



EYFS at Lower Heath CE Primary School

Intent:	
Our EYFS philosophy is...	<p>At Lower Heath CE Primary, we believe that all pupils should be given opportunities to develop their curiosity and creativity within a nurturing, purposeful environment. Through our broad and balanced curriculum, and emphasis on both indoor and outdoor learning, our children in EYFS become ready to <i>“let their lights shine”</i>.</p> <p>We pay particular attention to children’s interests, adapting planning and activities accordingly, to ensure that children’s personal, social and emotional development remains at the heart of all that we do.</p> <p>Our unique school pledge provides children with opportunities that they may not otherwise encounter, and therefore develops their cultural capital and ability to take risks in new experiences.</p>
Implementation:	
Our Reception baseline process is...	<p>We assess the children’s starting point through conversations with parents/carers and the use of the Early Years Foundation Stage Framework. This academic year, the process will take place after October half-term (due to us being an Early Adopter school), but normally, this will happen in September.</p>
Our vulnerable children are supported by...	<p>Stoke Speaks Out language and communication screener to identify gaps in understanding and difficulties arising through speech and language. This then forms the basis for any referrals and relevant interventions.</p> <p>Baseline assessments help to identify any issues arising, alongside any hereditary difficulties, which may require further support.</p>
Our more able children are challenged through...	<ul style="list-style-type: none"> ○ High quality interactions with adults ○ High quality questioning and interactions to check understanding and address misconceptions ○ Staff acting as role models to the children they teach ○ Assessments informing the next steps of learning and targeting individual needs ○ Providing activity starting points for child-initiated activities
Language and communication skills are developed by...	<ul style="list-style-type: none"> ○ Regular interaction with adults ○ Regular interaction with peers ○ Activities and tasks being modelled through directed teaching ○ Use of open-ended questioning and discussions in order to encourage children to extend their communication skills
Children’s social skills are developed by...	<ul style="list-style-type: none"> ○ Use of role play and small world areas ○ Support interacting with peers and adults ○ Building relationships and resolving conflict ○ Daily worship and reflection time
Our regular assessment includes...	<p>Throughout the Nursery and Reception years, as part of the learning and teaching process, children are assessed against the Early Learning Goals. Judgements are made through observations and knowledge of the children as part of ongoing assessment. These are recorded on our online profiling system (Tapestry).</p> <p>These assessments are then used to inform planning and next steps in teaching and learning for all children.</p> <p>End of year assessments are finalised during the summer term, summarising each child’s development at that point against the Early Learning Goals and Development Matters.</p> <p>A phonics assessment booklet is also used and updated on a termly basis in order to track progress in early reading.</p>

Records of progress are kept and these include...	Staff use Tapestry software (on iPads) in order to document children's progress and record observations against the Early Learning Goals. In Nursery, children also have 'Busy Books', which document all child-initiated and adult-directed work. In Reception, pupils have core curriculum books, which document child-initiated and adult-directed work.
Activities are structured so that...	Lessons are planned and implemented using a cross curricular thematic approach across the school. This provides a practical, meaningful context for children to apply their learning from across the curriculum. The three prime areas and the four specific areas are equally valued at Lower Heath CE Primary, and through a balance of adult-led and child-initiated activities, pupils develop their resilience and reasoning skills. Outdoor learning is central to our work in EYFS, and children have daily opportunities to access our outdoor environment. Pupils are encouraged to use and apply their newly acquired knowledge and skills through outdoor learning opportunities and explore their local, natural environment. Learning is well sequenced using termly topics (in line with the school's 2-year rolling programme). Children in EYFS begin their learning journey with us by studying local geography and historical events within their own living memory. This provides a platform on which future learning can be built effectively.
We ensure that there are good opportunities for mathematical understanding, reading and writing through...	In addition to targeted maths activities, children are given regular opportunities throughout the day to access relevant tasks during continuous provision (both indoors and outdoors). Alongside their discrete phonics lessons, children participate in a shared daily storytime and can access books through enhanced provision. There are regular opportunities for mark-making work and writing about topics of interest.
EYFS is monitored by...	Audits (Early Excellence) are used in order to review our provision and areas both indoors and outdoors. Resources are then adapted and requested accordingly. EYFS staff work collaboratively to look at online profiles and identify where objectives are not being met frequently enough - areas and provision are then adapted to action this.
Staff development in this area is supported by...	EYFS staff meet to review online profiling, progress against the Early Learning Goals, reflect upon provision and share examples of best practice. Staff have opportunities to research, request and attend suitable training.
Impact:	
EYFS prepares children well for Year 1 by...	Children demonstrate high levels of engagement in activities, developing their speaking and listening skills, enabling them to access more areas of learning and interact with both adults and peers. Children develop a wider sense of the world around them and can draw on these experiences and link this to their learning. Children are confident to take risks and discuss their successes and failures, enhancing their independence and ability to solve problems more effectively. Children within our setting make excellent progress which meets, and often exceeds, national averages.