

**Buckden CE Primary EYFS Subject Guidance**

Our EYFS curriculum is designed to encourage the children to enjoy school first and foremost. We prioritise getting to know the children as individuals and then providing our learning opportunities to best meet their needs and interests. We have a curriculum plan and then broaden this dependent upon the cohorts each year.

Our aim is;

* That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
* Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
* A close working partnership between staff and parents and/or carers
* Every child is included and supported through equality of opportunity and anti-discriminatory practice
* To use the Global Learning Goals to educate the children to be environmentally responsible.

We provide opportunities for the British Values to be embedded through early understanding of democracy- eg. making selections of which book to read by children by carrying out votes. Each year we create a class charter with the children, making agreements on conduct expectations, which represents early rule of law practice. Our curriculum contains many and regular opportunities to celebrate difference in our class including learning about a full range of festivals experienced by the many different cultures in our country. This is adapted each year to reflect the cultural make up of our current cohort. We encourage children to recognise their uniqueness whilst also noting similarity between themselves and others. This discussion is mainly led by the selection and use of quality fiction and non-fiction books so children can easily engage.

**Teaching and Learning**

**Legislation**

This guidance is based on requirements set out in the [statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/).

**Curriculum**

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 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

Our children join us predominantly from the village two feeder settings but also from further afield in some cases. Our transition schedule allows for us to meet with children, parents and preschool practitioners so we learn as much as we can about the children and make the start of school as smooth a transition as possible.

Staff plan activities and experiences for children that enable children to develop and learn effectively. In the first half term there is a strong focus on the 3 prime areas as we see this as the key that underpins future educational success and readiness to learn. For some this remains the focus until they have developed skills needed to listen, attend and self-regulate.

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.

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 interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

**Inclusion**

We work closely with our school SENDCO and feeder SENDCO’s to ensure children’s additional needs are met and they can equally access our curriculum. Adaptations are made to the environment, adult support, resources and curriculum content to meet any additional needs.

**Assessment in EYFS**

Within the first 6 weeks thata child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

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](https://www.gov.uk/government/publications/development-matters--2)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Teacher assessment is carried out half termly and tracked using Insight. Termly, the EYFS lead completes a report to check progress and attainment and plan next steps, interventions and adaptations to address any trends. Pupil progress meetings happen twice annually to share progress with senior leaders and discuss ideas to make further improvements. A transition meeting happens in Sumer 2 term to discuss the children as individuals and aid the hand over to the Year 1 teacher.

Parents consultations are scheduled 3 times per year and a formal report is written in Summer 2 which focuses upon the Characteristics of Effective learning.

**Cultural Capital**

Children have opportunities to be a part of the wider school and village community. We visit local areas, select excursions to enhance the curriculum, visit the library, meet with the elderly at the local care home regularly and have a wide variety of visitors into school to enrich the children’s experiences.

**Dyslexic Friendly School**

Whilst our youngest children may not be able to be formally assessed or diagnosed as dyslexic, our teaching approaches aim to assist those with potential limitations in this area. We use strategies to limit visual stress, ensure our instructions are clearly explained and reiterated in visual form using visual timetables for all learners.

**Review**

This statement will be reviewed regularly in order to reflect current trends and practice.