

## EYFS

### Intent

At Stanton St Quintin Primary School all children in the EYFS will be treated as equal individuals with access to a play-based curriculum and environment that is stimulating and challenging for their own individual needs so that they make good or better progress in each of the curriculum areas.

- Teacher's will motivate, educate and nurture and they will enter children's play to facilitate learning.
- Children will be exposed to a broad curriculum that supports the progression of children's skills in all areas of the curriculum.
- Curriculum will prioritise all aspects of reading, communication and language.
- Children will learn in a rich hands-on environment that is responsive to their interest and needs.
- Planning will ensure that activities follow continuous assessment, with the intent that they make a difference to the progress children are making.
- A fun environment will provide children with a wide range of learning experiences and opportunities so that every area of development receives attention.
- Observations and assessment will be at the heart of teaching and planning so that individual learning needs are addressed and the right balance of activities, which suit each child's interests and abilities are provided.

### Implementation

In order for all children to make good or better progress in each of the Early Learning Goals, the following will be intrinsic to the EYFS at Stanton St Quintin:

- Positive and close working relationships with children's parents / carers, including a proactive start with families. Children's learning will be shared with parents in a two-way process, including Tapestry.
- High expectations of behaviour, teaching and learning.
- Children will be supported in their development of positive relationships and to become responsible and independent individuals.
- Ongoing assessment will take many forms (observations, screening tools, standardised tests, informal teacher assessment).
- Assessment will identify what children know, understand and can do as well as take account of their interests and dispositions to learning. This information will be used to plan children's next steps and monitor their progress.
- Early intervention will be fluid so that children are given extra support when needed.
- Adults and children will engage in sustained shared thinking.
- Staff will enter children's play to facilitate learning and engage children in quality interactions.
- Learning will be purposeful and predominantly play-based.
- The environment will provide hands-on experiences so that children become well- rounded individuals.
- Children will be provided with choices within the environment (both real and imaginary), so that they become confident in making decisions.
- Learning opportunities will be appropriate to a child's age and stage of development and in meaningful contexts.
- Language, vocabulary and reading will be at the heart of the curriculum.
- Phonics will be taught daily, using Sounds Write for FS2 and Letters and Sounds for FS1.
- Mathematical concepts will be taught with concrete materials to develop understanding of linking concrete experience with visual and symbolic representation. Reception children will be taught from NCETM and Maths No Problem schemes of work.
- Weekly Forest School throughout the year and a stimulating outdoor learning environment will provide opportunities for risk taking and encourage independence and help to build self-esteem.
- Children will be taught about British Values in meaningful contexts and be given opportunities to widen their experiences and develop cultural capital.

### Impact

At Stanton St Quintin the nurturing and challenging curriculum provided in the EYFS will ensure that all children in F1 and F2 will develop a love of learning and an enjoyment of school. It is also expected that:

- Assessment will show that all children have made good or better progress in each of the Early Learning Goals, from where they start.
- Children's personal, social and emotional needs will have been supported so they have developed positive relationships, independence, resilience and a sense of responsibility.
- Children will settle quickly into school and the rhythm of the school day and be ready to transition into their next phase of learning.
- Children will feel confident making their own choices and show respect towards others.
- Expectations of learning are not limited to the Early Learning Goals and consequently there will be no ceiling effect on learning, so all children will reach their potential.

