

William Penn School

EYFS INTENT

At William Penn Primary School, our teaching in Early Years Foundation Stage (EYFS) is underpinned by our whole school Quaker values of 'Peace, Friendship, Equality, Integrity, Simplicity and Reflection', as well as the 'Characteristics of Effective Teaching and Learning'; encouraging learners to develop a sense of pride in themselves and respect for others. Our beautiful grounds promote child-centred learning, exploration and play opportunities for children such as outdoor learning and Forest School. We aim for our children to leave EYFS as capable, resilient and resourceful learners who are able to work independently developing their curiosity and problem solving skills. We believe that the EYFS is vital in securing firm foundations that children can continue to build upon throughout their school life. It is our intent that the children who enter our EYFS develop cognitively, physically, emotionally, verbally and socially whilst embedding a positive attitude to school and learning.

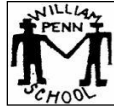
The ability to learn is reinforced by the planning and teaching of basic skills, knowledge, concepts and values that are modelled by our teaching staff. We provide an ambitious curriculum with engaging lessons to enhance the learning of the children and the staff work hard so that our children's first experiences of school are happy, positive and feeling secure, enabling them to develop a lifelong love of learning. We work in partnership with families to encourage happy learners who thrive in school. Parents are actively involved in their child's learning journey. The parents and teacher both record evidence of progression and the child's learning achievements on an application, called Evidence Me. The in-school records are shared with parents and parents also have their own accounts to share the child's achievements with the school.

The curriculum in Early Years is designed to provide a broad and balanced play based education that meets the needs of all pupils. It allows them to gain the skills, knowledge and understanding, as they set out on their educational journey, supporting them as they progress from their individual starting points and preparing our children for the next stage of their education. Those children with particular needs, including SEND, are supported appropriately allowing them to be successful.

Daily activities involve child-initiated learning that they explore during continuous provision, known as 'Explore and Learn' where children are encouraged to explore their own learning and then sharing as a class what they have been learning about. Adult-led learning using small group activities or one to one support. A calm but inspiring indoor and outdoor environment supports their learning through play and follow children's interests to ignite their enthusiasm for learning. This all prepares children to reach their Early Learning Goals at the end of the Foundation Stage.

Our EYFS curriculum enriches the following elements:

- *Core Values and Concepts* - Determining knowledge that adds relevance and creates togetherness – leading to our children practicing becoming a good citizen and instilling British Values.
- *Active* - Providing richness and depth to inspirational learning in school
- *A child led curriculum* allowing students to make links between each area of learning.
- *Experiences* - Providing a breadth of opportunity out of school, as well as bringing visitors in school to broaden children's horizons and further develop their exposure of different people.
- *Diversity*- Building cultural awareness & knowledge, celebrating equality and diversity to encourage children to be outward looking, forward thinking and inclusive to all around them.
- *Nursery rhymes and traditional tales* are planned into our daily life to enrich opportunities to widen children's cultural capital. Vocabulary is explicitly taught in a language-rich learning environment for both breadth and depth to the children's speaking, reading and writing.
- *Purpose* - We believe learning should matter.
- *Giving meaning to our teaching*- Verbalising to children the reasons for the rules and the things we learn, to give their learning journeys a meaning and purpose to their learning.



EYFS Implementation

Here at William Penn we achieve our curriculum intent by providing high quality learning experiences for all children. The learning in our EYFS classroom develops the children's knowledge, skills and understanding through a combination of both play-based learning and focussed teacher led sessions. Pupils learn to share, work independently and play with others.

The curriculum is delivered by following the Statutory EYFS Framework. Our topics encourage active learning to ensure they are motivated and interested. All areas of the curriculum are planned progressively following a broad and balanced curriculum.

The children will learn new skills, acquire new knowledge and demonstrate understanding through the seven areas in EYFS curriculum.

The Prime Areas:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

The Specific Areas:

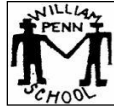
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

These seven areas are used to plan children's learning and activities. We believe that continuous provision (known as 'Explore and Learn' time) within the learning environment encourages independence and consolidation of skills and knowledge previously learnt.

The teaching of these areas of learning is practical and playful with support, questioning and challenge from adult in class sessions, small group or individual sessions. Our learning environments, both inside and outside, are reviewed and adapted regularly to meet the different and developing needs of the children in our care. We recognise the changing needs and interests of our pupils and we are responsive to this, regularly developing the provision provided. Daily guided activities are set up and planned that cover the EYFS curriculum and allow children to develop their next steps in learning. Areas of need and next steps are identified for all children to ensure good progress is made. Through enhanced provision the children are encouraged to make choices and initiate their own play, which develops their characteristics of effective learning in order to give the children the skills that they will continue to draw upon throughout their development. Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.

The principles that guide the work in the EYFS are grouped into 4 themes:

- A unique child
- Positive relationships
- Enabling Environments
- Learning and Development



We aim to ensure that these areas are always stimulating and exciting and that, importantly, they are accessible to all children, regardless of where they are on their learning journey. The environments are developed to encourage challenge and allow them to access the curriculum independently and confidently with the necessary level of support and challenge.

Within our EYFS Curriculum, children are assessed continuously through accurate and effective observations, recorded on Evidence Me application. These provide us an accurate picture of where the children are on their learning journey, but also for individual children's next steps in their learning. They enable the EYFS practitioner to ensure learning is embedded and consistent and that all children continue to make good to outstanding progress within EYFS. Formative assessments are made by the teachers and TA's continuously and used to plan subsequent activities. Teachers track individual progress and attainment. These help the identification of gaps in learning and what learning needs to be revisited in the next phase. Adults engage with children during their child initiated play to help move forward and help them achieve their next steps. Evidence Me is used within EYFS to record 'wow' observations and assessments. This shares learning with parents/carers and we encourage them to share learning from home through this platform.

Impact

The impact of our curriculum is measured by assessment procedures which allow us to track each child's learning journey. We strive to ensure that our children's progress across the EYFS curriculum is at least good from their varied starting points. Evidence in children's learning journeys supports all areas of the EYFS curriculum. Class teachers use observations to make formative assessments which inform future planning and ensure that all children build on their current knowledge and skills at a good pace. Summative assessments compare children's attainment to age related expectations using month bands in Development Matters. This is tracked using Target Tracker to ensure we quickly identify any gaps or intervention that may be needed.

Our children demonstrate high levels of engagement in well thought out activities. They develop their speaking and listening skills, which enable them to access more areas of the curriculum and learning, which they then communicate to both adults and peers. They develop knowledge and skills across all areas of the curriculum including literacy, mathematics and physical development using these in different ways and applying them to different areas of learning. Developing a wider sense of the world around them through their activities, our children can then draw on these experiences when interacting with others and link this to new learning to enable further progression. They will talk enthusiastically about their interests and learning with adults and other children.

Our children develop their characteristics of learning and are able to apply their knowledge to a range of situations, making links, explaining their ideas and demonstrating their understanding. Because of this our children have the confidence to take risks and discuss their successes and failures with adults, drawing on their experiences to improve or adjust what they are doing.

From their own starting points, our children will;

- Have strong communication skills.
- Take pride in all they do.
- Demonstrate self-regulations, have the ability to persevere when faced with a challenge whilst managing risks.
- Embody our Quaker Values.

Their individuality is valued and we anticipate our curriculum will enable children to transition to Year 1's curriculum ready and excited to continue their learning journey at William Penn School.