



Our Shared Principles and Trust Vision

EYFS

Our vision for Early Years Foundation Stage

As Early Years teachers across the First Federation Trust, we are passionate about children being confident and well-rounded individuals who show a love for learning. We believe that the Early Years Foundation Stage is crucial in building solid foundations in preparation for their journey into the Primary Curriculum.

“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 provides 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, p.5

Trust wide implementation:

All schools follow the **EYFS statutory Framework** which:

- Sets the standards that all early years’ providers must meet to ensure that children learn and develop well
- Ensures children are kept healthy and safe
- Ensures that children have the knowledge and skills they need to start school

The EYFS learning and development requirements comprise:

- The seven areas of learning and development and the educational programmes (described below)
- The early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the reception year
- The assessment requirements (when and how practitioners must assess children’s achievements, and when and how they should discuss children’s progress with parents and/or carers).

Development Matters (non-statutory curriculum guidance for the EYFS) is available to support providers in their delivery of the EYFS learning and development requirements. As this document is non-statutory, Ofsted and inspectorates of independent schools will not have regard to it in carrying out inspections and it is up to providers to decide how they approach the curriculum.

Reception Baseline Assessment (RBA)

The RBA is carried out for all schools in the trust. It is an age-appropriate assessment of early mathematics and literacy, communication and language. It is delivered in English and is administered within the first six weeks of a pupil starting reception. The assessment has two components, each consisting of practical tasks using physical resources. There is an online scoring system for the practitioner to use as the pupil engages with the tasks. The RBA will be used to create school-level

progress measures for primary schools which will show the progress pupils make from reception until the end of key stage 2

Our core principles

What is Continuous provision and the importance of it

- Continuous provision describes all the areas within our EY environments which are available for children to use every day. Within each area you will see a range of resources that children can readily access. The resources will be linked to the needs of the cohorts. The resources will develop over the year.
- Areas will be clearly defined, creating areas which limit from other distractions. Areas will actively promote collaboration and communication. Meaningful writing and mathematical thinking opportunities will be evident throughout the environment.
- Planning effectively for continuous provision is crucial and involves a consideration of classroom layout and resourcing that will enable staff to offer a breadth of learning possibilities.
- Well planned CP will allow children to deepen and embed their learning. Initially this may be with the support of adults and peers. However, over time children will show more confidence and make meaningful links to prior experiences and learning.
- There will be a careful balance of adult led and child initiated.
- Adults will be used as facilitators to support, develop and enhance learning whilst being guided by the child.

Partnership with KS1

- EY staff will work in partnership with KS1 to ensure that the starting points of children are understood. Each child's profile report will be shared.
- Assessment should inform an ongoing dialogue between practitioners and year 1 teachers about each child's learning and development, to support a successful transition to key stage 1.

Assessment

- RBA assessments are completed in all of our schools' following deadlines set by DFE
- Year 1 teachers must be given a copy of the child's profile report.
- Assessment of learning should not take learning time away from the children.
- Assessments are purposeful to inform future teaching.

Preschool links

- Where possible, EY staff visit settings at regular times throughout the year.
- Good practise is shared through visits to preschools and by welcoming settings into school to observe and engage with children's learning.
- Where schools follow schemes and or specific approaches to aspects of the curriculum, these are shared with settings to best ensure consistency.
- Settings are invited to attend school events as much as possible eg Christmas performances, Sports day, Open days.