



## Sandy Lane Primary School Early Years Foundation Stage (EYFS) Statement

### Structure of the EYFS

Our curriculum provides a progressive, play-based and experiential learning environment, combined with focussed teaching in whole class and smaller groups. 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' to ensure children make rapid progress before moving into Year 1.

Nursery (3- 4 year olds)

- Morning and Afternoon sessions for 15 hour provision
- 30 hour provision across both morning and afternoon for families who meet the criteria.
- Autumn, Spring and Summer intakes (if spaces are available)

Reception (4- 5 year olds)

- 2 classes
- Breakfast and after school provision (if space available) A charge does apply

Timings: The Foundation Stage consists of morning and afternoon Nursery classes including 30 hour children and 2 Reception classes.

- Nursery–AM session - 8.45am–11.45am
- Nursery–PMsession - 12.15pm–3.15pm
- 30 hour children - 8.45am–3.15pm (Lunch 11.45– 12.15)
- Reception – 8.45am–3.15pm(Lunch 12.00pm– 1.00pm)

### Curriculum

In our Early Years we follow the curriculum as outlined in the latest EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 3 areas, known as the prime areas, are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development



The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

## Planning

Our staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

## Teaching

Through playing and exploring we give children 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.

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities.

Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interactions.

The children in both Nursery and Reception are provided with rich first hand experiences through indoor and outdoor activity, visitors and school trips which further widen learning opportunities and provide awe and wonder.

Active, exploratory learning, including problem solving and thinking creatively across all areas of learning are key in our provision.

Children engage in planned, focussed activities as well as self-initiated activities. Each area of learning at Sandy Lane has been designed carefully to support independence and self-selection. This has been completed ensuring our resources are easily accessible for all and there are resources that challenge and motivate pupils to take risks with their learning.



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## Assessment

At Sandy Lane Primary School, ongoing assessment is an integral part of learning and development processes.

Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning.

Staff also take into account observations shared by parents and/or carers. Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA).

During their time in Nursery and Reception our children constantly interact with adults who assess current learning and move it forward. Much of our assessment is informed in this way in Early Years and the staff regularly discuss the achievements of children and areas they need to continue to develop.

Short, on-going observations are used to capture 'wow' moments in learning. Children who are highlighted through on-going assessment as needing additional support access specifically planned interventions which are carefully monitored and measured for impact and progress.

We use Learning Journeys to collect children's recorded learning, both adult supported and child initiated and floor books to enable, not only learning to be captured, but an opportunity for children to reflect on their own learning over time.

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local and Greenshaw Learning Trust schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.



## Working with parents and carers

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.

By working collaboratively with parents and carers to encourage independent, enthusiastic learners who thrive and reach their full potential.

To ensure children succeed at Sandy Lane, we take into account their starting points and any specific needs as they begin their learning journey. We make effective links with parents and carers (home visits) which supports the transition into school and helps us to learn more about each pupil.

We recognise that children learn and develop well when there's a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development through parents evenings, informal meetings and learning that is sent home by way of celebration. We have 2 parents' evenings across the year and there is an end of year annual report that helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

We also operate an open door policy via emails or contact through the school office that allows parents/carers to communicate with us daily. This is supported with the contact books for every child in Reception.

## Safeguarding and welfare procedures

Safeguarding and welfare procedures are covered in our school Safeguarding Policy, found on the policies section of our school website.