

## EYFS Statement of Intent

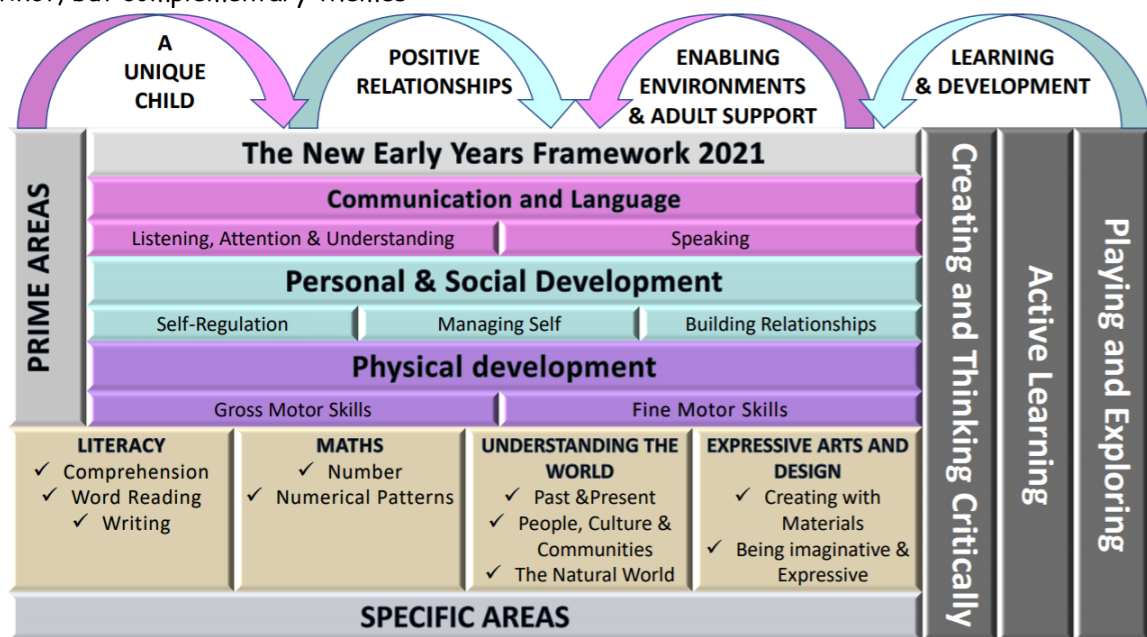


### Intent

The overall aims of the Early Years Foundation Stage (EYFS) are to help young children achieve the five 'Every Child Matters' outcomes of

- Staying Safe
- Being Healthy
- Enjoying and Achieving
- Making a positive contribution and
- Economic wellbeing.

The EYFS principles which guide the effective work of all practitioners are grouped into four distinct, but complementary themes



There are seven areas of learning and development. These are divided into three Prime Areas and four Specific Areas. The three Prime Areas are the foundations for school readiness and future progress linked with the National Curriculum areas. These are:



*"Throughout the year, if a child's progress in any prime area gives cause for concern, practitioners must discuss this with the child's parents and/or carers and agree how to support the child." EYFS FRAMEWORK 21'*



Our staff will always outline and discuss concerns around these areas of learning with parents. The Early Years Foundation Stage is a team approach, including everybody who spends time with the children.

*"A quality learning experience for children requires a quality workforce." EYFS Framework 21'*

The **PRIME** areas underpin the children's readiness for access to the **SPECIFIC** areas of learning. These are:

<b>LITERACY</b> ✓ Comprehension ✓ Word Reading ✓ Writing	<b>MATHS</b> ✓ Number ✓ Numerical Patterns	<b>UNDERSTANDING THE WORLD</b> ✓ Past & Present ✓ People, Culture & Communities ✓ The Natural World	<b>EXPRESSIVE ARTS AND DESIGN</b> ✓ Creating with Materials ✓ Being imaginative & Expressive
<b>SPECIFIC AREAS</b>			

The **Characteristics of Effective Learning** are interconnected with the Prime and Specific areas of learning. These help us to identify ways in which a child learns and engages with other people and their environment. The Characteristics of Effective learning are:

**PLAYING AND EXPLORING** - children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

**ACTIVE LEARNING** - children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

**CREATING AND THINKING CRITICALLY** - children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.



## Implementation

- We have a team of highly qualified, dedicated, professional and caring Early Years teachers and Teaching Assistants who plan and work closely together to provide a high quality curriculum, including what we think is best for your child at their specific stage of learning.
- We follow Ruth Miskin's Read, Write Inc. Phonics programme as per our school Literacy Policy.
- We value our Parent Partnership with an open door policy.
- We use Class Dojo to keep our parents informed about what we are doing and we are also able to message parents directly to discuss their child.
- We have generous ratios which help to ensure that each child's needs are met, both academically and emotionally, helping to develop individual and confident children.
- We use Tapestry online journal to communicate children's learning journey at school and encourage parents to communicate learning opportunities at home to encourage a holistic view of the development of their child.
- We provide a rich variety of academic, social, artistic, musical and sporting experiences to enhance all areas of learning.
- We have a welcoming, purpose-built, child friendly and stimulating outdoor classroom.
- Routines are established so that children can feel comfortable and confident in taking the next step in their learning. These routines also encourage children to be more independent.
- We endeavour to make children to feel confident to try new things without the worry of making mistakes and that mistakes are used to help us learn.



## Transition



John Wheeldon Academy EYFS prides itself in supporting each child's transition. This is achieved through the following ways:

- Each child has the opportunity to visit the school on several occasions prior to starting.
- Parents have the opportunity to visit the school with or without their children and have the opportunity to discuss any worries or concerns with staff.
- Staff visit nurseries to see the children in settings they are comfortable with. This gives staff chance to speak to Key Workers and exchange any important information.
- We have strong relationships with local nurseries to support them in helping the children prepare for their school journey.
- The transition between Nursery and EYFS is calm, happy and successful. The visits give the staff chance to get to know the children and vice versa. The opportunity to stay for lunch also allows the children and parents to allay any worries that they may have.
- Staff communicate with parents prior to starting school to communicate any needs the child may have and how we can best support their child and them with the transition.



### **Baseline**

All children at John Wheeldon Academy complete the **statutory** NFER Baseline assessment within the first six weeks of starting school. This gives staff clear starting points for children's learning and allows the curriculum and learning to be able to be planned to the individual needs of the children, allowing them to reach their full potential.

### **Curriculum**

*"Children learn by leading their own play, and by taking part in play which is guided by adults."*

The new Early Years Framework holds play at its core. Purposeful play, led by children and their interests, which is then facilitated by our well-trained and knowledgeable staff.

At John Wheeldon we aim to provide a well-rounded curriculum where the children's knowledge and interests are at its foundation. Our aim is to work with the children through play and timely interventions to provide them with a wealth of knowledge about themselves, the world around them, other people and of course, embed key skills that they will need for their future learning in school.

### **The Cycle of Observations, Planning and Assessment.**

At John Wheeldon we hold the individual child at the centre of our planning. This is achieved through observations, discussions and time spent with the children. Observation, engaging in the children's play, ongoing formative assessment and facilitation of next steps is at the heart of our effective early years practise.

### **Staff achieve this through:**

- Observing and being part of the children's learning as they interact and play, through their everyday 'learning jobs', child initiated activities and planned activities and learning from and sharing with parents about what the child does at home.
- John Wheeldon Academy uses 'Tapestry' - an online Learning Journal. This enables not only staff but also parents, to upload observations and experiences that the children have.
- Considering ways to support the child to strengthen and deepen their current learning and development.
- Considering the individual needs, interests and stages of development of each child in our care. The information is then effectively used to plan challenging and enjoyable learning opportunities for each child in all areas of learning and development. We believe that learning opportunities need to be achievable to help build children's confidence in challenging themselves.
- Use of our 'Voice of the child' slips enables us to listen to and use the children's thoughts and ideas to plan appropriate and engaging learning opportunities.
- With the use of regular retrieval activities, revisiting learning to support embedded learning.







John Wheeldon Primary Academy will provide a written summary of children's development, covering all seven areas of learning and Characteristics of Effective learning at the end of the academic year.

In addition to this we also have Parent's Evenings and Open Teatimes.

### **Assessment at the end of the EYFS**

In the final term of the year John Wheeldon Academy completes the EYFS profile for each individual child. The profile provides parents/carers, practitioners and teachers with a clear picture of the child's development, knowledge, understanding and abilities, as well as their progress against the expected levels (Early Learning Goals or ELG's)

It furthermore prepares Year One teachers for individual children's readiness, needs and next steps. The profile will reflect upon the school's on-going observation and relevant records.

The teacher will determine whether the child is meeting the expected levels or working towards them. The children's development is assessed against the 17 early learning goals.

### **Impact**

At John Wheeldon Primary Academy we believe that every child deserves the best possible start in life in order for them to fulfil their potential.

*'A child's experiences between birth and age five have a major impact on their future life chances.'*

As children start their journey with us at John Wheeldon Academy, we begin to develop and nurture positive attitudes where children become **PROUD** of themselves as individuals and their achievements, respect others and their environment.

Our Early Years children will move to Year One and be ready for learning, ready to further develop themselves and ready to reach their absolute potential.

The Early Years Foundation Stage is taught in accordance with the present policy for equal opportunities. Children are encouraged to develop a positive attitude towards people of different ethnic groups, cultures, beliefs, gender and ability; we support the belief that everyone is unique in their own right and act upon it.

- Ramps and two disabled toilets are available within the school to cater for children with physical disabilities.
- Our curriculum respects a child's ethnic faith and cultural heritage, and the special needs of each child by ensuring that these areas are covered within our indoor and outdoor learning opportunities, circle times, assemblies, visitors, role-play, books and positive images.
- We have on our staff a designated SENCO.
- It is the responsibility of the school to ensure that we identify and help those children in our care with additional educational needs, including gifted children and children with English as an additional Language.
- We follow the whole school safeguarding policy and behaviour policy.
- All staff have accessed and completed appropriate PREVENT Training.
- All staff are DBS checked.

Further information regarding the EYFS may be found on the DfE website: [www.education.gov.uk](http://www.education.gov.uk).

Review Date: September 2025.

