



Overview of EYFS Vision at Eastbury Farm Primary School



School Vision:

Children leave Eastbury Farm having been inspired to become confident and successful learners, ready to explore their future as resilient and responsible individuals.

EYFS Vision:

At Eastbury Farm, we are committed to providing a safe, nurturing and stimulating environment, which supports the growth of independence, curiosity, collaboration and a love of learning amongst our children. We value each unique child and seek to encourage children to reach their full potential. We encourage collaborative relationships with our peers and adults and form close partnerships with families to provide the best experiences for our children building on their interests, strengths and talents. We ensure that all children's starting points are identified and built upon so that all children can achieve the highest possible outcomes.

Intent:

At Eastbury Farm, we believe our school values underpin everything that we do in school. We have a highly skilled, motivated and committed staff that put children first and create a safe, stimulating and welcoming environment for all of our children that reflects, celebrates and builds on our diverse community. We work closely with families to provide support, new experiences and seamless education for our children enabling them to achieve the highest possible outcomes. Adults provide a range of appropriate, differentiated learning experiences to challenge and motivate our learners to become independent, curious and lifelong learners.

We offer a balance of child-initiated and adult-led learning using continuous play and small group activities. We also teach children specific skills during adult directed carpet sessions. It is our intent that children who enter our EYFS begin their lifelong learning journey by developing physically, verbally, cognitively and emotionally whilst also embedding a positive attitude to school and a love of learning. To ensure children make outstanding progress in the EYFS, it is our intent to take into consideration their starting points and needs of our pupils as they begin their learning journey. Every child has access to a broad, balanced and differentiated curriculum, which prepares them for now and for the future in terms of opportunities and experiences.

Environment

Our learning environment will be warm and welcoming and will engage learners in a range of activities to help challenge and further their understanding across all area of learning. The resources will be accessible to encourage independence. Adults will provide enhancements to build on children's interests. The adults will ensure that activities are engaging and help to develop children's specific skills. Where possible activities build on the current theme or book of the week.

Observations

Adults observe children in their play and effectively question and model to move learning on. This helps to inform planning and the activities provided to the children.

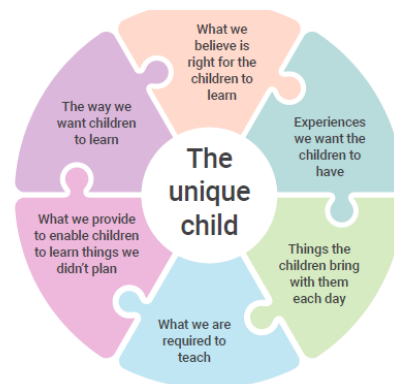
Baseline

Children are 'baselined' when arriving in Preschool, Nursery and Reception. The Reception Baseline is submitted onto a National database within the first 6 weeks of Reception. Teachers also perform internal baselines to identify the starting points of children and build on these. This includes physical skills such as cutting, holding a pencil including name writing, shape, and number recognition, counting skills and children's communication and language.

Curriculum

When planning our curriculum we take a range of factors into account. The curriculum model below is used to help adults plan a suitable curriculum. The curriculum is individual to the school and based on the unique needs of our cohorts.

Implementation:



Source: Curriculum design in the Early Years foundation stage
A step-by-step guide Herts For Learning

We implement this curriculum by thinking about the unique child. We use this to help us develop our curriculum which includes:

- A range of whole class teaching, group teaching and adult directed and child led activities during child initiated learning
- Adults observing children and planning to move learning on with high quality interactions and purposeful questioning
- Teaching a broad range of topics half-termly which incorporate a range of key skills
- In Nursery and Reception Phonics is taught in small groups. This helps the adult to make sure the pitch of the learning is correct to meet the child's needs
- High quality texts chosen as our 'Story of the week' to support communication and language, develop key vocabulary and promote a love of reading. This also helps to inform our English planning and our activities during child initiated learning
- Reasonable adjustments are made where necessary so that all learners make progress and small steps.
- Creating enabling environments- both inside and outside.
- Having regular moderations across all of the EY and across Hertfordshire cluster schools
- Sharing key information with parents/carers through Evidence Me and informal conversations as well as formally through parents evening, parent workshops and end of year reports
- Weekly Forest school trips
- Interventions to help children who may need extra support
- Wow moments to help engage learners and create curiosity and wonder

We recognise in the Early years that children learn in a range of ways:

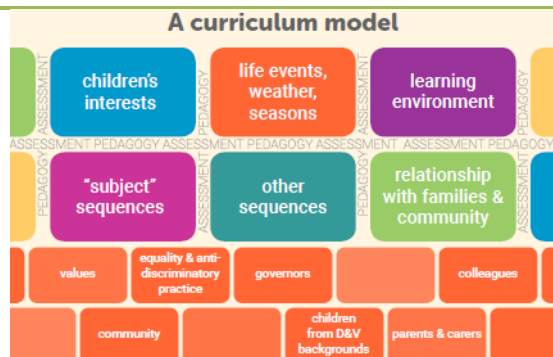
- Adult planned sequenced programmes of learning such as phonics, maths and PSHE

Impact:

The impact of our EYFS curriculum is measured by how effectively our children develop into confident, creative and inquisitive learners who embody our school values and carry with them the skills, knowledge and attitudes to create lifelong learners and valuable citizens. We recognise that children have unique and varied starting points and build on this previous experience to ensure all children excel and make good progress across the entire EYFS curriculum preparing them to seamlessly transition into Key Stage 1. Our children will leave the Early Years as happy, confident, curious independent learners ready for the wider world and the next stage of education.

This will be evidenced through continuous monitoring carried out by the Subject Leader through:

- Learning Walks
- Pupil Voice
- Book Looks
- Planning Scrutiny (that is progressive and builds upon children's existing skills and knowledge)



Source: Curriculum design in the Early Years foundation stage
A step-by-step guide Herts For Learning

Nursery	Reception
Autumn 1 - Nursery Rhymes and Celebrations Autumn 2 - Celebrations and Me Spring 1 - Prehistoric to Now Spring 2 - Travel and Vehicles/People who help us Summer 1 - Planting and Growing/How we have changed Summer 2 - Once Upon A Time	Autumn 1- All about me Autumn 2- Superheroes and me Spring 1- All creatures great & small Spring 2- Let's celebrate Summer 1- Once upon a time Summer 2- Me and my world

- Adult interactions during CIL including teaching, vocabulary and language development and positive relations
- Child led learning through enabling environments such as outdoor areas, construction areas, creative areas etc.
- Plus home learning and experiences of the wider world

Subject Leader Expectations:

- Classrooms will be attractive, clearly labelled with pictures and words and resourced to enable children to access resources independently during child-initiated learning
- Staff will be responsible for making sure classrooms and resources are safe and inviting for the children to use
- Children will have free flow access to both the indoor and outdoor areas during CIL
- Relevant staff will communicate with parents/carers to find out information about children and help to build on children's interests and prior learning
- Staff will observe children's interests and create activities to help engage children
- Staff will communicate and model correct language and vocabulary to help promote communication
- Staff will share knowledge of children so that all adults are confident of children's next steps
- Staff will plan activities that engage children and also challenge them in their child initiated learning and will create resources to help make learning enjoyable and engaging to the children
- Staff directed inputs will be planned to meet the needs of the children and also teach them key skills such as writing, reading, mathematics and phonics
- Cross-curricular links are developed wherever possible, particularly in English and Mathematics and noted on planning
- Tracking of pupil progress will take place termly and will identified any children requiring further intervention
- Class teachers identify children that require further support and plan appropriate interventions
- In Reception adults will read with children on a 1:1 basis once a week and change these books twice weekly
- In Reception children will complete 1 piece of maths evidence weekly, 1 piece of adult directed writing as well as phonics 5 times a week
- All children in EYFS will take place in 1x weekly Forest school session and 1x weekly PE session to help develop physical skills. PE will take place every other week in Nursery
- Staff will make sure that work is marked and that appropriate feedback is given to children and shared with other adults