



Early Years Foundation Stage – Subject on a page

Why we teach it

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. 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. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provides the foundation children need to make the most of their abilities and talents as they grow up. The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

INTENT - What we are teaching

At St William of Perth, we use the Early Years Foundation Stage to recognise and build upon all children's prior learning from previous settings and home experiences. Our aim is for children to become independent in their learning, to be curious thinkers and doers to prepare them to be active members of the local and wider community.

We ensure children leave the Early Years Foundation Stage with strong foundations in the prime and specific areas of learning; Personal, Social and Emotional Development, Communication and Language, Physical Development, Literacy, Mathematics, Understanding the World and Expressive Art and Design.

After carrying out our own baseline assessment of the children, we are able to identify what the children are able to do when they first join us at St William of Perth. We use this information, along with the Statutory Educational Programmes, the principles of the Early Years Foundation Stage, our Early Years Curricular Goals, our knowledge of the children in our school community and the values and ethos we have at St William of Perth, to ensure all children make progress. Our curriculum is ambitious to ensure it meets the needs of all our children.

The Early Years Foundation Stage provides the foundation for all future learning that takes place at St William of Perth. As such, we recognise the importance of ensure children have an integrated transition into the National Curriculum. We use the key principles and Characteristics of Effective Learning across the school and adopt a play-based approach in the initial stages of Key Stage One.

IMPLEMENTATION - How we teach it

The EYFS curriculum is taught in three ways, through whole class teaching, small group work and through child-initiated learning during play and exploration.

At St William of Perth we recognize the importance of learning through play We use the environment to ensure their needs are met through continuous provision, enhanced provision and by following their interests. This allows the children to practice, repeat and rehearse the skills and knowledge they are acquiring. By spending quality time playing with the children, we develop positive relationships which enable the children to flourish in a safe and nurturing environment. Many aspects of Early Years at St William of Perth follows the Curiosity approach, whereby the Early Years Foundation Stage framework allows the children to have the freedom to play and explore, create and think critically and actively learn, these are, of course, the characteristics of effective learning. With these elements underpinning all learning, they continue throughout a child's education at St William of Perth.

Teaching and learning will, where possible, encourage children to ask questions about what they are learning, for there to be a sense of wonder. With skillful teaching, thought out uses of open-ended resources and inviting environments, we will be providing our children with the confidence and passion to become thinkers and doers of the future.

The learning environment is set out to ensure the children feel safe and comfortable whilst at school, as this allows children to learn at an optimum level. A cosy and homely setting accommodates the well thought out activities that are set out during independent learning time to ensure objectives within the curriculum and developmental goals are met. A well-resourced classroom provides the children with opportunities to use materials and tools available to enhance their own learning, creating a sense of independence and autonomy.

It is the role of the adults working with the children to ask thought out and skillful questions to push children's learning forwards. This may be in whole class teaching, focused activities or during child-initiated learning time. Time is taken to explore the learning that the individual child is interested in, to develop ideas and offer alternative suggestions to spark the spirit of inquiry amongst the children we work alongside.

Practitioners are continually assessing the knowledge of children, reflecting on their previous understanding, using the curriculum as well as considering the additional life skills our children will require to deepen their learning.

In Year One, elements of this practice continues. Having opportunities for children to access continuous provision and activities that are more play based allows the children to become familiar with their environment. The practice, repeat rehearse cycle plays a key role in ensuring the children have a deep understanding of the concepts taught are able to ply this in different ways.

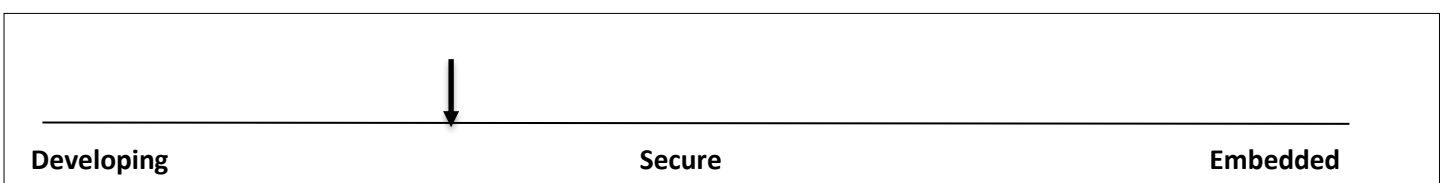
IMPACT - What is working

Progress is assessed against our curriculum and our knowledge of what is developmentally appropriate for children of this age. These are assessed in the moment, by the adult, who then has the knowledge of the curriculum and the individual child to be able to support learning on an increasingly deeper level. Children leave the EYFS being independent learners, in a variety of ways. Whether it's being able to access the resources they need to complete a task, knowing the types of questions to ask to enhance their learning or being able to apply the skills in real life situations, all children are given the tools they need to start the next stage of their education, regardless of their individual academic ability. We are already seeing children inquisitive about the world around them, and using higher level, ambitious vocabulary within their talk.

At the end of the Reception year, children are assessed against the seven Early Learning Goals to complete the Early Years Foundation Stage Profile. Typically, the percentage of children achieving the Good Level of Development is above the national average.

Although we are in the early stages of implementing a play-based approach to learning in Year One, children are transitioning onto the National Curriculum well. They are able to build upon their knowledge gained from EYFS and apply their skills and understanding at the increasing level and in a variety of ways. This has encouraged our children to be confident, curious learners who are able to take ownership over their own learning.

On the scale below rate where you believe this subject currently stands in terms of your overall curriculum offer:



Creative curriculum leader actions and impact

Previous Improvement Actions and Impact	Current Improvement Actions	Future Improvement Actions
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<ul style="list-style-type: none"> . EYFS Curricular Goals have been created and progress throughout the school has been mapped to ensure the key skills being taught continue throughout the child's journey at St William of Perth. . 	<ul style="list-style-type: none"> . Adapting teaching and learning inline with the reforms in the EYFS and newly created Curricular Goals. . Working with Sharon Murray from Medway Early Years Ltd to ensure continual development of practice. . EYFS lead attends courses to explore the reforms in the curriculum. 	<ul style="list-style-type: none"> . To embed the EYFS Curricular Goals at St William of Perth. . To continue to work on developing provision in Year One.
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