

## Early Years Foundation Stage Statement



### **Intent**

We believe that children have a right to expect learning which is fun, motivating, interesting and most importantly purposeful. We strive to stimulate the imagination, develop curiosity and make links to the wider world. At Abbey Village Primary we want to :

- Work in partnership with parents and carers to encourage independent, happy learners who thrive in school and reach their full potential from their various starting points.
- Understand and follow children's interests and provide opportunities throughout our EYFS programme to support learning, develop skills, consolidate and deepen knowledge and ensure children meet their next steps.
- Create an indoor and outdoor environment which supports learning based on current needs.
- Prepare children to reach the Early Learning Goals at the end of the Foundation Stage and ensure children make good progress from their starting points.
- Support happy transitions into KS1.

### **Implementation**

The Early Years Foundation Stage (EYFS) Framework explains how and what children will be learning to support their healthy development. They will be learning skills, acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development.

There are three prime areas of learning which are:

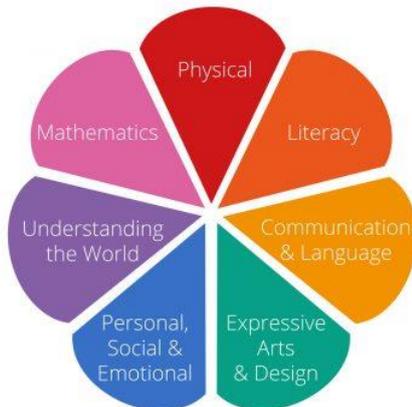
- Communication and language
- Physical development

- Personal, social and emotional development

These prime areas are those most essential for a child's healthy development and future learning.

As children grow, these prime areas of learning help them to develop skills in four specific areas. These are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design



The Areas of Learning

We use these 7 areas to plan your child's learning and activities. We fully understand that each child is an individual in their own right and will develop at their own pace. Consequently, we ensure we are supporting them to make sure that their activities are both suited and tailored to meet your child's unique needs. We strongly believe that children in their early years learn by playing and exploring, being active; developing creative and critical thinking which takes place both indoors and outside.

We begin each year by looking at the individual needs of our children and their different starting points. With this information in mind, we are then able to plan a range of broad and balanced learning experiences. Staff 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. Staff also use their knowledge of the Characteristics of Effective Learning to ensure that they plan appropriate activities and organise the provision in a way that demonstrates a clear understanding of the way in which our children are motivated to learn.

Effective interactions between staff and children and regular home/school communication ensures that our curriculum planning and provision is flexible and continuously adapted to meet the needs of all learners and to reflect children's needs and interests as they continue to develop and grow. We use learning journals to celebrate children's achievements, record observations, assess and track children's progress and to identify their next steps. Regular parent meetings, stay and play sessions and workshops ensure that parents are kept up to date with their children's development and progress and are fully aware of how they can continue to support their children's learning outside of school.

### **Impact**

Our programme and its delivery ensure that children make good progress during their time in our EYFS. We believe our high standards are due to enriched play-based exploration alongside the rigour of

assessment and teaching that the children have as they move through the early years – a rich diet of balanced learning experiences is undoubtedly the best way to develop happy, curious children. Children who achieve the expected standard within the Early Learning Goals have the knowledge and skills needed to continue to maintain the good progress they have made in Key Stage 1 and beyond.

The impact of our programme is measured by assessment procedures which allow us to measure progress for each individual. Good knowledge of each individual together with interactions and observations helps us to gather evidence in children's Learning Journeys. This supports our judgements in all areas of the EYFS programme. We measure the percentage of pupils achieving age related expectations throughout the academic year and we implement bespoke, supportive interventions if and when needed. This is tracked to ensure rates of progress are good for all children, including vulnerable groups such as those with SEND or who are disadvantaged. Assessment judgements are moderated both in school and externally with local schools. Experienced staff undertake Local Authority cluster moderation which helps validate school judgements.

The Early Years Foundation Stage Leader is:



Mrs Paula Roworth

The Early Years Foundation Stage learning support assistant is:



Miss Keely Evans

Both members of staff are Paediatric First Aid trained.

For more information about the Lancashire Quality Award please visit:

<http://www3.lancashire.gov.uk/corporate/web/?siteid=2997&pageid=39490>

