



Highwoods
Community Primary School

EYFS Rationale

EYFS Intent

At Highwoods, we offer a curriculum rich in learning. Our focus is on producing lifelong learners with the necessary skills and knowledge to succeed in this culturally rich world that we live in - "Learning for Life."

Within the Foundation Stage, we understand that young children are powerful learners, reaching out into the world and making sense of their experiences with other people, objects and events. As they explore and learn, children are naturally drawn to play which is why play and engagement is at the heart of our Foundation Stage curriculum. We believe that the correct mix of adult directed and child initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children; consistency and routine; and strong relationships with parents are all features of the day to day practice that supports wellbeing. Our staff have high expectations for all children and work hard to ensure they develop the skills and knowledge to grow into respectful, independent, resilient and creative learners.

The Development Matters document along with the Foundation Stage Early Learning Goals set out end of year expectations for children by the end of the Foundation Stage. Highwoods recognises the crucial role that Early Year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

Implementation

At Highwoods, 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 aim to provide a setting that encompasses a safe and stimulating environment where children are able to enjoy learning and grow in confidence that helps them to achieve their fullest potential.

We prioritise creating a 'language rich' environment through the use of songs, nursery rhymes, stories and providing time for adult/child and peer to peer interaction. We understand high quality adult/child interactions is essential, as is encouraging home learning and the quality of parent/child interactions through activities and reading at home. All staff value every interaction and ensure that every interaction is positive and progressive, allowing children to explore and develop new language in order to become confident communicators ready for their next stage of learning.

The curriculum is taught through themes which are expertly planned to ensure children experience and acquire new vocabulary, facilitating them in being able to express themselves fluently. Each theme is structured around a concept but is adapted to meet the developmental and contextual needs of each cohort.

In planning and guiding what children learn, teachers reflect on the different rates at which children are developing and adjust their practice appropriately, taking into account the characteristics of effective learning. Teachers plan adult-led activities with awareness of the children in the setting and of their responsibility to support children's progress in all areas of learning. They build on what children know and can do, and often draw on interests and use materials or themes observed in child-initiated activities. As with child-initiated activities, adults actively use a range of effective interaction strategies to support learning in the adult-led context. We teach children individually, in small groups and in whole classes. Through a combination of teacher input and continuous provision opportunities, learning is planned to encourage children to develop their learning independently through exploration and challenge.

We aim to provide children, with a well-structured, safe, active learning environment both indoors and outdoors. This enables children to develop the skills, attitudes and understanding that will form the basis of lifelong learning and encourage them to become useful, active members of a diverse and constantly changing society. Children have daily opportunities to access the outdoor environment which also enables them to increase their levels of physical activity. Children's learning is enabled within the outdoor learning environment which is seen as an extension of the classroom. Through this, children are encouraged to use and apply their newly acquired knowledge and skills through outdoor learning opportunities (including Forest Schools) that also engages all pupils in a positive way with their local, natural environment.

During the first six weeks of Foundation Stage, baseline assessments and observations are carried out in order to inform planning and to assess whether children are on track to achieve the Early Learning Goals by the end of the year. Continuous formative assessment is carried out throughout the year. End of year assessments are finalised during the summer term, summarising each child's development at that point against the Early Learning Goals.

We have strong relations with our parents and encourage families to be a part of school life and their child's learning. We also offer parent workshops to support learning in reading/phonics and maths. Parents are provided with ideas of how they can support learning at home to further develop their child. We hold half-termly parent reading sessions

to encourage reading for pleasure as we know children who read for pleasure are likely to achieve better in school and develop their vocabulary range.

Impact

The impact of our curriculum is measured by how effectively it helps our pupils develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens. We endeavour for pupils to be Key Stage 1 ready and have our values embedded by the time they leave Foundation Stage, preparing them for their future.

A child at Highwoods:

- Is kind, positive, respectful, honest and responsible (Highwoods 5)
- Is resilient and enjoys a challenge.
- Is aspirational - being the best they can be with a sense of pride in their achievements.
- Has good relationships with adults and peers and cooperates as part of a team.
- Has a sense of wellbeing and is able to self-regulate.
- Is literate and a good communicator.
- Is tolerant and challenges stereotypes and is morally and spiritually aware.