



Welcome to Early Years Foundation Stage

Intent

At Springwood Heath Primary School, we believe that our Early Years Foundation Stage is crucial to developing firm foundations to be built upon throughout our school journey and beyond. It is our intent that the children who enter our EYFS develop physically, verbally, emotionally, creatively, intellectually and spiritually whilst embedding a positive attitude to school and learning in order for each child to achieve their full potential. We set high expectations throughout all areas of school life and beyond. This is then embedded in all aspects of our children's lives as they become lifelong learners in an environment of acceptance and support. We believe that all children deserve to be valued as an individual and we are passionate in supporting all children to achieve their full, unique potential. Our Foundation Stage follow the EYFS curriculum, which has seven main areas of learning.

The Prime Areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

The Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts

Implementation

We implement these areas of learning by providing a safe, stimulating environment that allows children to discover, be challenged, consolidate and achieve their very best whilst developing their resilience and independence. There is a combination of adult-led, teacher taught whole class, group and individual support. Throughout all of these areas of learning and at the heart of the EYFS Curriculum are the "Characteristics of Effective Learning". We strive to develop these key characteristics of "Playing and Learning", "Active Learning" and "Thinking Critically" in order to give the children the skills that they will continue to draw upon throughout their development. Our learning environments, both inside and outside are adapted to meet the different and developing needs of our children. We are passionate advocates for ensuring all of our children are able to share how they feel and work with them to support any worries or concerns they may have as we fully believe...Happy Children Learn.



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Within our EYFS Curriculum, children are assessed through accurate observations informing future planning and children's individual next steps in their learning. This enables us to ensure learning is embedded and consistent and that all children continue to make the best possible progress within our EYFS setting.

Impact

The impact of our provision can be seen through the feedback received by our parents whilst celebrating their own children's work, which parents can access on 'Tapestry'. It is a privilege to be part of such an important stage in our children's development and our dedicated staff work tirelessly to deliver the best possible outcomes for our children

Curriculum

At Springwood Heath Primary we are always keen to be at the forefront of any changes in education and we are excited to be implementing in September 2021 the EYFS Statutory Framework curriculum (2020) and is further guided by a document called 'Development Matters' that sets out the learning, development and assessment requirements for all children until the end of their reception year. All early years practitioners are required to pursue daily rich activities to support each child's educational development across seven areas of learning. The EYFS framework has never prescribed a particular teaching approach and the new framework holds true to this value. Our philosophy of early year's education remains the same with play and well-being at the heart of everything we do.

Early Learning Goals:

In the final term of the year, a profile will be completed for your child. This provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1. Throughout their year in Reception, the children will be observed and assessed through their play in order to gain insights and make reasonable judgements against the early learning goals. We will use the terms 'emerging' or 'expected' to describe our judgements, under the new guidance the term 'exceeding' has been removed.