

ATLP EYFS Principles



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Vision & Aims for EYFS

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year.

Intent:

Our Early Years Foundation Stage (EYFS) curriculum is designed to ensure a secure foundation is laid for future learning. Our children are exposed to a wide range of learning opportunities that capture their interest and imaginations. Our curriculum is ambitious and designed to give all learners, particularly the most disadvantaged and those with Special Educational Needs and/or disabilities (SEND) the knowledge and cultural capital they need to succeed in life. At the end of EYFS, we expect our children to leave us as happy, confident and skilful communicators who are curious about the world around them. Every child is recognised as a unique individual and we celebrate and welcome differences within our school community.

We intend:

- 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 point.
- To develop a unique child promoting resilient, confident, cooperative, curious and independent learners who want to discover the world around them.
- To create an indoor and outdoor environment which supports learning through play and first hand experiences. We want our children to be excited by the real world and develop their imagination.
- To provide a fully inclusive curriculum that embraces the rich and varied culture of our community.
- To provide a structured curriculum which builds knowledge and skills in all of our areas of learning and provide opportunities for children to practise and embed these through our continuous provision.
- To encourage children to become skilful communicators, who connect with others through language and play, ensuring that they play and learn in a vocabulary rich environment.
- To ensure that all children have the opportunity to be challenged including in their independent learning.

EYFS Framework 2021

The Early Years Foundation Stage is based on four guiding principles, which shape effective practice in our setting:

- A Unique Child
- Positive Relationships
- Enabling Environments with Teaching and Support from Adults
- Learning and Development

A Unique Child

We recognise that children learn and develop in various ways and at different rates and this is reflected in our provision. The characteristics of effective learning support the child to become a motivated and

effective learner. Children will play and explore and 'have a go' at using available resources, developing their language and experiences. Children will develop resilience and enjoy achievements through active learning and will make links, explore their ideas and strategies for problem solving through creating and thinking critically. Practitioners support children in developing all these characteristics through playing alongside children and where necessary, scaffolding and supporting their thoughts. Children are treated fairly regardless of race, religion, gender or abilities. We welcome all children and families into our setting so that they feel included, safe and valued.

Positive Relationships

We recognise that children need to learn to form strong, independent and secure relationships. We aim to develop caring, respectful and professional relationships with the children and their families.

Enabling Environments

Our environments are well thought out to allow children to explore and learn securely and safely. We aim to provide an enabling environment that balances child led and adult guided provision. There are specific areas both indoor and outdoor where the children can be active, be quiet, be creative and be challenged. Our enabling environments are set up to support all learning areas, where children are able to find and locate equipment and resources independently. Children have the opportunity to work with adults during our guided teacher led activities, where children are taught specific skills, as well as opportunity to access our continuous provision. Our Continuous Provision offers a balance of child-initiated play as well as other more structured activities. Free choice and child-initiated activities allows children to pursue their own interests and also to practise and apply knowledge and skills already taught. All children have the opportunity to access more challenging learning when choosing activities for themselves. More structured areas provide spaces that support adults in their teaching and interaction with children and allow children to consolidate and rehearse what they know. They ensure the continuation of learning in the absence of an adult.

Learning and Development

Our curriculum for the Foundation Stage reflects the learning aims and objectives set out in the Early Years Foundation Stage Curriculum. There are seven areas of learning and development that must shape educational provision in all early years' settings. All areas of learning and development are important and inter-connected, and none can be delivered in isolation from the others.

Our children's learning requires a balance of adult led and child-initiated activities in order for children to develop effectively and to give them the best chance of obtaining a good level of development at the end of their Reception Year. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive.

The three Prime Areas are:

- Personal, Social and Emotional Development – children learn to self-regulate, manage themselves and their needs and build positive relationships.
- Communication and Language – children learn to listen attentively and respond appropriately showing a good level of understanding. They will develop their ability to speak with confidence to express their own ideas and feelings.
- Physical Development - children have opportunities to be active and develop coordination in both gross motor and fine motor skills.

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

The Specific Areas are:

- Literacy – children learn how letters link to the sounds and begin to use this knowledge when word reading and writing. They will also learn to develop their comprehension of both what is read to them and what they read themselves. We prioritise the development of children reading for their own pleasure.
- Mathematics – children learn to have a good understanding of numbers up to 10, including composition and some number facts. They will also learn to explore and recognise numerical patterns, e.g., odd and evens.
- Understanding of the World – children have opportunities to explore and learn about the natural world, people, cultures and communities as well about the past and present.
- Expressive Arts and Design – involves creating with a range of materials and techniques and being imaginative and expressive when telling stories and performing songs, rhymes and responding to music.

We extend children's learning through observing, getting involved in their play, supporting their thinking and asking open-ended questions. Children's development levels are assessed and as the year progresses, this information is shared with parents. If a child's progress in any of the prime areas gives cause for concern, staff will discuss this with the child's parents/carers in order to agree how to support their child.

Characteristics of effective learning

Exploring

Children will have opportunities to investigate and experience things, and 'have a go'.

Through play, our children explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

Active learning

Children will have time and space to concentrate and keep on trying if they encounter difficulties and enjoy their achievements.

Active learning occurs when children are motivated and interested. Children need some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Creating and thinking critically

We encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Children should be given the opportunity to be creative through all areas of learning. Adults can support children's thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions. Children can access resources and move around the classroom freely and purposefully to extend their learning.

Play

Children's play reflects their wide ranging and varied interests and preoccupations. In their play, children can be inquisitive, creative, questioning and experimental and will learn at their highest level. Playing with their peers is important for children's development. Through play our children explore and develop learning experiences, which help them make sense of the world. The adults model play and play sensitively with the children fitting in with their plans and ideas. The children are encouraged to try new activities and judge risks for themselves. We talk to them about how we get better at things through effort and practice and that we can all learn when things go wrong. They practice and build up ideas learning how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own.

Curriculum

Communication and language underpins all areas of learning within our early years curriculum and continues to be developed within our provision, teaching, learning and planning methods. Planned learning supports the progress and development of listening and speaking, enabling children to process information into thinking and understanding. Children practise their physical skills alongside developing social skills, which supports greater independence and higher levels of confidence.

The 4 specific areas of learning provide a context for development and reflect cultural knowledge and accumulated understanding. They are dependent on learning in the Prime areas. Our continuous provision demonstrates a strong emphasis upon supporting children's understanding of the world along with enabling them to express themselves imaginatively and creatively, using art and design. New learning and topics are adapted to reflect the needs of the children and their interests.

Planning

The planning is based upon children's interests with discrete daily phonics, maths and literacy lessons being taught according to the needs of the children. The 3 prime areas are also at the core of early years planning. Staff carefully plan activities which enable children to link personal experiences with new learning, providing a wide range of contexts in our continuous provision, both indoor and outdoor, to revisit, practise, apply, and develop transferable skills and understanding. Emphasis is placed upon the importance of using sensory play in the development of language skills, alongside enhancing provision for identified groups of children. Staff take into account the individual needs, interests, and stages of development of each child in their care and use this information to plan challenging and enjoyable experiences. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. Staff are reflective in their practice and systematically observe and evaluate the effectiveness and value of planned provision within the inside and outside learning spaces. They respond to children's levels of interest and engagement, ensuring accurate pitch and pace for developing cognition and learning.

Teaching

Our Early Years practice demonstrates a balance between play and formal teaching. Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led and carefully structured activities, to help children prepare for more formal learning, ready for year 1. Staff interactions with children during planned and child-initiated play, provides rich opportunities for communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. Staff understand that play is about much more than content but helps to build flexible minds and an enquiring spirit. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. They take into account the equipment provided and the attention to the physical environment as well

as the structure and routines of the day that establish expectations. Staff understand that teaching is in every activity provided within all of the learning environments.

Curriculum overview

Our curriculum is taught through a range of broad topics tailored to the cohort. Our curriculum encompasses all areas of learning and has been planned to allow steps of progression throughout the year in each area to facilitate children achieving the Early Learning Goals by the end of Reception.

Assessment

Accurate assessment is essential to high-quality early years education and care. It plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support to ensure that all children reach their full potential.

Throughout Reception, the children's knowledge, understanding, skills and achievements are assessed and tracked using the checkpoints outlined in the 'Development Matters in the Early Years Foundation Stage (EYFS)' document. As part of our daily practice, we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways and all staff in our EYFS setting contribute to children's Learning Journals.

Inclusion & children with SEND

Our School is an inclusive school. The following information is complemented by our 'SEND Policy'. During children's time in Early Years, staff will assess and monitor children's development, progress and achievements. On occasion it may become apparent that children have a specific barrier to progression/learning. Concerns will be shared with parents/carers and support as required will be arranged with the school SENDCO. The SENDCO will offer support mechanisms that will compensate for barriers and they may, if required, begin processes to ensure that children are identified and monitored before leaving the department and entering Key Stage One.

We celebrate differences; everyone is always included regardless of culture, faith, identity or background. We are aware however, that some children may require additional support in their learning due to multiple factors including:

- English as an Additional Language
- Summer Birth Date (youngest in the year group)
- Speech and Language Development
- Early Childhood Experiences
- Vulnerability or Disadvantaged Background.

The more information shared with our staff in the department, the better personalised support can be given to your child. Hence our induction programme focuses heavily on getting to know families, children and their background.

Pupil Premium

Whilst all children in Reception will qualify for FREE Infant School Meals, some children will qualify for extra funding that can be used by the school to increase resourcing and provide support both in school and out of school for families. Please review the Pupil Premium Document on our Website

and contact the Office to seek support in making an application if you think there is a possibility you may qualify.

Induction and Transition

We recognise that starting school has the potential to be a stressful time for both children and parents. We have established a strong procedure for inductions and transitions to ensure that our children and parents are as confident and secure as they can be when facing the challenge of starting school for the first time and of moving up to a new year group.

We hold a meeting in the summer term before the children start school to provide parents with key information, school expectations, knowledge on our curriculum and assessment and advice on how they can help their child.

We offer 'stay and play' sessions for the children in the summer term before they start school in September. This provides both children and parents the opportunity to meet their teacher and familiarise themselves with the school environment. It also gives parents time to ask questions and share knowledge or any concerns they have about their child.

Safeguarding

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Statutory Guidance (2021), Keeping Children Safe in Education Statutory Guidance (2022), and we adhere to the school's safeguarding policy.

We are a healthy school and our children under 5 receive free milk. All children have access to fresh water and free fruit from a Government scheme. The children are all eligible for free school meals or can choose to bring in a healthy packed lunch.

Our safeguarding and welfare procedures are outlined in our Safeguarding and Child Protection Policy.

Staffing

ATLP ensures that staffing arrangements meet the needs of all children and ensure their safety. Children are appropriately supervised, including whilst eating, and are always within sight and/or hearing of staff. Ratios are managed in accordance with Section 3, 'Staff:child ratios – all providers (including childminders)' of the Statutory framework for the Early Years Foundation Stage guidance 2021.