

Ashbeach School

Early Years Foundation Stage Intent Statement

Intent

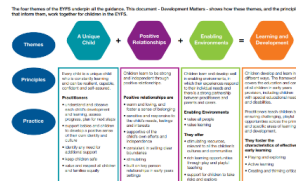
The Early Years Foundation Stage is crucial in securing solid foundations that our children continue to build upon. It is our intent that the children who enter our EYFS develop physically, verbally, cognitively and emotionally whilst embedding a positive attitude to school and learning.

In EYFS we strongly believe that we are at the beginning of our children’s educational journey. By igniting the flame for learning we are transforming lives, building communities for the future and broadening horizons.

We believe that all children deserve to be valued as an individual and we are passionate in allowing all children to achieve their full, unique potential.

We begin each new year by looking at the individual needs of our children and – taking into account their different starting points- we carefully develop our EYFS provision to ensure that it is suitable for their unique needs and stages of development of all our children.

Practice in EYFS is led by the four guiding principles that shape our approach in early years settings.



- Every child is a unique child, who is constantly learning and is resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- 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/or carers.
- Children develop and learn in different ways and at different rates.

The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

Children in both our Reception class follow the Development matters and Birth to five that we have tailored to our Ashbeach Curriculum and the EYFS Guidance, which has seven main areas of learning.

The Prime Areas:-

Personal, Social and Emotional Development
 Communication and Language
 Physical Development

The Specific Areas:-

Literacy
 Mathematics
 Understanding the World
 Expressive Arts

Characteristics of Effective Learning	Area of Learning and Development	Aspect
Playing and exploring - engagement Finding out and exploring Playing with what they know Being willing to 'have a go'	Prime Areas	
	Personal, Social and Emotional Development	Making relationships Self-confidence and self-awareness
	Physical Development	Managing feelings and behaviour Moving and handling Health and self-care
Active learning - motivation Being involved and concentrating Keeping trying Enjoying achieving what they set out to do	Communication and Language	Listening and attention Understanding Speaking
	Specific areas	
Creating and thinking critically - thinking Having their own ideas Making links Choosing ways to do things	Literacy	Reading Writing
	Mathematics	Number Shapes, space and measure
	Understanding the World	People and communities The world Technology
	Expressive Arts and Design	Creating and using media and materials Being imaginative

Implementation



The teaching of these areas of learning is practical, playful and inclusive with support and challenge from adults in class sessions, small groups and working with individuals.

There is a combination of adult-led, teacher taught sessions as well as a wealth of stimulating continuous provision opportunities when adults scaffold learning through skilful interactions and questioning.

Throughout all of these areas of learning and at the heart of our EYFS are the **“Characteristics of Effective Learning”**.

Characteristics of Effective Learning			
	A Unique Child Every child is a unique individual with their own strengths, interests and abilities.	Playing and Learning Children learn through playing and exploring, and through active learning.	Positive Relationships Children learn from and with others in a range of settings.
Playing and Engaging	Playful and Exploring	Children play and explore with a range of people, objects and materials. They are curious and interested in the world around them. They explore and experiment with a range of materials and resources. They play imaginatively and creatively. They play with others and learn from them.	Children play and explore with a range of people, objects and materials. They are curious and interested in the world around them. They explore and experiment with a range of materials and resources. They play imaginatively and creatively. They play with others and learn from them.
	Active Learning	Children learn through playing and exploring, and through active learning. They are curious and interested in the world around them. They explore and experiment with a range of materials and resources. They play imaginatively and creatively. They play with others and learn from them.	Children learn through playing and exploring, and through active learning. They are curious and interested in the world around them. They explore and experiment with a range of materials and resources. They play imaginatively and creatively. They play with others and learn from them.
Thinking and Criticality	Thinking and Criticality	Children think and solve problems. They are curious and interested in the world around them. They explore and experiment with a range of materials and resources. They play imaginatively and creatively. They play with others and learn from them.	Children think and solve problems. They are curious and interested in the world around them. They explore and experiment with a range of materials and resources. They play imaginatively and creatively. They play with others and learn from them.
	Creating and Thinking Critically	Children create and think critically. They are curious and interested in the world around them. They explore and experiment with a range of materials and resources. They play imaginatively and creatively. They play with others and learn from them.	Children create and think critically. They are curious and interested in the world around them. They explore and experiment with a range of materials and resources. They play imaginatively and creatively. They play with others and learn from them.

We strive to develop these key characteristics of **“Playing and Learning”**, **“Active Learning”** and **“Thinking Critically”** in order to give the children the skills that they will continue to draw upon throughout their development.

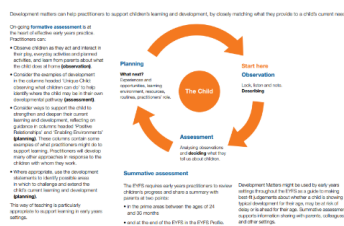
All of the crucial skills, knowledge and vocabulary that we teach are presented to the children throughout the year. These encompasses a range of topics, which are designed with their interests in mind and supporting children to develop their experience and knowledge across a range of themes.

Focus child observations ensure that children’s individual interests are developed alongside a strong progressive curriculum designed by the Ashbeach team.

Our learning environments, both inside and outside are also adapted regularly to meet the different and developing needs of the children in our care.

We aim to ensure that these areas are always stimulating and exciting and that, importantly, they are accessible to and challenge all children, regardless of where they are on their developmental journey.

The environments are developed to promote independence within our children and allow them to access the curriculum independently and confidently with the necessary level of support and challenge.



- Within our EYFS, children are assessed continuously through accurate and specific observations. These provide us with information for immediate and future planning, not only for our individual classes but also for individual children’s next steps in their learning.

- Observations enable us, as EYFS practitioners, to ensure learning is embedded and consistent and that all children continue to make outstanding progress within our EYFS settings.
- The correct mix of adult directed and child initiated activities are put in place to build workbook journals of evidence to demonstrate the children's learning and progress over time. Evidence of learning will also be recorded within the pupil's books and both will be used as the basis of moderation within the year at school and within moderation cluster groups.
- Leaders will monitor the quality and impact of the EYFS Curriculum through regular pupil voice and assess the extent to which pupils know more and remember more as they progress through the Phase.

Impact

By the end of the Early Years Foundation Stage the majority will have reached their personal best and have achieved outstanding progress. Aiming for a good level of development measure (GLD). They will have achieved at least the expected level in the ELGs across the **Prime Areas** of Communication and Language, Physical Development, Personal, Social and Emotional Development and in the Specific **Areas** of Literacy and Mathematics. All children will have made significant personal progress across all areas of learning.

SEND/Disadvantaged

Our ambition is for all of our pupils to access the full EYFS Curriculum. These pupils will be supported to provide them with full accessibility to all aspects of the EYFS provision.