

## **The Early Years Foundation Stage**

### **EYFS**

At Milefield we are proud of the start we give to all children in Foundation Stage as they join our school. The Foundation Stage is a discrete and very special phase and is concerned with the development of “the whole child”, each area of development closely and often seamlessly intertwined together as children learn and develop following a play-based curriculum. We strive for children to be happy, confident and independent individuals who love learning. We provide a safe and enabling environment that is built around individual children’s needs and interests. Children build strong relationships and bonds with key adults, ensuring they always feel welcomed and respected, We are passionate about children learning through play; learning should be engaging and suitably challenging for all children; all staff have high expectations and provide high quality interactions. We are committed to providing learning experiences in an environment where all children have the opportunity to achieve their full potential. Each child’s curiosity and where they are in their learning is highly valued.

### **Our EYFS unit and Team**

Milefield EYFS consists of two classes, one of which is a mixed nursery and reception class and the other is a reception class. Children have access to a wide range of high quality, developmentally age-appropriate resources and provision indoors and outdoors. Pupils are resilient, independent and engaged learners because the setting is planned to be challenging and interesting throughout their time in EYFS. Children are encouraged to question and investigate through play, promoting high levels of curiosity always. Our team consists of highly effective, skilled and knowledgeable teachers and early years practitioners who have a passion for child development and the magic of Early Years. Our team consists of Mrs Frost the Early Years Leader and EYFS teacher, Miss Halford the EYFS teacher, Miss Beckingham and Mrs Howell who are both trained as level three early years practitioners.

### **Our Environment**

Our continuous provision in EYFS here at Milefield is very bespoke to our children's needs and cohort. We ensure that the environment is linked carefully to children's interests, in the moment enhancements are added daily and weekly to keep children engaged consistently within their learning. We have basic provision that will be out all year in provision. Then following children's interests and planning to enhance children’s cultural capital we adapt and add other resources, ensuring engagement and curiosity of children is always evident to promote those characteristics of effective learning.

We have a HCAT skills planner that ensures resources are developmentally appropriate for all abilities and needs in our cohort. The skills planner also allows the fluidity of resources throughout the unit, giving children the opportunity to transfer their skills from each area and skills within their independent play.

Quality play experiences form the basis of each day in Foundation Stage and children are encouraged to initiate and develop their own ideas, working with other children and adults in a variety of contexts both indoors and in the outdoor classroom.

### **EYFS Framework: Statutory and Non-Statutory**

The early learning goals (statutory) summarise the knowledge, skills and understanding that all young children should have gained by the end of the reception year. The ELGs support us to make a holistic, best-fit judgement about a child's development and their readiness for Year 1.

In planning and guiding what children learn, we reflect on the different rates at which children are development and adjust our practice appropriately. We observe the schemas that the children are presenting and how we can support and scaffold the children's play and learning through our enhancements and planned learning opportunities. The characteristics of effective teaching and learning are: Playing and exploring, active learning and creating and thinking critically.

Key worker- at the beginning of each academic year, once relationships have formed and children are settled, we assign a key worker to each child. We like to ensure this child has built relationships with their key worker before assigning these. The key worker is then fundamental in ensuring that every child's learning and care is tailored to meet their individual needs. The key worker will also build strong parent partnerships and engage and seek to support parents in guiding their child's development at home.

#### ***"Engage, Inspire, Empower and Learn"***

Our curriculum approach has been designed from the EYFS educational programmes which ensures all children are receiving the best possible education through a broad and balanced curriculum. It is developed each year for the needs of our children and cohort. This is what makes our curriculum unique as it is based around children's interests and assessments (what do our children need to develop during their time in EYFS including their experiences with us).

Our curriculum is led from high quality texts, supported by high quality continuous provision and hooks into learning, providing real life contexts. Communication and language underpin our curriculum by supporting our children to question, to explore possibilities and to become confident in communicating with others. We ensure that children have opportunities for a range of experiences in our environment through resources, high quality interactions with adults/peers, trips and visitors.

We also ensure reading, writing and math's opportunities are maximised throughout our environment including books in all areas of provision and writing, mathematical opportunities through all areas- this is also supported through adult interaction.

Our community and parents are very important to us and are fundamental when thinking about our curriculum approach, children's progression is heightened when you have strong parent partnerships. We therefore ensure a variety of workshops, coffee mornings and strong relationships with staff/key worker. This is also evident through Twitter, Seesaw and parent open days.

## **Teaching and Learning Approach**

### **Implementation**

We follow a whole school approach at Milefield and ensure this is consistent in EYFS, we follow an accelerated learning approach which focuses on prior learning, linking those skills, introducing a new skill and being able practice this and then embed that independently in continuous provision to ensure children know more and remember more.

### **Impact**

Assessment: We assess children daily through Objective led planning, professional discussions/judgement and on See Saw. These assessments form the basis of our planning for any gaps in learning, we use a gap and strength analysis which allows adults to see the biggest gaps for our areas of learning, we can therefore add resources/enhancements to our provision to meet children's needs and close the gaps in learning.

### **Phonics**

An active and collaborative approach has been proven to be the most effective approach to developing early reading proficiency and at Milefield we believe this is the best way to introduce children to the joy of reading.