



Pendock CE Primary School

Be the best that you can be

Our approach to teaching Early Years

Intent

The EYFS is crucial in every child's development and, during these first years, basic skills and attitudes to learning and socialising are established.

Pendock embrace The Early Years Foundation Stage (EYFS) statutory framework and Development Matters. Early Learning Goals within the Development Matters sets the expectations of what children should be able to do at the end of Early Years Foundation Stage.

We recognise the uniqueness of each child and value every child's interests. We aim to deliver learning through a combination of adult led and child-initiated play, based on prior experiences and interests of children.

We will provide an ambitious curriculum which enables children to develop their curiosity and problem solving through a variety of learning opportunities.

We aim to support children with special education needs and to develop a working partnership between home and school to enable children to develop in confidence and increasing independence who thrive in school and reach their full potential from their various starting points. We will support our children to develop a sense of citizenship in line with British Values.

This will all prepare children to reach the Early Learning Goals at the end of the Foundation Stage and ensure children make at least good progress from their starting points.

Implementation

The Early Years Foundation Stage (EYFS) statutory framework and Development Matters inform our curriculum design, implementation and progression.

Four guiding principles shape our practice in the early years. These are:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of **learning and development**. Children develop and learn at different rates.

We support children in their learning through careful observations, adult led sessions, informal assessments and listening to information from parents/carers. We encourage children to use the 3 characteristics of effective learning:

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

At Pendock, our EYFS curriculum is designed to recognise children's prior learning and experiences begun in the home and, for some children, in pre-school settings. Our curriculum is progressive and purposeful.

We teach children how to make considered choices in their learning and most importantly, the skills needed to be independent, lifelong learners. We value autonomous learning so that the children reach their full potential while, at the same time, setting high attainment targets and making behavioural expectations clear and consistent.

The children are provided with ample opportunities accessible in both our indoor and outdoor provision. They engage in planned, focussed learning opportunities as well as self-initiated and free flow learning opportunities. The learning experiences within our Early Years are linked to the seven areas of learning and development within the EYFS.

All areas of the EYFS curriculum are followed and planned for, ensuring there is a broad, balanced and progressive learning environment and curriculum. The children will learn new skills, acquire new knowledge and demonstrate understanding through the seven areas in the EYFS curriculum:

Prime Areas		
Communication and Language	Physical Development	Personal, Social and Emotional Development

Specific Areas			
Literacy	Mathematics	Understanding the World	Expressive Arts and Design

Children benefit from meaningful learning across the curriculum and staff plan resourcefully for opportunities for communication, sustained shared thinking and physical challenge to build on existing skills, considering the Characteristics of Effective Learning.

Staff in the EYFS make regular observations of the children’s learning and collaborate to ensure their next steps are met. We regularly assess where the children are, using Development Matters, and then ensure that our planning, adult interaction and learning environment support children to reach their next steps.

We keep parents informed and we meet regularly with parents and carers to ensure children’s transition into school and through the EYFS is happy and allows them to reach their potential, with the support needed.

Impact

The impact of the EYFS curriculum is reflected in having well rounded, happy and confident children transitioning into Year 1. During their time in EYFS, they become fantastic role models and the very best of themselves. Their individuality is valued and the unique child has every opportunity to achieve and excel, based upon their own personal strengths, interest and core values whilst learning in EYFS, and in the future.

We strive to ensure that our children’s progress across the EYFS curriculum is at least good from their varied starting points. We also strive for children to reach the Early Learning Goals at the end of Reception and to be in line with National Expectations. We measure progress and children’s learning across the year through formative and summative assessments which are based on the teacher’s knowledge of the child, their learning journeys, photographs and videos recorded on Class Dojo.

By the end of their time in EYFS at Pendock, we truly hope to have instilled the PRIDE values in the children, enabling and encouraging them to truly ‘be the best that you can be’.

We aim to enable and encourage all those connected with Pendock School to be the best that we can be. By living out our Pride in Pendock values, we strive to inspire children, parents, staff and our wider community to fulfil their potential and enjoy life in all its fullness.