

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
<ol style="list-style-type: none"> All EYFS staff trained in updated EYFS docs Knowledge gained from embedding Early Adopter Framework (2020-2021) to inform 2021-2022 EYFS Curriculum New EYFS Framework, Development Matters and Askwith curriculum to inform 2021-2022 EYFS Curriculum 	<ol style="list-style-type: none"> Training: <ol style="list-style-type: none"> new/refresher training for staff re: new framework, policies and practice weekly EYFS meeting regarding implementation and impact of new framework Curriculum progression documents updated to align to new EYFS Statutory Framework: all staff involved in this Progression documents to include Pre-Nursery, Nursery, Reception and Year 1/KS1, ensuring the alignment to the 	

<ul style="list-style-type: none"> a. 7 areas of learning and development to be planned systematically for 3-4 year olds and reception children b. Aligned to most up to date Development Matters c. Provision is effective for 3-4 year olds, aligned to most up to date Development Matters <p>4. Knowledge in the EYFS Curriculum to continue to be built systematically and embedded in the long-term memory of all pupils</p> <p>5. The planning, teaching and assessment of the EYFS curriculum is informed by the nine principles of cognitive science (Daniel Willingham)</p>	<p>whole school progression documents.</p> <ul style="list-style-type: none"> a. Appropriate endpoints each half term for Pre-Nursery, Nursery and Reception in all areas of learning b. All staff involved with aligning Development Matters to Askwith Curriculum c. Review of provision through observation and assessments, ensuring alignment to Development Matters <p>4. Staff meetings to ensure that essential knowledge identified in class LTP is being built/retained at appropriate pace</p> <ul style="list-style-type: none"> a. Drop-ins and appropriate questioning with children b. Recall planner based on LTP <p>5. Impact of progression documents/knowledge checks/learning journeys regular item on staff meeting agenda including the teaching and assessment of oracy.</p> <ul style="list-style-type: none"> a. Planning and learning journeys consider the essential knowledge and how to guide pupils' thinking 	
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| | <ul style="list-style-type: none">b. Factual essential knowledge is taught before the skillc. Working memory capacity (1-2) and the alteration of long-term memory is considered when planning and teaching (planned thinking time, recalls)d. Connected knowledge, particularly knowledge of vocabulary, is built on to deepen understandinge. Prior knowledge is assessed, misconceptions addressed and new knowledge builds on pupils' connected knowledgef. Pupils have opportunities to deliberately practise newly acquired knowledge during focus sessions and provisiong. Pupils articulate how they know more, remember more and therefore do moreh. Instil a growth mindset ethos by talking about successes and failures in terms of effort not abilityi. monitor administration of assessments to ensure alignment to EYFS frameworkj. new/refresher training for staff re: early | |
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<p>6. Vocabulary is built systematically</p> <p>7. Safeguarding systems in EYFS are strong and reflect knowledge of local context</p> <p>8. Transition arrangements are strong for each stage of EYFS</p>	<p>language and communication including interactions: focus teaching, continuous provision and enhanced provision</p> <p>k. subject leaders and EYFS ongoing monitoring of focus session, continuous and enhanced provision planning (<i>CPD - Early Excellence Nov 21, Feb 22, March 22</i>)</p> <p>6. 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</p> <p>a. Vocabulary rich environment: labels, keywords, books, questioning (Bloom's)</p> <p>7. New staff fully trained on all systems</p> <p>a. parents updated on systems</p> <p>b. ongoing monitoring of systems/environments</p> <p>c. oral hygiene progression document</p> <p>8. Reintroduce in person home/setting visits (nursery transition visits each term)</p>	
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<p>9. Transition arrangements are strong between EYFS and Y1</p> <p>10. Partnerships with parents/carers are strong in EYFS</p> <p>11. Workload remains purposeful and manageable</p>	<p>a. Children take part in an induction week during the summer term</p> <p>9. EYFS and KS1 teacher meetings during the summer term</p> <p>10. Ensure strong partnership with parents:</p> <ul style="list-style-type: none"> a. Reintroduction of in person workshops: Come and play, Come and read (phonics), Come and share b. Termly parent's evenings (aligned with whole school) c. Termly reports d. Home-school communication book sent home and checked daily e. Open door policy f. Nursery/home visits prior to starting <p>11. Implement new reception baseline assessment within first 6 weeks and monitor in line with framework</p> <ul style="list-style-type: none"> a. establish efficient and effective tracking systems aligned to new framework b. train all EYFS staff in efficient and effective record keeping and provision planning 	
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SMSC in the EYFS

Spiritual, moral, social and cultural attributes are developed in our pupils throughout the EYFS curriculum.

Spiritual education is explored as part of many aspects of the EYFS curriculum. Children are given the opportunity to reflect on special places and people in their lives and to appreciate the beauty of plants in nature in Understanding the World, to express their feelings by painting or creating music in Expressive Arts and Design and to spend time outdoors, tackling the challenges that weather provides whilst developing their gross motor skills in Physical Development. In the wider curriculum, we strive to provide many opportunities for children in the EYFS to develop spiritually. Trips to Grassington Woods, Harlow Carr and Leeds City Art Gallery have enabled the children to be reflective, appreciate nature, become 'lost' in a painting and be in awe of human capabilities.

Moral education is an important aspect of the EYFS curriculum, particularly within the PSED (Personal, Social and Emotional Development) curriculum which links directly to the PSHE whole school progression document. Every day, the children are given the opportunity to discuss ways to solve problems, how to manage their own feelings and how to help others and this is embedded through many opportunities in provision.

Social education and effective communication underpin all areas in the EYFS. Ensuring high-quality interactions between children, their peers and adults is a priority in the EYFS. This is achieved with question prompts in all areas of learning and by providing a vocabulary rich environment with labels, keywords, displays and decodeable books.

Cultural awareness is explored through units in Understanding the World such as 'Other Countries', 'Past and Present' and 'Religions and Cultures'. Discussions around the Fundamental British Values and Global Themes begin in the EYFS and our literature lists enable the children to explore a range of different cultures.

Knowledge is built through:

1. Focus sessions to:

- check connected knowledge through knowledge checks
- teach new knowledge in granular steps
- deliberately practise connected/new knowledge
- check that knowledge is being built

2. Continuous provision areas in the nursery and EYFS classrooms to:

- support all areas of learning
- be language rich to develop vocabulary knowledge
- include:
 - 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