



Intent

The statutory framework for the early years foundation stage aims for every child to deserve the best possible start in life and the support that enables them to fulfil their potential. Within the framework it sets out four guiding principles that should shape practice in early years settings. These are:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through positive relationships
- children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- children develop and learn in different ways and at different rates.

The above principles, our ABC intent, the Statutory framework, and the Early Years outcomes all work together to provide the children with a safe, secure and happy childhood.

Implementation

In EYFS we have a free flow learning environment which allows children to develop their independent learning skills. Children are able to do their learning inside or outside, choosing between the different activities available. The resources in the continuous provision enable the children to continue the learning opportunities which the adults have provided or to follow their own ideas. This allows the children to retain and build on their prior learning and knowledge.

You will see the children busy working together with friends, with an adult or on their own. We work hard to develop the children to be independent learners who can choose how best and who to do their learning with. All practitioners within our EYFS unit engage in daily professional dialogue to ensure everyone is implementing quality provision and sharing children's learning. Both FS1 and FS2 work alongside each other, creating our learning around the same half termly theme.

We love showing our 'Firsy Five'; Fascinated, Independent, Respectful, Sociable and You can do it! These are linked to the characteristics of effective learning and the children's positive attitude to learning are celebrated.

We celebrate the children's learning with the children and parents daily through Class Dojo, face to face conversations and our weekly gold book assembly. Parents are also invited into the unit to join in with various themes happening over the year.

The children are regularly assessed against all areas of learning in order to ensure they are making progress from their starting points and support at their individual level of development.

We share the children's books, class topic book and photographs of their learning with their parents at our termly parent meetings. This is an opportunity to discuss their child's attainment and progress since the last meeting.

Impact

The impact of our implementation will be seen by more children becoming confident, resilient, building positive relationships and achieving age related expectations.

The children are equipped with the foundations of knowledge, positive learning attitudes and behaviours to access the next stage in their learning.