



Euxton Church of England Primary School
In our Christian family, we all SHINE in the light of Jesus.



Subject Leader Report - EYFS

SUBJECT LEADER(S): Mairi Ash

INTENTION - Subject Overview:

At Euxton C.E. Primary School we aim to give all children in our **care** the best possible start to their future and the chance to **SHINE**. Through a creative, broad and balanced curriculum based around the children's own interests, we create a **happy, safe and stimulating environment** with enjoyable experiences where children can **express their individuality** and become great **independent learners**. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life, following the teachings and examples of **Jesus**. We endeavour to ensure that children "**learn and develop** well and are kept **healthy and safe**." We aim to give children the "broad range of **knowledge and skills** that provide the right **foundation** for good future progress through school and life." (Statutory Framework for the EYFS 2017)

Social, Moral, Spiritual and Cultural development, including the promotion of British Values are at the **heart** of our curriculum. Children **value** each other's **views and beliefs** and talk about their **feelings**. We encourage and support children to learn to distinguish right from wrong. We provide opportunities for children to develop their **self-esteem and confidence** in their own abilities. We understand the importance of making links with our wider community as well as learning about the world further afield; enabling children to recognise and **respect similarities and differences** between themselves and others.

IMPLEMENTATION - Planning:

All children and their families are valued at Euxton C.E. Primary School. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. We plan opportunities that build upon and extend children's knowledge, experience and interests and use a wide range of teaching strategies based on children's learning needs. A wide range of opportunities is provided to motivate and support children and to help them to learn effectively. We provide a safe and supportive learning environment in which the contribution of all children is valued. Children's progress is monitored and action is taken to provide support as necessary.

We aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision. Effective learning builds and extends upon prior learning and following children's interest. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded in the children's individual learning journeys. Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

When planning and guiding children's activities we reflect on the different ways that children learn using the following Characteristics of Effective Teaching and Learning;

- Playing and Exploring - children investigate and experience things, and 'have a go';
- Active Learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
- Creating and Thinking Critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. (Taken from statutory framework for the EYFS 2017)

IMPLEMENTATION AND IMPACT - Assessment, Monitoring and Evidence:

As children enter our setting we carry out baseline assessments, linked to the learning and development requirements of the Early Years Foundation Stage, to indicate where each child is working. These baseline judgements are then moderated internally. Through careful assessments and observations, including information provided by parents, children's development levels are assessed. During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. Our EYFS Profile scores are moderated internally and with our local cluster schools. The Profile includes on-going observation, all relevant records held by Reception staff, discussions with parents and carers, and other adults who can offer a useful contribution. Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). Our Year 1 teacher is given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the transition and planning of activities in Year 1.

IMPLEMENTATION AND IMPACT - Enrichment opportunities:

We value the important contribution that parents make to their child's education. Parents are invited to a range of activities throughout the year that encourage collaboration between child, school parents and carers - for example 'stay and play' opportunities like our exciting Dinosaur Feast, celebration assemblies and Sports Day. We welcome a range of visitors to be able to develop children's knowledge and understanding of people who help us in school and our wider community, for example our class link Governor and parents sharing information about their jobs. The children complete their Road Safety training which enables the class to explore our local environment and community area, for example seasonal walks through Ransnap Woods, walk to our parish church, library and local shops. We enjoy visits to places further afield to enrich our topical learning, for example learning about life cycles and plants at Bring Yer Wellies.

EVALUATING IMPACT ON LEARNING, SEPTEMBER 2021-2022

<u>INTENT</u>	<u>IMPLEMENTATION</u>	<u>IMPACT</u>
Adapt EYFS curriculum in order to embed the new EYFS statutory framework which will improve outcomes at age 5, particularly in early language and literacy.	Reception teacher became familiar with the changes to the new EYFS framework. A broad curriculum was adapted to meet the needs of the children and improve child development. A focus on early language and extending vocabulary was implemented in order to develop vocabulary skills across all 7 areas.	Most children achieved the age appropriate outcomes at the age of 5.
Complete the Reception Baseline Assessment for participating pupils in the first six weeks after they enter reception.	RBA was administered on a one-to-one basis by Reception teacher. Pupil answers recorded on the BeP and submit data accordingly.	Results of the baseline used to support pupil's individual development and help create a unique curriculum to match their needs.
Develop children's knowledge and skills of technology.	SeeSaw used to enhance pupil voice and family engagement in children's learning. Children participated in using SeeSaw to record their learning.	Children were be able to celebrate and share own learning at home and school.

FOCUS FOR LEARNING, SEPTEMBER 2022-2023

<u>INTENT</u>	<u>IMPLEMENTATION</u>	<u>IMPACT</u>
Improve the quality of independent writing.	Follow handwriting scheme in connection with Little Wandle phonics scheme. Children learn to read and spell some tricky words as part of their home learning practice and in class. Lots of opportunities planned to encourage mark making and independent writing in continuous provision as well as adult led activities. Intervention groups identified for those children who need extra support to develop writing skills and segmenting skills to help with spelling words.	Children will be more confident independently applying their phonic knowledge and writing skills. There will be a higher percentage of children achieving EYFS GLD.
Improve opportunities for physical development, in particular fine motor skills.	Lots of opportunities for 'finger gym' activities in continuous provision to develop muscles and strength in children's hands. Regularly use a range of equipment and tools e.g. scissors, paint brushes, cutlery - and ensure these tools are being used correctly. Support children in how to hold a pencil effectively e.g. tripod grip in preparation for fluent writing. Share guidance also with parents. Planned observational drawing opportunities to support accuracy and care when drawing.	Children will be confident when using tools and equipment around the classroom. A good development in fine motor skills will also have a positive impact on writing capabilities.
Embed new phonics scheme, Little Wandle, to support phonics knowledge by sound blending and knowledge of some common exception words.	Implement new phonics scheme - Little Wandle. Follow progression plans and use resources to deliver effective phonics sessions. Deliver whole class phonic sessions so that all children receive teaching by class teacher. Identified intervention groups will receive extra small group supported sessions to consolidate learning. Develop skills and phonic knowledge of sound blending to read simple sentences.	Children will develop necessary phonics skills, knowledge and understanding in order to achieve Word Reading ELG.

'I can do all things through Christ who strengthens me,' Philipians 4:13