



NPCAT PRIMARY FOUNDATIONS EYFS












FOUNDATIONS FOR EXCELLENCE



EYFS VISION & AIMS

At NPCAT we believe that every child is unique and deserves the best possible start in life. They should be allowed to fulfil their potential in a secure, safe and happy environment, where positive relationships are enabled.

Across all of our NPCAT Early Years settings :

-  The development of children's spoken language underpins all seven areas of learning and development.
-  Physical activity is seen as vital in children's all-round development, enabling them to pursue happy, healthy and active lives.
-  Children's personal, social and emotional development is considered crucial for them to lead healthy and happy lives, and is fundamental to their cognitive development.
-  Children will develop a life-long love of reading.
-  Children will develop a strong grounding in number.
-  Children are guided in their understanding of the world around them and the community in which they live..
-  The development of children's artistic and cultural awareness supports their imagination and creativity



FOUNDATIONS FOR EXCELLENCE



EYFS INTENT



Four guiding principles

The EY setting is shaped by the overarching principles as set out in the Early Years Framework



Coverage of the seven areas of learning

The curriculum offer is informed by the seven areas of learning and development



Language-rich environment

The development of children's spoken language and communication underpins all seven areas of learning and development.



High quality, purposeful play

Play is challenging and engaging and enables children to progress through EYFS curriculum.



Positive relationships





Children are supported to build positive relationships with their peers and adults in the setting.



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EYFS INTENT

-  **Characteristics of effective learning**
The behaviours children use in order to learn are embedded.
-  **Outdoor provision**
Is accessed daily, in all weathers and is an extension of the classroom.
-  **Statutory Welfare Requirements**
All statutory welfare requirements are adhered to by all members of staff. Staff are knowledgeable about these.
-  **Parent/Carers as Partners**
Parent/carers are involved in their child's EYFS journey.



FOUNDATIONS FOR EXCELLENCE

EYFS

AREAS OF LEARNING DEVELOPMENT

PRIME AREAS

SPECIFIC AREAS

- ✓ COMMUNICATION & LANGUAGE
- ✓ PHYSICAL DEVELOPMENT
- ✓ PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

- ✓ LITERACY
- ✓ MATHEMATICS
- ✓ UNDERSTANDING THE WORLD
- ✓ EXPRESSIVE ARTS & DESIGN



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EYFS

Characteristics of Effective Learning

Playing and
Exploring-engagement

Active Learning-motivation

Creating and thinking critically-
thinking



FINDING OUT AND EXPLORING



BEING INVOLVED AND
CONCENTRATING



HAVING THEIR OWN IDEAS



PLAYING WITH WHAT THEY KNOW



KEEPING ON TRYING



CHOOSING WAYS TO DO
THINGS



BE WILLING TO HAVE A GO



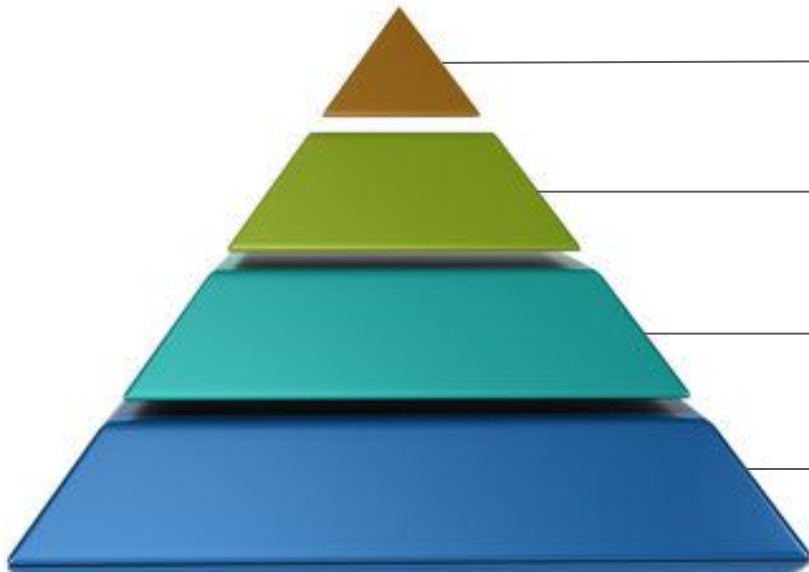
ENJOYING ACHIEVING WHAT
THEY SET OUT TO DO



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EYFS INTENT



Adult led: Linked to provision, phonics etc.

Enhanced: Resources that will come and go in response to teaching e.g. adding in an enhancement or provocation to fill in a gap or extend learning.

Continuous: Re-evaluating the space and resources relating to checkpoints giving opportunities to revisit, consolidate, rehearse and extend learning.

Basic: The things we put to enable gap and strength analysis to inform continuous provision.

EYFS LEVELS OF PROVISION



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EYFS IMPLEMENTATION - 4 GUIDING PRINCIPLES



The Four Guiding Principles of the Early Years Foundation Stage

A Unique Child

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured

Positive Relationships

Children learn to be strong and independent through positive relationships

Enabling Environments

Children learn and develop well in enabling environments in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents / carers

Learning and Development

Children develop and learn in different ways. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities



FOUNDATIONS FOR EXCELLENCE

EYFS IMPLEMENTATION- COMMUNICATION & LANGUAGE



Staff engage in high quality interactions with children and hold back and forth conversations.



Practitioners read frequently to children, and engage them actively in stories, non-fiction, rhymes and poems, and then provide them with extensive opportunities to use and embed new words in a range of contexts.



Purposeful print can be seen throughout the setting; what children have access to has a meaningful context.



Practitioners model, use sensitive questioning and support children to use a rich range of vocabulary and language structures.



For children whose home language is not English, providers must take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.



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EYFS IMPLEMENTATION- PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT



- ✓ Staff create strong, warm and supportive relationships with children.
- ✓ Co-regulation is evident throughout the setting; children are supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.
- ✓ Adults model and guide children to learn how to look after their bodies, including healthy eating, and manage personal needs independently.
- ✓ Children are supported to create positive relationships and friendships; they learn how to make good friendships, co-operate and resolve conflicts peaceably.



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EYFS IMPLEMENTATION- PHYSICAL DEVELOPMENT



- ✓ Staff are knowledgeable about the importance of children's muscular development to support later writing.
- ✓ Staff provide opportunities for play both indoors and outdoors. Adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility.
- ✓ Children are encouraged to take and manage their own risks.
- ✓ Children are given repeated and varied opportunities to develop gross and fine motor development such as: using crates and planks to climb and balance on, using brooms to sweep or paint with and playing with small world activities, puzzles, arts and crafts and the practice of using small tools.



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EYFS IMPLEMENTATION- LITERACY



- ✓ Staff develop language comprehension by adults talking with children about the world around them and the books (stories and non-fiction) they read with them. They enjoy rhymes, poems and songs together.
- ✓ Staff use a validated SSP program in Reception.
- ✓ School staff understand the importance of fidelity to one SSP programme, and all staff are trained in the implementation of the SSP teaching.
- ✓ Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.
- ✓ Environments are literature rich. Language and vocabulary development is promoted through conversations with adults as a model of high quality talk, as well as exposure to a wealth of stories, songs, poems and rhymes.
- ✓ Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). Children are given a wide variety of opportunities to mark make and write in the provision areas. Staff model writing in play by using scribing from Nursery.



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EYFS IMPLEMENTATION- MATHS



- ✓ Staff are knowledgeable about the teaching of early mathematics.
The school subscribes to NCETM Mastering Number/ Number Sense programme.
- ✓ Children are given frequent and varied opportunities to apply mathematical concepts.
- ✓ Relevant maths manipulatives are readily available for the children to use.
- ✓ Children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built; a lot of this is done through purposeful play.
- ✓ Children are given opportunities to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.
- ✓ Children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.



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EYFS IMPLEMENTATION- UNDERSTANDING THE WORLD EXPRESSIVE ARTS & DESIGN



- ✓ Children are given a range of personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters.
- ✓ Children listen to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.
- ✓ Children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.
- ✓ Children have opportunities to self-express and interpret and appreciate what they hear, respond to and observe.
- ✓ Children have access to a wide variety of high quality of resources.



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EYFS IMPLEMENTATION- PURPOSEFUL PLAY



- ✓ Resources in provision areas have a purpose and link in with current checkpoints or any gaps in learning; relevant components can be clearly seen.
- ✓ Provision areas are adapted for each checkpoint period to ensure children are challenged and are progressing through the curriculum.
- ✓ Staff take into account skills progression when placing resources in the areas; resources are not 'low level'.
- ✓ Formative assessment is also used to inform provision area enhancements.
- ✓ Staff can articulate the intent of their provision areas.



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EYFS IMPLEMENTATION- HIGH QUALITY INTERACTIONS



- ✓ Adults use back and forth conversations with children; staff engage in high-quality sustained shared thinking.
- ✓ Staff use quality interaction techniques such as repetition, commenting, expanding and explaining.
- ✓ Adult interactions challenge children and move their learning forward.
- ✓ Staff let the child take the lead in their learning, when in play.
- ✓ Staff get down to the child's level when interacting with them.



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EYFS IMPLEMENTATION- LANGUAGE-RICH ENVIRONMENT



- ✓ Stories, poems and non-fiction books are placed across all areas of provision.
- ✓ Print around the setting is purposeful and meaningful to the children.
- ✓ Adults talk to children and read stories frequently.
- ✓ Children explore making their own prints by scribing, mark making, writing and drawing.



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EYFS IMPLEMENTATION- OUTDOOR LEARNING



Children have access to outdoor play, in all weathers, where safe to do so.

The outdoor environment enables children to access all seven areas of learning and offers opportunities for large-scale play.

The outdoor provision is seen as a classroom and is kept to the same high standard as the indoor provision.

Provision areas in the outdoor provision have a purpose and link in with current composites and components.



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EYFS IMPLEMENTATION- PARTNERSHIP WITH PARENT/CARERS



Parents and/or carers are kept up-to-date with their child's progress and development. Practitioners should address any learning and development needs in partnership with parents and/or carers.



Parents are informed of their child's EYFS curriculum and pedagogy.

Parents are invited to join their child's learning through events such as: Stay and Play, shared reading, prayer time etc.



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EYFS IMPACT- ASSESSMENT



Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through collection of physical evidence



FOUNDATIONS FOR EXCELLENCE



EYFS IMPACT



Formative Assessment

Staff engage in high quality interactions with children where they challenge them and move their learning forward; they know their children well and know their next steps. They can clearly articulate a rationale for their interactions. Staff promote appropriate discussion, communicate well to check children's understanding, identify misconceptions and deepen learning.



Summative Assessment

Checkpoints are completed at each given period. Staff use this to inform their up and coming provision areas, interactions and adult-led activities.

Children achieve a Good Level of Development (GLD)
School completes Reception Baseline Assessment



Children at risk

Any gaps in learning of individual children are identified, planned for and closed.
Phonics interventions are given to the lowest 20%
Keep up interventions, in phonics, are given to those children who have been absent.



CORE FOUNDATIONS

EYFS



Practice shaped by the four guiding principles



Seven areas of learning



Language-rich environment



High quality, purposeful play



Cultural Capital



Statutory Welfare Requirements



Positive relationships



Characteristics of effective teaching and learning



Outdoor provision



Following the interest of the child



Parents/Carers as Partners