

EYFS Ramshaw Primary School



Intent

At Ramshaw Primary School in the EYFS, we aim to deliver a progressive and sequential curriculum that meets the needs of each individual cohort that come to us. In order to do this the children come into a stimulating but safe environment both indoors and out. We aim to create a variety of strong experiences and opportunities to enable all children to grow and flourish.

The curriculum we create for EYFS is balanced and holistic where children gain knowledge, understanding and skills and in turn extend their prior knowledge and inspire the children to become independent learners.

Throughout the Reception Year, we offer all the children opportunities to become individuals that are resilient, independent, safe-risk-takers, confident communicators, confident and active learners.

Each child has access to a curriculum in which they can explore new concepts, develop their creativity, become critical thinkers and be stretched and challenged to solve problems.

The EYFS environment allows the children to have the opportunity to follow their own interests and develop a natural curiosity. Staff working closely with the children ensure that their individual interests are acted upon.

As part of the journey staff and children work in partnership to create strong and purposeful relationships with parents who are actively involved in their child's learning. Throughout the early years, in all areas of learning, the children are supported to be 'Year 1 ready' they have a balance between play and adult-led activities to enable this.

Implementation

In our setting at Ramshaw, EYFS children are part of a Year 1 and 2 setting. The EYFS curriculum is planned and follows a carefully structured timetable so that children have directed teaching but also a balance of child-initiated and adult directed activities.

The teaching sessions are followed by a small focused group activity led by an adult. This enables us to check understanding, identify and respond to mis-conceptions and give feedback.

Exploration is encouraged through a variety of experiences, which are carefully planned. Learning and challenge is planned for both inside and outside environments.

To see how our EYFS curriculum is fully implemented across all areas of learning view the attached Power Point.

Impact

Prior to our EYFS children joining Ramshaw we spend time speaking to the child's parents, the adult in their previous settings and we visit the children in this setting. We invite parents and children into school before they start and plan visit days in the summer term. We look at any learning journeys and use all of the above to understand the child as a whole so that we can create a positive start to EYFS.

In the first half term staff make observations, have conversations and engage in play with the children, this supports our baseline assessment of the child.

The following baseline assessments are also carried out.

The RBA (Statutory Reception Baseline Assessment) This assessment focuses on 'Language, Communication and Literacy,' and 'Mathematics.' The purpose of this is to show the progress children make from Reception until the end of KS2.

Ongoing Observation:

All ongoing observations are used to inform weekly planning and identify children's next steps. This formative assessment does not involve prolonged periods of time away from the children and excessive paper work. Practitioners draw on their knowledge of the child and their own expert professional judgements through discussions with other practitioners, photographs and physical examples such as a child's drawing / making.

Some observations are uploaded using Dojo and shared with the supporting parents and carers and examples kept in individual files.

Assessment:

Phonic assessments are carried out using phonics Tracker after every unit of Sounds Write is completed to quickly identify pupils that are not making expected progress.

Assessments are completed three times per year and shared with parents.

In Summer Term 2, the EYFSP is completed where teacher judge whether the child has met each of the 17 ELG's. They will be assessed as either 'emerging' or 'expected.' Whilst there is no judgement to state if a child is exceeding beyond an ELG, teachers, have a duty to provide a narrative for both parents and the Year 1 teacher.

Our Impact is evident through our successful transitions into Year 1. EYFS staff have a good understanding of how ELG's link to the National Curriculum, and through our robust planning and delivery across the subjects – both core and foundation - children leave the EYFS stage with the skills, knowledge and confidence to continue their journey and achieve their goals and aspirations.