areas of learning are planned out and taught in a systematic way, to build knowledge through small steps, at the appropriate time in the year. The prime areas provide the foundations for children's learning and development and these are strengthened through the specific areas of learning

## Areas of learning:

Prime Areas	Aspect
Communication and Language	ELG 1: Listening, Attention and Understanding
	ELG 2: Speaking
Physical development	ELG 3: Gross Motor
	ELG 4: Fine Motor
Personal, social and emotional development	ELG 5: Self-regulation
	ELG 6: Managing self
	ELG 7: Building Relationships
Specific Areas	Aspect
Literacy	ELG 8: Comprehension
	ELG 9: Word Reading
	ELG 10: Writing
Mathematics	ELG 11: Number
	ELG 12: Numerical Patterns
Understanding the world	ELG 13: Past and Present
	ELG 14: People, Culture and Communities
	ELG 15: The natural world
Expressive arts and design	ELG 16: Creating with materials
	ELG 17: Being imaginative and expressive

## EYFS Intentions and implementations for 2021-2022

Intent	Implementation	Impact: to be reviewed at the end of each year
<ul style="list-style-type: none"> <li>All EYFS staff trained in updated EYFS docs</li> <li>Knowledge gained from embedding Early Adopter Framework (2020-2021) to inform 2021-2022 EYFS Curriculum</li> <li>New EYFS Framework, Development Matters and Askwith curriculum to inform 2021-2022 EYFS Curriculum</li> </ul>	<p>Training:</p> <ul style="list-style-type: none"> <li>new/refresher training for staff re: new framework, policies and practice</li> <li>weekly EYFS meeting regarding implementation and impact of new framework</li> <li>Curriculum progression documents updated to align to new EYFS Statutory Framework</li> <li>Unit essential knowledge overviews for all areas of learning developed by all staff</li> <li>Staff meetings to ensure that essential knowledge identified in class LTP is being</li> </ul>	

<ul style="list-style-type: none"> <li>• 7 areas of learning and development to be planned systematically for 3-4 year olds and reception children</li> <li>• Aligned to most up to date Development Matters</li> <li>• Knowledge in the EYFS Curriculum to continue to be built systematically and embedded in the long-term memory of all pupils</li> <li>• Provision is effective for 3-4 year olds, aligned to most up to date Development Matters</li> <li>• The planning, teaching and assessment of the EYFS curriculum is informed by the nine principles of cognitive science (Daniel Willingham)</li> </ul>	<p>built/retained at appropriate pace</p> <ul style="list-style-type: none"> <li>• Impact of progression documents/knowledge checks/learning journeys regular item on staff meeting agenda including the teaching and assessment of oracy</li> <li>• Planning and learning journeys consider the essential knowledge and how to guide pupils' thinking</li> <li>• Factual essential knowledge is taught before the skill</li> <li>• Working memory capacity and the alteration of long-term memory is considered when planning and teaching (planned thinking time, recalls)</li> <li>• Connected knowledge, particularly knowledge of vocabulary, is built on to deepen understanding</li> <li>• Prior knowledge is assessed, misconceptions addressed and new knowledge builds on pupils' connected knowledge</li> <li>• Pupils have opportunities to deliberately practise newly acquired knowledge</li> <li>• Pupils articulate how they know more, remember more and therefore do more</li> <li>• Instil a growth mindset ethos by talking about successes and failures in terms of effort not ability</li> </ul> <p>Assessment:</p>	
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Vocabulary is built systematically

- monitor administration of assessments to ensure alignment to EYFS framework
- new/refresher training for staff re: early language and communication including interactions: focus teaching, continuous provision and enhanced provision
- subject leaders and EYFS ongoing monitoring of focus session, continuous and enhanced provision planning

- The acquisition of vocabulary is planned into each unit through daily planning, medium term plans, long term plans and unit essential knowledge overviews of essential knowledge, prior vocabulary and current vocabulary is identified

Safeguarding systems in EYFS are strong and reflect knowledge of local context

Safeguarding:

- new staff fully trained on all systems
- parents updated on systems
- ongoing monitoring of systems/environments
- oral hygiene progression document

Transition arrangements are strong for each stage of EYFS

- Reintroduce in person home/setting visits (nursery transition visits each term)

Transition arrangements are strong between EYFS and Y1

- Children take part in an induction week during the summer term
- EYFS and KS1 teacher meetings during the summer term



- learning (question based on Bloom's Taxonomy) prompts to support high quality interactions
- key vocabulary
- phonically decodable books/words for reception
- picture books for nursery
- 'Ask me' books
- labels for organisation (images/words depending on phase)

### **3. Enhanced provision (planned within continuous provision) to:**

- meet children's ongoing needs through high quality adult interactions
- support learning of new knowledge
- deliberately practise connected/new 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 self-regulate and manage themselves. It also refers to personal, social and emotional development including how to make and build relationships, manage feelings and behaviour and build confidence and self-esteem. In the specific areas, substantive knowledge is the acquisition of key concepts which are taught sequentially through adult-led teaching and those which are enhanced in provision.

### **Disciplinary Knowledge**

In the EYFS, disciplinary knowledge is the interpretation and application of learnt knowledge and skills from the prime and specific areas of learning. Children are given opportunities to apply knowledge and skills in continuous provision, enhanced provision and focus sessions. Examples include, using substantive knowledge of colour mixing in their own paintings or applying phonic knowledge to read their own independent writing.

### **Characteristics of effective learning**

Children learn and develop at different rates. The three characteristics of effective teaching and learning show the different ways that children may learn. These factors play a central role in children's learning and in becoming an effective learner. They focus on the processes involved in learning, rather than outcomes. Adults' interactions reveal and guide children's characteristics of learning and use these to plan for children's learning needs and to plan appropriate teaching and learning opportunities.

In the EYFS, play based learning is inherently creative whereby children learn through the characteristics of effective learning. Children play and explore, develop into active learners and create and think critically about their learning. Children develop in motivation, have their

own ideas, make links between what they know and choose their own way to do things and solve problems.

### **Creativity in the EYFS**

Our EYFS curriculum is designed to include natural links between areas of learning which are deliberate and purposeful in order to promote creativity. For example, children could apply their knowledge of writing captions and labels when learning about different animals or plant parts as they develop their understanding of the world.

### **Assessment of learning**

In EYFS, assessments help to identify progress, understand needs and plan to meet these. In the specific areas, knowledge checks are carried out prior to units of learning. These enable children to demonstrate connected knowledge and also identify any misconceptions which need to be addressed. These are repeated at two, six and twelve week intervals to ensure an alteration to long-term memory. Any forgotten or gaps in knowledge are addressed immediately. As children are learning to read, feedback is given verbally to children in order to support them to progress within and across lessons. Formative assessments of learning are carried out through the use of impact notes in both prime and specific areas of learning.

### **Statutory assessments**

- Reception Baseline Assessment (start of Reception)
- EYFS profile (end of Reception)

### **Transitions into the setting**

Important links are established between preschool settings so that the transitions through the EYFS are as smooth as possible for each child. Visits to a child's previous setting by the EYFS Leader are arranged in the term before a child is due to start with us. If a child has not been to an EYFS setting before, home visits will be offered. All children starting in Reception are invited to an induction week in the summer term which allows children to familiarise themselves with the new setting, new adults and with their new peers. The class teacher calls or meets with all parents of children who are new to the school. All children both current and new to the school, in Nursery and Reception, are also invited to visit the classroom on the first training day in the September of the new year.

### **Key Person**

Each child is assigned a key person and parents are informed who this is at the start of the year. A key person is a named member of staff with responsibilities for a group of children to help them feel safe and cared for. This involves responding sensitively to children's needs, behaviours and feelings by giving them reassurance. A key person fosters close bonds and

supports children to feel settled, happy and more confident to explore and become capable learners. The key person is a role model for children who they can relate to and rely on to help them with personal, social, emotional and physical development. Within our setting, children are assigned one main key person. In addition to the child's key person, there are other key adults in the setting and we aim to ensure that children build strong bonds with a range of familiar, caring and trusted adults.

Reviewed September 2021