



## The Early Years Foundation Stage at Charlton Kings Infants' School and Kindergarten

### Beliefs and values:

"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up." Statutory Framework for the Early Years Foundation Stage, Department for Education, 2017

At CKIS, we believe children should be provided with an EYFS curriculum enriched with opportunities and resources that enable them to thrive socially, emotionally and academically.

### Teaching and learning in the EYFS:

At CKIS:

- We recognise all pupils as unique individuals who are constantly learning and capable of demonstrating resilience, confidence and self-assurance.
- We provide opportunities for all pupils to be curious, motivated and independent learners.
- We provide a broad and balanced curriculum which will equip them with the foundations for future learning.
- We provide a rich, inspiring and engaging indoor and outdoor environment which is safe and inclusive.
- We work in partnership with families and our community to ensure the best possible outcomes for our pupils.

At CKIS we follow the 'Statutory Framework for the Early Years Foundation Stage' (Department for Education, 2017), which informs all of our teaching and provision. Carefully considered planning takes account of children's interests, starting points and their next steps for learning. Through a continuous provision approach, we offer children a rich indoor and outdoor learning environment that is safe for them to explore whilst challenging themselves in their learning. This style of curriculum delivery supports children's learning and development across all areas of learning within the EYFS. An important part of the EYFS at CKIS is to support children in becoming active learners who connect with the world through the 'characteristics of effective learning'.

#### The 'Characteristics of Effective Learning' include:

- **Playing and Exploring** – *engagement*
  - Finding out and exploring
  - Playing with what they know
  - Being willing to 'have a go'
- **Active Learning** - *motivation*
  - Being involved and concentrating
  - Keeping trying
  - Enjoying achieving what they set out to do
- **Creating and Thinking Critically** - *thinking*
  - Having their own ideas
  - Making links
  - Choosing ways to do things

We use the 'Characteristics of Effective Learning' to underpin learning and development across both Prime and Specific areas of learning.

#### The Prime areas include:

- **Personal, Social and Emotional Development**
  - Making relationships
  - Self-confidence and self-awareness
  - Managing feelings and behaviour
- **Physical Development**
  - Moving and handling
  - Health and self-care



- **Communication and Language**
  - Listening and attention
  - Understanding
  - Speaking

The Specific areas are grown out of the Prime areas and include essential skills and knowledge for children to participate successfully in society.

**The Specific areas include:**

- **Literacy**
  - Reading
  - Writing
- **Mathematics**
  - Numbers
  - Shape, space and measure
- **Understanding the World**
  - People and communities
  - The world
  - Technology
- **Expressive Arts and Design**
  - Exploring and using media and materials
  - Being imaginative

## Monitoring, Evaluation and Improvement

Reception children are assessed when they enter school using the 'Early Excellence' and CKIS baseline. Their progress is monitored throughout the year against the EYFS 'Development Matters' age bands and our school progression documents. Class teachers complete ongoing assessments and use these to inform their teaching and provision. Teachers and Teaching Partners record anecdotal observations of new learning within a range of adult led and child initiated learning opportunities. These observations identify the child's learning linked to the Early Learning Goals (ELGs) and 'Development Matters' age bands and report on the child's next steps. These observations form part of each child's learning profile which is regularly shared with children and parents. In the Summer term, children are assessed against the Early Years Foundation Stage Profile which highlights whether children are working towards (Emerging), have achieved (Expected) or are working beyond (Exceeding) the seventeen ELGs. Children who achieve all of the ELGs in the Prime areas of learning and the Specific areas of Reading, Writing, Number and Shapes, Space and Measure will be assessed as achieving the Good Level of Development (GLD). These assessments are reported to parents and the Local Authority.

The effectiveness of the EYFS provision is monitored continuously by teaching staff and members of the senior leadership team (SLT) through:

- Analysis of assessment data and pupil progress meetings

Learning walks and work scrutiny

- External agency visits (county moderation, school consultancy etc)
- Internal and external moderation

A yearly action plan details and tracks progress against areas for improvement across the EYFS.