



Victor Seymour Infants' School

Early Years Foundation

Stage Statement

Victor Seymour Infants' School is part of the Greenshaw Learning Trust.
The Greenshaw Learning Trust is a charitable company limited by guarantee registered in England and Wales,
company number 7633694, registered at Greenshaw Learning Trust, ORU Sutton, Throwley Way, Sutton, SM1
4AF.



[Victor Seymour Infants' School](#)
[Curriculum Document](#)
[Foundation Stage Statement Spring 2024](#)

Subject introduction - Early Years, How we teach in the Foundation Stage at Victor Seymour

At Victor Seymour we want our children to enjoy their school surroundings and be happy, confident and motivated about their learning. The Early Years is an exciting stage of their children's journey where they secure solid foundations of learning for the future. We want our children to develop verbally, physically and emotionally as well as cognitively whilst acquiring the thirst for learning. Within the Greenshaw Learning Trust we are committed to providing the best possible early education for all our children.

Intent

The unique child	Enabling environments	Learning and development
<p>We want our children to be independent thinkers and effective communicators who are capable, confident and self-assured. We want our children to be constantly developing their curiosity and resilience whilst learning to be strong through positive relationships where there is equality of opportunity for all.</p>	<p>We believe in providing all children with a safe and stimulating environment that builds on each individual's wants, needs and interests. We value the importance of our outdoor and indoor environments and believe that these offer children the opportunity to think creatively and critically and develop problem solving skills.</p>	<p>Our children have the opportunity to learn through play. Learning will be active, engaging and suitably challenging; recognising that children develop and learn at different rates.</p>
Learning Interactions	Characteristics of Effective Teaching and Learning	Safeguarding
<p>Adults provide high quality interactions, are role models for learning, teach children skills and provide experiences which ensure their well-being and success now and in the future. Fundamental to this is consistently high quality learning opportunities that develop a rich vocabulary, practise and review skills and knowledge so that what children know, can remember and do is</p>	<p>Through playing and exploring we want children to be given opportunities to investigate activities with a 'have a go' attitude. We expect learning to be active and encourage children to use their own ideas and make links within their learning by creating and thinking critically.</p>	<p>References for safeguarding included the new updated government advice and guidance – Keeping Children Safe in Education 2021, Working together to Safeguard Children 2018 and the Prevent Duty Guidance 2021.</p> <p>An annual Risk Assessment booklet for the Early Years is produced and disseminated around staff to sign and any updated risk assessment added when</p>

strong. Our children benefit from strong partnerships between all adults and parents/carers.		necessary.
Curriculum		
<p>We acknowledge the potential for learning in every activity and situation that arises. We deliver the opportunities to support the Educational programmes set out in the 'Statutory Framework for the Early Years Foundation Stage'.</p> <p>The curriculum is organised into 17 Early Learning Goals through 7 areas of learning. None of these areas and principles can be delivered in isolation from each other. They are equally important and depend on each other.</p> <p>3 Prime Areas of development:</p> <ul style="list-style-type: none"> ● Communication and Language Development Listening and Attention and Understanding, Speaking ● Personal, Social and Emotional Development: Self-Regulation, Managing Self, Building Relationships ● Physical Development Gross Motor Skills, Fine Motor Skills <p>4 Specific Areas through which the 3 Prime Areas are strengthened and applied:</p> <ul style="list-style-type: none"> ● Literacy Comprehension, Word Reading, Writing ● Mathematics Numbers, Numerical Patterns ● Understanding the World Past and Present, People, Culture and Communities, The Natural World ● Expressive Arts and Design Creating with Materials, Being Imaginative and Expressive 		
Implement		
Learning strategies	Role of the adult	Observations
<p>Our learning opportunities provide first hand experiences through play and discussion; children are encouraged to interact with others, to move about and to explore a variety of learning situations.</p> <p>The children learn through a balance of child initiated and adult-led learning.</p> <p>Outdoor learning is an important element of the Early Years and children will have access to the outdoor environment throughout the day as we see this as a huge support with their learning and it supports their sense of well-being and development.</p>	<p>Adults within the Foundation Stage are an integral part of the learning and development of the children.</p> <p>The adults will model language, support with developing the learning through thought-provoking conversations and allow the children's interests to guide the learning. The adult will support the child by begin supportive, sensitive and responsive to all children.</p>	<p>Capturing the learning of individuals is vital to support the development of the children. Through observing the children we are able to learn what the children can do and enjoy but support us to move the children on with their learning in that moment.</p> <p>Our online learning journey 'Tapestry' enables us to capture key moments and provides opportunities to share with parents their child's interests, experiences and learning.</p>

Home/School Partnership / Supporting Parents	Meeting the needs of all children
<p>The importance of parental engagement is vital to us and we aim to involve parents/carers as much as possible in their child's education at Victor Seymour.</p> <p>Learning information is available on our Frog learning platform and also through Tapestry weekly updates. In Nursery and Reception the children choose a library book to take home each week. Children in Reception take home Reading Communication Books. The children are encouraged to share/read books with their parents/carers daily in Reception and weekly in Nursery. Parents are able to access our online learning Journey 'Tapestry' and share their own learning and experiences from home with the staff.</p> <p>Workshops for parents/carers are held throughout the academic year to support home learning and share examples of school learning.</p>	<p>All pupils are valued equally, irrespective of ability, race, gender, class and community. A graduated approach, working collaboratively with parents/carers and colleagues in school including the Foundation Stage Leader and SENCO, identifies and meets the needs of SEND pupils.</p>
Timings	
<p>The Foundation Stage consists of morning and afternoon Nursery classes including 30 hour children and 3 Reception classes.</p> <ul style="list-style-type: none"> • Nursery – AM session 8.30am – 11.30am • Nursery – PM session 12.30pm – 3.30pm • 30 hour children - 8.30am – 3.30pm (Lunch 11.30 – 12.30) • Reception – 8.40am – 3.05pm (Lunch 12.05pm – 1.10pm) <p>Children accessing the 30-hour provision will have lunch within the Nursery setting. Staff ratios, at all times, are in line with EYFS Statutory guidelines</p>	
Impact	
Assessment	The unique child
<ul style="list-style-type: none"> • Ongoing assessment is an integral part of the learning and development process for all individual children. • Staff are involved in regular observations and discussions about the children's progress in their learning. Observations, child's voice, samples of learning and photographs are recorded in each child's online Learning Journey or within their own Learning journey folder in class. • Assessment data is entered on to SIMs termly. Practitioners will report whether children are meeting expected or not at expected levels of development. • Termly data will be collected when directed by Greenshaw Learning Trust. • End of year data for Reception is submitted to the borough. • Staff will also be responsible for reporting on the child's end of year outcomes to parents/carers in the annual Report. 	<p>We want our children to be independent thinkers and effective communicators who are capable, confident and self-assured.</p> <p>We want our children to be constantly developing their curiosity and resilience whilst learning to be strong through positive relationships where there is equality of opportunity for all.</p>
Useful Links	
<p>EYFS Statutory Framework</p> <ul style="list-style-type: none"> • https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf <p>Birth to 5 Matters 2021</p>	

- <https://www.birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf>

Development Matters 2021

- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf

Siren Films - Characteristics of Effective Learning

<https://www.sirenfilm.co.uk/library/the-characteristics-of-effective-learning-an-overview/>