



EYFS curriculum implementation



Statement of intent

The Early Years Foundation Stage (EYFS) sets the statutory standards that all early years providers must meet. We operate provision for pupils from 3 years old until the end of the Reception year. The EYFS aims to provide:

- Quality and consistency in all EYFS settings.
- A secure foundation for all children for good progress through school and life.
- Partnerships between different practitioners.
- Partnerships between parents/carers and practitioners.
- Equal opportunity for all children.

Schemes of work

- Early Years Foundation Stage Curriculum.
- Development Matters, birth to 5.
- RE scheme of work (in line with the rest of the school)
- PSHCE scheme of work (in line with the rest of the school)

Curriculum content

Principles of the Early Years Foundation Stage.

The EYFS applies to children from birth to the end of the Reception year. The EYFS is based upon four principles;

1. A Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development

All children work towards the 17 Early Learning Goals.

Children develop and learn in different ways and at varying rates.

The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development. They foster the characteristics of effective early learning.

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

The EYFS is a curriculum from birth to five years old, we follow the strands set by this curriculum and concentrate the learning opportunities on the seven areas of learning (3 Prime and 4 Specific). We believe not one of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child-initiated activities. Through play and practical experiences, children learn about the world and their place in it. They learn through first hand experiences, talk, books and equipment. We set realistic yet challenging expectations that meet the needs of our children. We achieve this by planning with the children's interests in mind with consideration for both the needs of boys and girls and for children with special educational needs and disabilities.

Record of pupils' work

Pupils' work is gathered primarily through observations.

Learning Book digital learning journeys are used to record, assess and identify next steps in every child's learning.

Parents have access and are encouraged to contribute to their child's online learning journey.

An annual open evening is held in the first half of the Autumn term, to introduce parents to Learning Book and to reinforce the importance of their contributions adding to their child's whole assessments.

When children are ready to mark make and write, written work in any form is collected and displayed in individual children's work books. Work includes, literacy, maths and handwriting.

Art and creative work is collected and stored in individual art folders throughout the year.

PSHCE and RE tasks and activities are recorded in whole class books. These include photographs, examples of children's work and is annotated by the teachers.

Assessment

Pupils' are assessed continually and consistently. Observations are carried out both spontaneously and planned.

Data is collected every half term and interventions planned according to the children's needs. Interventions and data are analysed through pupil performance meetings and targets set.

The EYFS teacher attends termly moderation meetings, managed by the Local Authority. We are moderated on a three-yearly cycle in line with Calderdale requirements.

At each moderation event, Learning Book and children's work is moderated against other school's in our cluster, to ensure our assessment and data is reliable and robust. In house moderation is continually considered by all members of the EYFS team, when observations are up loaded to the children's Learning Books.

Cross curricular

The EYFS curriculum is cross curricular in its entirety.

Children's interests are followed to give children the opportunity to build on prior knowledge and extend their learning. Children learn best when they are excited and interested in their learning.

Children in the EYFS setting are encouraged to become members of extra-curricular clubs at school. We have football, choir, board games and dance clubs on offer among others.

Enrichment

Whole class baking.

Norland Pre School termly links.

Project Sports

Trips and excursions organised in accordance with the children's learning and themes covered. e.g. Manchester museum, dinosaurs; Lytham St Anne's, seaside.

Christ Church; baptism, family celebrations.

Home school links

At Barkisland we have a strong home/school link. Parents are invited to our stay and play sessions and a thorough transition programme is implemented annually for children who are due to start in the nursery or reception year group. An open evening is held to exchange information with parents/carers about what to expect when their child starts in our EYFS unit.

Our EYFS team are continually reviewing and evaluating how to deliver the best possible experiences and learning for children from 3 to 5. Future considerations for the EYFS at Barkisland would include, keeping up to date with the latest developments in the EYFS curriculum and initiatives, both national and local.

In house moderation should become more regular, planned for and formal with the whole EYFS team.

The EYFS teacher will continue to attend the Sowerby Bridge Schools EYFS Cluster and contribute through sharing and developing good practice and using our EYFS setting as a role model for new and recently qualified teachers and students.