

## **Subject Story**

### **Early Years Foundation Stage**

#### **Intent**

We believe that the foundations of a good, high quality education, start with a solid Early Years curriculum. This is both for the personal, social and emotional development of children as well as their academic achievements. One is not exclusive of the other.

At Morden Primary, our Early Years' intent is to ensure that children receive a wide and varied range of experiences that not only match our local context and baseline information, but also stretches and challenges our children to meet the expectations of the Educational Programmes and Early Learning Goals.

Whilst physical and emotional milestones may not change within child development, we are ever aware that the contextual, social and environmental elements which impact on child development continuously change. Therefore, we believe in regularly reviewing how we cater for pupils' needs to enable every child to reach their personal best.

#### **Implementation**

##### **Meaningful learning**

- The curriculum is responsive to pupil need and results in a wide variety of activities that stimulate interest and curiosity in all 7 areas of learning.
- Children are promoted to demonstrate independent and safe learning behaviours through the clear structures and adult guidance embedded in daily practice.
- The curriculum and focused teaching develops basic reading, writing and number skills.
- Carefully selected topics and development of pastoral care, lead to children being engaged and taking ownership for their learning.
- We use an online evidence gathering system to support staff understanding each child as an individual learner and develop our planning to meet the next steps for each child.

##### **Staff knowledge**

- All EYFS staff demonstrate a deep knowledge and understanding of the EYFS curriculum and pedagogy in relation to the learning needs of the children.
- The EYFS staff effectively identify children in need of early help, and working with external agencies, e.g. educational psychologist, LA inclusion team and SALT, to ensure children are well supported to achieve well.
- Ongoing, bespoke and high quality CPD, sharing good practice and mentoring, the quality of teaching and provision from both teachers and support staff is highly effective.

##### **Vocabulary development**

- Staff model the use of rich and varied vocabulary when they play alongside the children. This rapidly develops children's communication and social skills. Where some children are very articulate when they explain their thinking and learning, this is used to support and motivate their classmates.

## Communication and Language

Communication and language are key to all 7 aspects of learning. A high-quality environment and interactions from adults enable children to develop their speaking and listening skills. A language rich environment, with role play and reading areas designed to engage interest and a wealth of specifically chosen resources and prompts, help the EYFS team to ensure that communication and language remain at the forefront of children's learning. Where children require extra support for communication and language, staff are quick to determine and run appropriate small group and 1:1 provision, as well as embedding this into their whole class practise.

## PSED

Children's personal, social and emotional development is a high priority. Adults model the school values, the Educational Programmes from the EYFS Framework and the non-statutory Development Matters objectives continuously, to support children as they grow and develop their relationships and understanding of their own and others emotional wellbeing. Whilst specific activities are planned to promote PSED (such as small group work, games and texts which promote discussions), opportunities are woven into all aspects of the EYFS continuous provision.

## Reading

Phonics is taught discreetly daily in Reception, and, in Nursery discreet speaking and listening activities and sessions allow for the children to have the firm foundation required for formal phonics teaching. The sequence in Letters and Sounds is followed, with Jolly Phonics used to engage children and the school's method of 'stretch-robot-sound button-write' to ensure a consistent approach. For home readers, children in Reception take a book based on their current phonics learning and a 'reading for pleasure' text. In Nursery, this is carefully manipulated to follow the specific needs of the child. Children share a love of reading through a variety of high quality texts used through discreet teaching and in the continuous provision.

## Early maths

Children's interest in maths is fostered through a range of maths specific and integrated activities. Maths sessions are taught in both large and small groups, and activities and the environment provide opportunities for children to practise these skills. Children are given maths home learning which allows them to find maths in the everyday environment, as well as develop in the prime areas of the curriculum through sharing games and learning resilience.

## Impact

- Pupils enter the Foundation stage at levels significantly below those expected nationally, particularly in Communication and Language and make good progress by the time they leave.
- Despite entering the school well below expected starting points, pupils catch up quickly and are broadly in line nationally leaving Reception class at a Good Level of Development.
- High expectations result in children achieving across all areas of learning and development so that they are well prepared physically, academically, socially and emotionally for the next stage of their education. Children who are eligible for support through the early years' premium make progress in line with other children at the school.

EYFS	2019 MPS	2019 Nat
% at GLD	77%	72%
Reading Expected	76%	76.9%
Reading Exceeding	24%	18.6%
Writing Expected	77%	73.7%
Writing Exceeded	27%	10.9%
Maths Expected	76%	79.8%
Maths Exceeded	33%	16.6%
Whole class APS	36.7	34
PP APS	33.9	
Non PP APS	37.6	

**If you were to walk into an EYFS lesson at Morden, you would see:**

- ✓ Use of a high-quality props, texts and interactive resources such as film and singing.
- ✓ Learners taking part in small groups and whole class activities.
- ✓ All members of the EYFS team involved in recording and assessing pupils' without encroaching on time spent interacting, responding, prompting and challenging individual children.

**If you were to walk into the EYFS Learning Environment, you would see:**

- ✓ A range of engaging activities motivating the children to explore and be inquisitive through play. e.g. the role play area encourages independence and real-life experiences.
- ✓ Opportunities to develop numeracy and literacy skills.
- ✓ The outdoor provision promotes curiosity and provides good opportunities for children's physical development. e.g. there is a bug hotel, a mud kitchen, a stage and climbing equipment.
- ✓ Attractive and stimulating with a wide range of quality resources readily accessible for the children.

**Pupil Voice**

**What do you like about the EYFS:**

- 'The arts and crafts table. I also like being with my friends in Yellow Class.'
- 'I like sitting with an adult to do my jobs, choosing time and the computer room.'
- 'Playing outside with the toys and I like the pirate ship.'
- 'Nursery parties with my friends.'
- 'My teachers and the colourful classroom. The computer room and watching Numberblocks together.'
- 'I like the creation station because you can make things.'
- 'I like playing on the bikes.'

**The EYFS progression of skills is taken from the statutory Government Educational Programmes found here - [Statutory framework for the early years foundation stage](https://publishing.service.gov.uk) ([publishing.service.gov.uk](https://publishing.service.gov.uk))**

## Learning environment



## Successes in 2020-2021

### Identify:

- Identify training needs around evidence gathering.
- Promotion of new technology for gathering evidence.
- Identification of new curriculum training.
- Further development of environment.

### Develop:

- Training has taken place around evidence gathering and how this impacts on planning next steps.
- Training has taken place on the new curriculum and assessment processes.
- Development of the continuous provision to allow children to develop and embed taught skills.

### Embed:

- Children's independence through and self-care through changes to the transition and daily drop-off/collection models.
- New planning formats are in place and assessment is informing planning for continuous provision.

### Establish:

- Staff are confident in using Evidenceme as a tool for gathering 'wow' moments.
- Continuous provision reflects all 7 areas.
- Outdoor learning is highly developed and well organised.

## **Priorities for 2021-2022**

### **Identify:**

- Planning and progression documents to meet the new EYFS curriculum.
- Set expectations for evidence gathering to ensure balanced and impacts on planning and therefore next steps.
- Ensure assessment practices are in line with new framework.

### **Develop:**

- The role of the key worker alongside speech and language groups for every child.
- Enhance parental engagement through the regular use of 'wow' moments.
- To enhance the use of the Characteristics of Effective Learning

### **Embed:**

- Monitoring of evidence gathering.
- Ensure that the continuous provision allows for a language rich environment.

### **Establish:**

- Daily short-term planning formats in place and assessment is informing planning of continuous provision.

## **Priorities beyond 2022**

- Enable parents to have access to their child's online profile.
- Further embed the 2021 changes to the EYFS curriculum and assessment systems.

## **Some websites you might find particularly interesting**

### **Reading:**

[Read a Story Online - Audiobooks](#)

[Pearson - Help Your Child to Read](#)

[Love Reading 4 Kids](#)

[Power of Reading](#)

### **Phonics:**

[BBC Alphablocks Guide To Phonics](#)

[Oxford Owl - Letters and Sounds](#)

[Introduction to Jolly Phonics](#)

[Jolly Phonics Songs Vimeo](#)