

What do we **intend** the EYFS to look like at Monkfield Park?

To understand and follow children's interests and provide opportunities throughout our EYFS curriculum to support learning, consolidate and deepen knowledge and ensure children meet their next steps to making progress in all areas of learning.

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.

To provide indoor and outdoor learning environments which support children's unique way of learning.

To 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.

To support a smooth transition into Key Stage 1.

How the EYFS curriculum will **impact** our learners.

We strive to ensure that our children's progress across the EYFS curriculum is good from their varied starting points, supporting each and every one child to achieve the Early Learning Goals at the end of Reception and to be in-line with or above the National expectations.

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 assessment compares children's attainment to age related expectations using age bands in Development Matters. This is tracked to ensure rates of progress are at least 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 moderator training through the LA which helps validate school judgements.

Why is the Early Years Foundation Stage curriculum important?

The EYFS looks to ensure that all early years children are provided with the highest quality early learning experience. The EYFS covers from birth to age 5. It is an extremely important stage of learning in children's development as it is likely to have a major impact on the rest of their lives. The EYFS is there to ensure that children learn and develop well and are kept healthy and safe.

When **implementing** the EYFS curriculum you will see ...

Our curriculum is child centred and is based upon experiences and topics that engage the children. We encourage active learning to ensure the children are motivated and interested. We take the time to get to know the children's likes and interests to support their learning and encourage input from parents.

All areas of the EYFS curriculum are followed and planned for to ensure there is a broad, balanced and progressive learning environment and curriculum. Through daily guided activities and independent child led 'Busy Learning' the children will learn new skills, acquire new knowledge and demonstrate understanding through the 7 areas in the EYFS curriculum. These are:

Personal, Social and Emotional Development

Physical Development

Communication and Language

Literacy

Mathematics

Understanding the World

Expressive Art and Design

Planning for this curriculum is designed to be flexible so that a child's unique needs and interests are supported, enabling children to achieve their next steps in their personal learning and development. We also ensure that activities support the Characteristics of Effective Learning. These are:

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

Staff in the EYFS team make regular observations of the children's learning to make sure the children's next steps are met. These observations are collected in the child's Learning Journey along with children's work. Assessments are carried out to ensure they are making progress and planning reflects this.

We keep parents informed and regularly meet with parents and carers to ensure the children's transition into school and throughout the EYFS is happy and allows them to reach their full potential with the support tailored for individuals. This includes daily Busy Fingers, weekly Come and Read/Write sessions, daily informal conversations with parents, drop in sessions after schools for lengthier conversations, parent consultations and the use of parent share on 2 Simple and comments via Seesaw.

Staff support the transition into Key Stage 1 by preparing the children with

- visits to their new classroom
- story time with Key Stage 1 teachers
- sharing their Learning Journeys with their new teachers
- inviting parents to a meeting in which they can explore the Year 1 classrooms with their child/ren
- ensuring the learning environments are stimulating and similar to an EYFS classroom.