

# Early Years Foundation Stage Report



EYFS leader: Miss Godfrey

### Intention -

At Highfield Community Primary School, we strive to provide children with the best possible start to their future and the chance to shine. We recognise the qualities of each unique child and the positive relationships required for children to flourish throughout their learning journey. We create a learning environment which enhances language, curiosity and a broad understanding of the world around them. We strive to ensure all children start their learning journey by developing physically, verbally, cognitively and emotionally whilst embedding a love for learning. We aim to work collaboratively with parents and carers to encourage independent, enthusiastic learners who thrive and reach their full potential. Opportunities for children to build on their self-esteem and confidence is embedded throughout the curriculum whilst building social, cultural, moral and respectful relationships with others in line with our Fundamental British values.

### Implementation -

We aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. In light of this, planning is informed and guided by children's interests and individual development needs. Play based learning is paramount to children's development which is carefully planned by the class teacher to meet the needs of all children. Through specific objectives and planned opportunities, staff interact with children to enhance play based learning to allow children to thrive in these areas and build strong foundations for learning.

The three prime areas underpin the core learning within Early Years at Highfield:

- Communication and language
- Personal, social and emotional development
- Physical development

These areas are deeply embedded within every aspect of the curriculum to enhance children's ability to communicate effectively, regulate emotions and build positive healthy relationships whilst having wide opportunities to develop gross and fine motor skills.

Additionally, to the prime areas, when planning and guiding children's activities we reflect on the different ways that children learn using the follow Characteristics of Effective Teaching and Learning:

- Playing and exploring
- Active learning
- Creating and thinking critically

When children begin their early year's journey at Highfield, a baseline assessment is undertaken linked to the learning and development requirements of the Early Years Foundation Stage to indicate where each child is individually developing. This assessment informs teacher planning to ensure next steps are appropriate and children are challenged to flourish in each term. At the end of the year, an EYFS profile is completed for each child. This gives a well-rounded insight to the child's development for the parents, teachers, and carers. This information is also used to prepare the Year One teacher to assist with the transition into Key Stage One. Daily observations are undertaken to ensure the individual child is on track to meet their Early Learning Goals alongside the use of objective led planning to enhance inclusion for all. Evidence within Early Years is captured daily and recorded on Book Creator. Early reading and early number sense is taught daily through daily phonics sessions, reading, daily maths session, counting club and Mastering Number.

At Highfield, we strive to provide our children with rich valuable life experiences which begins in Early Years. We thrive to build positive relationships with our parents so they are provided with multiple opportunities to see their child's learning in action. For example, parents and carers are invited to a range of stay and play sessions, reading sessions and training sessions to allow them to support their child at home. Regular community visits are paramount to expose children to the local world around them including exploring local parks, libraries, markets and engaging with key community figures. Wider opportunities including going to Smithills Farm are also offered to all children.

## Impact -

<u>Intent</u>	<u>Implementation</u>	<u>Impact</u>
Clear opportunities for interaction and development of social skills through the daily running of reception class	High quality interactions with expert adults during continuous provision. SHREC approach to communication (updated training on staff to be delivered from Sept 24)	Children will be better equip to communicate in the wider world and express themselves. The quality of writing will also improve due to children being able to hear sounds in words and applying them correctly.
Ensuring the curriculum has a sharp focus towards communication and language in all areas	Three prime areas to act as a golden thread through daily planning and communications. Teacher to become ELKLAN accredited to deliver to staff to enhance vocabulary. ELKLAN strategies to be used within daily routines and learning	Children have a better understanding of a wide range of vocabulary. Children will confidently use high level vocabulary (age appropriate) in speaking and writing
Creating more opportunities for staff to read to children	Creating a bigger 'love for reading' through EYFS. Children to be read to daily, books accessible at all times, cosy corner reading, inspiring books to engage listening, guided reading time, story time, 1:1 home readers and new concept/number/sound/knowledge to be introduced through the use of stories	Children will have a wide range of accessibility of staff reading to children throughout the day in reception which will also allow children to flourish in early reading, writing and communication and language.