

EYFS at Ivegill CE Primary School



EYFS at Ivegill

At Ivegill we aim to:

- Encourage and help children to realise and achieve their full potential, contribute to the community beyond school and make positive contributions to the community in which they live.
- To create a secure and happy school environment where courtesy, consideration, good manners and honesty hold high priority.
- To provide an excellent education, both academic and social, in a Christian context.
- To provide a broad and balanced curriculum, which is relevant to the children and relates to their lives.
- To give each child equal opportunity to develop independence, confidence and self-esteem, whilst enjoying their learning.
- For our children to live their lives through the Christian Values, and uphold our values of Endurance, Trust and Community.

Planning

Following the EYFS Statutory Framework, we use Development Matters and our knowledge of our children when creating our Long Term Curriculum Plans. We follow an interest led curriculum - our long term curriculum plan gives an overview of suggested adult led activities that can take place alongside experiences that are planned in the moment. These will be an extension of a child's interests which has been observed, building on children's next steps and needs. Our highly skilled practitioners will be sensitive to the teachable moments and mindful of how they can extend children's thinking. Through this joint approach we will be fostering the Characteristics of Effective Learning, giving children opportunities to play and explore, opportunities for active learning and to develop their critical thinking.

To ensure high quality, progressive teaching we use Little Wandle Letters and Sounds as our systematic synthetic phonics programme, White Rose Maths, Questful RE and JIGSAW PSHE to support us in our planning.

Inclusion

We use Quality First teaching to ensure our curriculum is planned to be accessible for all children, and offers opportunity for challenge where appropriate. We get to know the children very well and understand that they all have different starting points. Using this knowledge, we plan our curriculum to be progressive for all.

To ensure that all children make good progress we have different strategies which happen daily, such as targeted interventions, group interventions, extra scaffolding and additional adult support where needed.

Assessment

Alongside the DfE Baseline Assessment, our own baseline assessments are carried out during the first few weeks in Reception to identify individual starting points. Practitioners then use their knowledge of the children, professional judgement, observations on Tapestry and work in books to track progress half termly through a RAG Rating. From this, we plan Next Steps for the children, and if any children are not 'on track' appropriate support and interventions are put in place.

Through our phonics scheme, assessments take place half termly, and from these we can ensure children are given the correct reading books for their level. If any children are highlighted as needing some support with their phonics, Daily Keep Up groups support children to bridge the gaps and get back on track.

Parents are regularly informed of their children's progress through observations on Tapestry, Parents Evenings and end of year Reports. We have an open door policy at Ivegill School, and parents have the opportunity to discuss progress or any concerns at any time.

At the end of the Reception year, children are assessed against the Early Learning Goals and the statutory EYFSP is completed. Children will be assessed as Emerging or Expected and this information is shared with parents and Year 1 teachers.

Monitoring

We have a rigorous monitoring system in place to continually monitor our practice to ensure we are offering the best opportunities and experiences for our children. This includes internal subject leader monitoring for each subject, visits from our EYFS Governor, and monitoring by the headteacher. The EYFS subject leader completes an action plan each year, and completes a report at the end of the year which outlines our successes, and highlights any changes we would like to make.

Our EYFS leader also monitors teaching and learning to improve standards, and they collaborate with colleagues in other EYFS settings within our school cluster by attending half termly meetings and training.

All staff are encouraged to develop their understanding of the EYFS and child development. Staff attend regular CPD training, and share this with other staff in school.

Continuous Provision

We are very lucky to offer an exciting and engaging environment for our children in the EYFS. We have worked hard over recent years to develop and improve our provision to ensure it is independently accessible, enriching and fosters children's curiosity. Children also have continuous access to our outdoor area, which allows them to develop their skills on a larger scale, discover the wonders of the Natural World and refine their Gross Motor Skills.

We carefully plan our provision both indoors and outdoors to allow children to develop their skills, consolidate their learning and extend their speech and vocabulary. Through a combination of child-initiated play, planned provisions and 'in the moment' planning, we can respond to the children's interests and extend their learning.

Matthew 5:16 *"Let your light shine".*