

The Early Years Explained



The Early Years Foundation Stage Curriculum:

Security and consistency is key in early childhood experiences, therefore we have close links with playgroups and nurseries within the Old Town and surrounding area to ensure that your child's induction process is as smooth as possible. We build on the experiences and skills that the pre-school providers have given to the children, and share their knowledge of the children. We hold Story Sessions for our prospective pupils, which are based upon favourite stories and songs and during the Summer Term, our Reception teachers visit the children in their pre-school setting to meet those children who will be starting school the following September. Nurseries, pre-schools, reception classes and child-minders registered to deliver the EYFS must follow a legal document called the **Early Years Foundation Stage Framework**. This sets the standards that schools must meet to ensure that children learn and develop well and are kept healthy and safe.

The Revised EYFS is made up of seven areas of Learning and Development. All areas of Learning and Development are underpinned by the principles of the EYFS. These areas of Learning and Development are inter-connected and although each is equally important, three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning. The three 'prime' areas are seen as the essential 'building blocks' for securing these positive outcomes for young children in later life. Once these are secured, children are equipped with the tools to make good progress within other areas of their learning.

| 3 Prime areas: | | |
|--|--|---|
| Communication and language <ul style="list-style-type: none">• Listening and attention• Understanding• Speaking | Physical development <ul style="list-style-type: none">• Moving and handling• Health and self-care | Personal, social and emotional development <ul style="list-style-type: none">• Making relationships• Self-confidence and self-awareness• Managing feelings and behaviour |

As children grow, the prime areas will help them to develop skills in 4 specific areas:

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|--|--|---|--|
| Literacy <ul style="list-style-type: none">• Reading• Writing | | Mathematics <ul style="list-style-type: none">• Numbers• Space, Shape and Measures | |
| Understanding the world <ul style="list-style-type: none">• People and Communities• The World• Technology | | Expressive arts and design <ul style="list-style-type: none">• Media and Materials• Imagination | |

Assessment:

Assessment is a frequent and ongoing process throughout the Early Years Foundation Stage at Lawn; we are constantly assessing the children's learning and we use this to inform future planning. During term 1, the class teacher will carry out a baseline assessment for every child. This will establish where they are in all aspects of their learning and development and enable teachers to plan and cater for a child's next steps in their stage of development. The results of this early assessment will be shared with parents at the parents evening in term 1.

The principle strategy for assessing young children's development and learning takes place through teacher observation of children as they take part in everyday activities, and planned observations, where teachers spend time on a specific task with an individual child or small groups. Well-planned play (both indoor and outdoor), enable children to learn by experience, to interact with one another and to explore with enjoyment and challenge. To be able to make our judgements, assessing children whilst engaged in these activities helps us as teachers, parents and carers to recognise progress, understand individual needs of children and plan stage-related activities. Evidence is collected using learning journeys, observations and photographs and collated into a 'Profile' for each child. We are then able to track and record each child's progress throughout the year.

The individual profiles of evidence for each child provide a well-rounded picture of a child's knowledge and understanding, abilities, progress and readiness for Year 1. Under the new EYFS Profile, we are required to make a judgement as to whether a child is meeting (expected), exceeding or emerging in relation to the Early Learning Goals (ELGs) by the end of the Reception Year. This is a statutory requirement.

- Emerging: your child is working below the expected level
- Expected: your child is working at the level expected for his age
- Exceeding: your child is working above the expected level

Your child's teacher will award one of these levels for each of the seven EYFS areas of learning.



On leaving the Foundation Stage at the end of Reception, your child will be assessed against these 17 Early Learning Goals and their progress will be shared with you. A child is considered to have a 'good level of development' if they have achieved at least the expected level in the Early Learning Goals in all aspects of Personal, Social and Emotional development, Physical development, Communication and language, Literacy and Mathematics. By the end of the year the teacher will have built up an accurate profile of the each child's development. To ensure that EYFS levels are consistent within schools and nationally, the Profile is subject to moderation. This happens both internally (with the class teacher, Phase Leader and the head teacher) and externally, with the Local Authority taking a sample of a school's Profiles to moderate. In July we send the data of each child's achievement to the LA.

For further information on the EYFS, please see the link below:

http://www.foundationyears.org.uk/files/2014/08/EYFS_Parents_Guide-amended.pdf