

Early Years Foundation Stage – Delph Side Community Primary School.

To ensure all children **enjoy** their learning and attending school.
To provide opportunities for children to **embrace** learning through real life, hands on experiences.

To prepare children to **evolve** into the next stage of their schooling.

Intent

At Delph Side Primary School, we firmly believe that the early years of a child's life count. We believe that it is our duty to provide the children in our Nursery, Pre-School and Reception classes with the secure foundations they need in order to flourish. We aim to instil a love of learning and thirst for knowledge in all children so that they can become resilient and successful learners.

In everything that we do, we intend for our children to feel valued unconditionally and appreciated as unique individuals who have specific needs and interests. We provide a safe, caring, supportive and well-organised indoor and outdoor environment where children can learn through play. Children are encouraged to be active, creative, risk takers and critical thinkers. As a result, we endeavour to ensure that our children thrive and develop, building on what they already know, so that they have the firm foundations required for further learning in Key Stage 1 and beyond.

In addition, we recognise the key role of parents as their child's first and most enduring educators and we value the contribution they make.

Implementation

We recognise that children typically start at Delph Side with skills and knowledge significantly below age related expectations. All staff work relentlessly to close the gap and ensure that children make good progress towards the Early Learning Goals.

We recognise and respect that every child is **a unique child** learning and developing in individual ways. We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. All children are treated equally regardless of race, religion or ability; we do not discriminate against children because of any differences. To give every child the best possible start, we believe it is essential to have a good understanding of children's individual needs and next steps. Our planning is built upon extending children's knowledge, experience and interests. Staff use dynamic teaching strategies across the EYFS to ensure that the needs of all learners (including SEND, disadvantaged and more able) are met. Children's progress is monitored closely and action is taken quickly when progress appears to be stalling. We recognise the importance of smooth transitions and ensure that the transition from Nursery to Pre-School is led by the child, with visits arranged before the child moves permanently. Likewise, children moving from Pre-School to Reception spend time getting to know staff and their new environment

before the summer holidays. Home visits also take place before school starts. The needs of children requiring enhanced transition are taken into account as and when they arise.

Positive relationships underpin our whole school ethos. We recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. When children start in the setting, staff prioritise the building of relationships so that children feel safe, valued and listened to.

To promote parental partnerships we;

- Have an open door policy meaning parents know they can discuss any worries or concerns as they arise
- Provide parents with access to their child's online Tapestry Learning Journey
- Providing updates of learning and events taking place through the use of the SeeSaw app
- Hold stay & play sessions throughout the year
- Arrange home visits in the term before children start Reception giving parents the opportunity to tell us about their child
- Inviting all parents to an Induction meeting the term before their child starts school
- Hold information sessions and workshops for parents to learn about how and what their child will learn
- Hold parents evenings twice a year for Pre-School and Reception families
- Invite parents of 2 year olds into school to discuss their child's 2 Year Progress Check
- Provide end of year reports documenting children's progress

At Delph Side, we recognise that an **enabling environment** plays a key role in supporting and extending children's development. Through observation we assess the children's interests, stages of development and learning needs and this information is used to inform enhancements to our continuous provision. The classrooms environments are attractive and stimulating which encourages children to explore, investigate, imagine and learn through first-hand experiences. Children are encouraged to complete achievable activities and staff are used effectively within the environment to skilfully provide questioning and challenge to extend learning when required. Classrooms are arranged into learning areas with appropriate resources available for children to access independently. All children have daily access to outdoor areas which offer opportunities for doing things in different ways and on different scales that when indoors. Progression throughout the classrooms is clear through resources used and expected outcomes.

As children spend the majority of their time engaged in child-initiated purposeful play, staff ensure that enhancements are;

- linked to skills being taught so that children can consolidate new knowledge

- linked to skills which have previously been taught so that knowledge remains 'sticky'
- appealing to children (e.g. based on their individual interests)

At Delph Side we recognise that children learn and develop in different ways and have their own learning styles. We value all areas of **learning and development** equally and understand that they are often linked. Long and medium term planning identifies key EYFS outcomes which need to be achieved each half term. These are linked to the seven areas of learning and to the Characteristics of Effective Learning. The initial focus in the Nursery and Pre-School classes is on the prime areas of learning.

Due to our priority of language development and developing a 'love for reading', our EYFS curriculum is based around key texts which we believe children should know before they enter Key Stage 1. Activities to meet the outcomes are planned around the key text however; they may be adapted in response to the needs, achievements and interests of the cohort.

Teachers have a good knowledge and understanding of how young children learn best and they use a range of approaches to help children to learn and develop. Through play, our children partake in learning experiences which help them to make sense of their world. They practise and build up ideas and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own and they communicate with others as they investigate and solve problems.

From early on in the year, children in Reception take part in daily Read, Write, Inc. sessions and daily White Rose Maths sessions. As children reach the end of the EYFS (in the Summer term before Year 1), we make judgements about the balance between activities led by children, and activities led or guided by adults. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.

It is important that EYFS leaders and teachers remain up to date with key developments in the EYFS and attend regular professional development sessions. Meetings are held with support staff to communicate any updates.

We make regular on-going assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Children's progress is recorded and tracked at the end of each term. Meetings are held to analyse cohort and individual data and next steps identified. WellComm assessments also take place termly and appropriate speech and language intervention is run daily across EYFS.

Impact

From low starting points children make good, and often rapid, progress throughout their time in the Early Years so that they are ready to access the National Curriculum in Year 1. Children form positive attitudes towards learning and benefit from a wealth of rich experiences, making them happy and confident learners ready for new challenges.

We measure the quality of our EYFS through the following methods:

- Learning walks
- Learning journey scrutiny
- Termly pupil progress meetings
- Termly gap and strength analysis evaluations