



Green Wrythe Primary School

Early Years Foundation

Stage Statement

Green Wrythe Primary School is part of the Greenshaw Learning Trust.
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4AF.



Our vision at Green Wrythe is to 'be the best we can be' in all we do. To support our pupils to achieve this, we focus on our school values: to be accepting, aspirational, caring, reflective, resilient and respectful.

Early Years Foundation Stage Unit at Green Wrythe Primary school.

Intent

The Early Years Foundation Stage is the period of education from birth to 5 years. Our EYFS Unit (one nursery class and one reception class) aims to provide opportunities for our children to develop as independent, confident, successful learners with high aspirations who know how to make a positive contribution to their community and wider society.

Our goal is to ensure that all children are happy and engaged. Through our curriculum, we provide an environment that allows each child to display high levels of concentration, creativity, energy and persistence. The rationale behind this is that high levels of well-being and involvement lead to high levels of child development and indicate deep level learning. (Leuven Scales)

This curriculum concept should result in significant changes in a child's learning capacity, leading to better outcomes in relationships and life in general. We believe that children need rich opportunities to initiate ideas and activities so that they develop the learning characteristics that will support life-long learning. (Characteristics of Effective Learning- CoEL)

Through the EYFS curriculum that we provide, the children continually demonstrate their ability in;
Playing and exploring
Learning actively
& Creating and thinking critically

We hope that all children will be inspired and motivated to actively participate in the curriculum; experiencing enjoyment and transitioning into key stage one with the confidence and character to meet the challenges of an ever-changing world.

Implementation

In Nursery and Reception, we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage.

We actively safeguard and promote the welfare of all of our children. We recognise that children will learn most effectively when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults who care for them.

We keep parents informed and we meet regularly with them to ensure children's learning and development through the EYFS is happy and allows them to excel with the support needed. This includes transition sessions, pre-school nursery visits and home visits, stay and play sessions, parent workshops, as well as class floor books, folder based learning journeys, celebration assemblies, reports and parent consultations. We also encourage more frequent day to day, informal communication to suit individual families.

We aim to provide a setting that encompasses a safe and stimulating environment where children are able to enjoy learning and grow in confidence and independence.

Our Nursery and Reception classes follow the Statutory Early Years Foundation Stage framework, our curriculum is based on the educational programmes. We use non statutory guidance to support our bespoke curriculum planning, to provide engaging learning experiences in the 7 areas of learning:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The core aim of the Foundation stage is to provide a strong and solid platform. To aid the early development of our children, we strongly believe that they should develop the three prime areas first. This begins in our nursery, with our youngest children, at the tender ages of 3.

As children grow and progress, the prime areas support them to develop skills in the four specific areas. Children in EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. Our outdoor area is used all year round and in most weather conditions. We ensure activities support the Characteristics of Effective Learning to ensure learning takes place.

At Green Wrythe children explore the curriculum in many ways, individually, during "Discovery Time" when the adult joins the child in their play and supports next steps in learning, as well as focussed learning opportunities which embeds previous teaching or addresses misconceptions or gaps in learning. These can be the whole class, a small group or individually.

The adults are there to teach. They do this through observing and interacting. Our adults know

the children very well and have a sound understanding of child development. This ensures that the adults enhance and extend the learning at the appropriate level for each unique child. As the children become involved in activities of their choice or working in focussed groups, the adults observe the children carefully, and engage in quality interactions (teaching) to move the learning on.

In Discovery Time, our workshop style environment indoors and outside, high level learning takes place. All resources are available to the children all the time and they select what they want to do in each area. This is enhanced regularly according to the children's interest and any focussed adult led learning. The children initiate their own learning and the adults support and guide them to extend the learning opportunities. We use the observation cycle on a moment by moment basis. Focus children are given extra attention, but all the children are busy and learning all the time. .

In Reception, our focussed groups include daily phonic and maths teaching as well as reading with an adult three times a week.

In Nursery we focus on communication and language, social skills, early number, reading and writing experiences.

We strive to ensure that our children's progress across the EYFS curriculum is good from their varied starting points. We also strive for children to reach the Early Learning Goals at the end of Reception. We measure the percentage of pupils achieving age related expectations throughout the academic year and put supportive interventions in place if and when needed.

Impact

Our children have varied and diverse starting points. Therefore, we have high expectations to ensure that all children make 'good progress' across all of the areas of the EYFS curriculum. Progress is evident in floor books, individual learning journals and data. We strive for children to reach the Early Learning Goals at the end of Reception.

Class teachers use observations to make formative assessments which inform future provision, teaching opportunities and ensure that all children build on their current knowledge and skills at a good pace. Using the Trust discussion document children are tracked as on track or not on track throughout the year. "SIMS" (school's data system) supports us to ensure rates of progress are at least good for all children, including vulnerable groups such as those with SEND, Pupil Premium or EAL children. Our assessment judgements are based on information we have gathered about a child from home visits, parents, carers and other adults who interact with the child. We also partake in local "Best Practice" meetings where schools and colleagues share ideas and discuss together, to ensure there is a good understanding of the end of key stage judgements.

The impact of our curriculum is also measured by how effectively it helps our children develop into well rounded individuals who embody our school values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens. Our children listen respectfully and with tolerance to the views of others, take pride in all that they do, always striving to do their best, demonstrate emotional resilience and the ability to persevere when they

encounter challenge, develop a sense of self-awareness and become confident in their own abilities, are kind, respectful and honest, demonstrate inclusive attitudes and have a sense of their role in our wider society.