

FAZAKERLEY EARLY YEARS FOUNDATION STAGE VISION

At Fazakerley Primary School our curriculum is designed to recognise children's prior learning from previous settings and their experiences at home, to provide first hand learning experiences, whilst allowing the child to build up resilience, ambition and integrity. Every child is recognised as a unique individual, and we celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values with a focus on communication and language and personal, social and emotional development. We provide adult focused learning activities together with enhanced continuous provision opportunities in order to engage learning and encourage a love of learning and encourage children to consider school to be a consistently happy and safe place.

We use positive reinforcement to promote positive attitudes to learning, relationships and behaviour. This reflects the values and skills needed to promote thinking skills, self awareness and the adaptability needed to succeed in future learning.

IMPLEMENTATION

Across EYFS we follow the Early Years Statutory Framework for the Early Years Foundation Stage published by the DfES. This framework specifies the requirement for learning and development within the EYFS and provides 7 areas of learning that we assess children on throughout their time in EYFS.

There are 3 prime areas:

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

In order for children to succeed in further learning they need to acquire mastery of these areas of learning.

There are 4 specific areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Within the first term of Nursery we focus mainly on the 3 prime areas in order to promote children's social skills and communication skills. Whilst in Nursery the children will work within small groups with an adult at various activities. There will be a daily literacy or phonics input. Within Nursery we concentrate on Nursery Read Write Inc in order to prepare the children for reading and writing in Reception. For those children that are ready during the summer term, they then begin to explore RWI. There is a weekly lesson of Jigsaw, which is a PSHE programme that the whole school follows and children begin to learn these PSED lessons from entry to Nursery.

In reception, the children will have a daily literacy, maths and phonics lesson together with the weekly PSHE lesson with Jigsaw Jenny, a weekly Charanga music lesson and PE based on the school PE Passport scheme. We teach the Read Write Inc programme and the Ready, Steady Write programme within EYFS and children are assessed half-terminally to ensure that they are working at their correct ability level.

Our learning takes place through different activities including adult led focused activities, child initiated play and independent focused activities. The staff interact with children during their child-initiated play, modelling key vocabulary, language structure, scaffolding of ideas and assessing the child's abilities whilst they are doing this. This feeds into our planning, particularly where we witness misconceptions and areas that require further support and teaching. This assessment is then initially fed back informally to the other team members and if concerns are raised the child will be observed formally by our sendco in order to begin a process of intervention if required

We use both our indoor and outdoor provisions to support our children's learning and they have free flow access to both areas during child initiated continuous provision. By using continuous provision, we encourage our children to be independent thinkers, build effective relationships and develop the characteristics of effective learning that will help them with their lifelong learning.

- Playing and exploring
- Active learning
- Creating and thinking critically

Fazakerley Primary School

Formosa Drive
Fazakerley
Liverpool
L10 7LD

Tel: (0151) 4743060

E-mail: schooloffice@fazakerleyprimary.co.uk

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We encourage parents to take an active role in their children's learning by sharing achievements at home through their child's private Class Dojo portfolio, and also inviting parents to parent information meetings, stay and play sessions throughout the year in both EYFS year groups.

We recognise that it is essential that children are educated citizens and are aware that children arrive at our school with varied life experiences. We aim to give all children experiences that they may not have had before both within the setting and on learning visits out of the school. We want our children to experience the world and appreciate what we have around us. To this effect we have a planned enrichment programme for our youngest children, including trips to the library, a local church, a farm and a theatre visit together with visitors into school to enhance our curriculum.

Our lessons and provision are guided by children's interests that they have demonstrated and also through our informal observations that are carried out during our interactions with the children. In reception our formal work will be recorded within our literacy and maths workbooks.

IMPACT

Our children are assessed both formatively and summatively. We assess our children on an ongoing basis and use this information to inform our next steps for each individual child. Throughout EYFS we assess all of our children against agreed levels of child development. We consider the "Observation Checkpoints" identified within the Development Matters document and if we have concerns then we identify these children with our school Sendco and have discussions with parents/carers. Every term we submit phonics data to allow our Phonics lead to see our progress. Teachers also provide information around the whole EYFS curriculum for the EYFS lead to analyse trends and areas that require further attention. In order to ensure that our assessments and judgements are accurate we attend local cluster group moderation meetings and also have in house moderation every half term.

When our children begin Nursery we complete a baseline assessment of their knowledge and skills and this is then used as a basis for their learning journey. Our basis for this baseline assessment is to use the Observational Checkpoints for children who are 3 years old. We also build up a picture of each child's first few weeks in the setting. We then build upon this every half term and follow every child's individual learning until the end of Reception when they complete the EYFSP. (Early years foundation stage profile) We use the NFER scheme to assess each child's baseline abilities within 6 weeks of them joining our reception classes.

At the end of reception we assess the children in their reading ability by listening to them read their current reading book in order to verify our children's reading ability and skills as part of their transition process. We believe that transition is an important part of a child's journey into the next part of their school career and we do all that we can to make this as seamless as possible. We visit our new classrooms, meet our teachers, have playtimes in the Yr 1 playground and join KS1 assemblies. All of the assessment information we gain aids personalised transition into Year One when we have our transition meetings and advise Year One teachers of every child's individual situation linked to pastoral, send and behaviour/academic achievements or concerns.

The impact of our curriculum is initially measured by the number of children achieving GLD at the end of reception and their school readiness for Year 1 and the transition to the National Curriculum. It will also be measured by how effectively our pupils develop into well rounded individuals who embody our values and carry them alongside knowledge, skills and attitudes to make them lifelong learners and valuable future citizens.

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