



Early Years Foundation Stage



'The first 5 years have so much to do with how the next 80 turn out.' Bill Gates

Intent

At Tibberton First School and Hindlip CE First School our aim is to create a supportive, safe and nurturing environment where children can become independent, resilient and creative learners. We recognise that all children are unique and will have had a wide range of experiences before attending our schools. We have therefore designed a flexible curriculum that is progressive and builds on where each child is. It will help them gain the knowledge, skills and understanding they will need to become active citizens of society and happy, curious life-long learners. We ensure that learning is accessible for all, and that children's individual progress is valued.

We work to meet the requirements of the statutory Early Years Foundation Stage Framework as well as developing further skills and knowledge we feel are relevant to our pupils. This is clearly mapped in our EYFS skills and knowledge document. Our enabling environment and skilful adult interactions support our children as they begin to link learning to their play and exploration. Children learn to reflect on their own goals and develop a love of reading, writing and number. We make meaningful cross-curriculum links, follow the children's interests and provide enhancement opportunities to engage each child and help them develop a love of learning. We promote a language-rich curriculum, as we know this is essential to the successful acquisition across the curriculum. We work hard to create a stimulating indoor and outdoor environment which supports learning and where children can explore risks safely and challenge their own learning.

It is our intent that all children will receive the teaching of early reading through systematic, synthetic phonics. This will build the reading skills needed for a love of reading and to make best possible academic progress as they learn and grow.

We aim to work collaboratively with parents and carers to encourage independent, enthusiastic learners who thrive and reach their full potential. Community involvement is also an essential part of the curriculum. Throughout their time in the EYFS, the children develop a sense of belonging to our school and church communities. We will work to support individual need, to ensure each pupil is supported to do their very best, working alongside parents and with outside agencies where necessary for all groups of students.

Our greatest aim is to effectively prepare all children to reach their full potential by the end of the Reception year and to make sure all children make at least good progress from their starting points. We also support each child to become ready for their next stage in their journey through Tibberton and Hindlip First Schools.

Implementation

At Tibberton First School 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.

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.

Prime Areas

- **Personal, Social and Emotional Development**
- **Communication and Language**
- **Physical Development**

Specific Areas

- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

We also incorporate the characteristics of effective learning into all our teaching and learning experiences.

- **Playing and exploring** - Children investigate and experience things and are willing to '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 both independently and in collaboration with others.

At our schools the children are taught the skills required in the EYFS through half termly topics. Our topics are planned to build on prior knowledge. They are sequenced appropriately and consider children's next steps and individual interests. A number of key resources are used to support the development of the curriculum including Development Matters, White Rose Maths, Purple Mash, Get Set PE, Worcestershire RE Syllabus etc. We utilise rich first-hand experiences, including having visitors into school and school trips. We provide Knowledge Organisers and topic overviews for all parents, so they can support their children at home.

The children engage in adult focused and child initiated activities each day. They work independently and collaboratively with both their peers and adults. We use questioning to encourage the children to explore, problem-solve and develop their independence. The children are provided with ample opportunities to explore both the indoor and outdoor environments, including our Woodland Work area.

Parents are regularly informed about their child's progress through Tapestry. We hold two Parent's Evenings during the year and parents are encouraged to communicate with members of staff whenever they have any questions or concerns. Our parents use Tapestry to help share 'wow' moments from home with school staff.

Impact

Through the delivery of a well-planned, child-led and challenging curriculum we aim that the children will leave the Early Years Foundation Stage as independent learners, with transferable skills needed to start Key Stage One.

We assess each child informally on a daily basis. All staff within the EYFS know our children extremely well and use the information we gather to plan future learning and next steps. We put in supportive interventions when necessary to help those not reaching their full potential. We also ensure extension opportunities to extend children's knowledge and understanding. We assess each child at the end of their Reception year to see whether they have achieved a Good level of Development. Each year we aim to at least meet national expectations for GLD. Usually we have exceeded this percentage. Our assessment judgements are moderated within our school and externally with other schools.

Our children make strong progress academically, emotionally, creatively, socially and physically. Knowledge, understanding and skills are secured and embedded so that children attain highly and are fully prepared for their new year group. They consistently attain above national GLD year on year.

At the end of EYFS our children:

- Have developed a love of language and broadened their vocabulary
- Use their phonics knowledge to read accurately with increasing speed and fluency
- Enjoy writing for a variety of purposes
- Understand and use early number skills confidently
- Show resilience to challenges they face and persevere when things become difficult
- Enjoy working independently and with others
- Take pride in all they do and strive to do their best
- Are kind, respectful and honest, demonstrating inclusive attitudes
- Make use of our school values in their daily lives and interactions
- Have a growing understanding of British Values

EYFS Data Outcomes*

Tibberton	Hindlip
EYFS GLD (2019 National GLD 72%)	EYFS GLD (2019 National GLD 72%)
2017 - 76%	2017 - 81%
2018 - 88%	2018 - 75%
2019 - 77%	2019 - 86%

*Summer 2020/2021 is not published due to Coronavirus