



# Offwell C of E Primary School

Our Core Values: **Honesty, Loyalty, Caring, Sharing and Forgiveness**

Our vision: **Be well; Learn well; Live well; Offwell!**

## Offwell EYFS Statement      September 2019      EYFS Leader: Sally Hunt

This document sets out our intent, implementation and planned impact of EYFS Leadership, teaching and Learning in Offwell C of E Primary School. 'Leaders provide professional leadership and management...to secure high quality teaching, effective use of resources and improved standard of learning and achievement for all pupils'. (DfE Definition)

### Our Intent for EYFS

At Offwell, our vision: **Be Well; Learn Well; Live Well** inspires us to secure, for each child, a sense of physical and mental wellbeing, as the foundations for effective, life-long learning and to enable them to both benefit from, and contribute to, a better world.

**Be Well** – At Offwell, we believe in the fundamental importance of securing age appropriate skills and understanding in the EYFS Prime Areas of Personal, Social and Emotional Development (PSED), Communication and Language and Physical Development, for each 'Unique Child,' in order to provide secure foundations from which to develop across the whole curriculum. Staff take every opportunity to support children with these crucial skills, in order to enhance mental and physical wellbeing. Staff strive to build strong, positive relationships with parents and carers, so that they can fully support and encourage every child, whilst providing a safe, friendly and stimulating learning environment, where success may be achieved by all.

**Learn Well** – At Offwell, we aim to provide creative and memorable opportunities for children to widen experiences across the EYFS curriculum, both indoors and outside, in order to develop, demonstrate and apply their skills and understanding. Careful planning, interventions and observations of both teacher-led and child-initiated activities, enable staff to target and build upon individual's needs and interests, whilst developing the key knowledge and skills required to ease the transition into KS1. Prominence is given to promoting and rewarding effective learning attitudes, such as curiosity, challenge, focus, problem-solving, sequencing and resilience, with the aim of encouraging independent and happy, life-long learners.

**Live Well** – At Offwell, we aim to use our rural setting to foster awe and wonder of the natural world and to develop a responsible attitude towards the environment. Children are encouraged to develop teamwork skills and show co-operation, whilst being made aware of our school core values of Caring, Sharing, Honesty, Loyalty, Forgiveness and Compassion. Opportunities are planned for the children to be immersed in school, church and village community activities, in order to enhance their sense of belonging but activities that broaden their awareness of different cultures, faiths, backgrounds and environments are similarly provided.

### Implementation of EYFS:

#### ● Which resources are used to ensure progression of knowledge, skills and attitudes?

EYFS curriculum

#### ● How is EYFS taught?

Within Ash class, a wide variety of activities to assess, consolidate and deepen learning attitudes, skills and knowledge are planned within the Continuous Provision. Staff routinely make observations of child-initiated activities, within such sessions and support and extend the children's learning. Teacher-led tasks supplement the Continuous Provision, with subsequent opportunities provided for children to practise these tasks independently. Interventions to support identified individual needs are timetabled daily.

Routines within the day, enable the whole class to come together for some shared sessions, whilst other daily activities are focused on either the Nursery or Reception cohort of children.

Wherever possible, learning is practical and hands-on and takes place both inside and outside. Our outside area is used to support learning across the full EYFS curriculum and is supplemented by using the school meadow, garden, mud kitchen, village field and local environment.

Weekly challenges may be set, in order to broaden the range of skills and interests within a particular cohort and prominence is always given to encouraging positive social interactions, effective communication and language skills and increasing physical independence and accuracy.

● **How do we ensure equality of access to EYFS?**

Within Ash class, Continuous Provision activities may be accessed by all children, at an age or stage related level, whilst teacher-led tasks are differentiated to maximise learning and progress. For children with additional needs, adult support is available, alongside visual prompts and timetables. Language and vocabulary is adapted to match children's levels of understanding and targeted interventions are timetabled throughout the week. However, teaching remains flexible enough to adapt to the needs of individuals, as they arise. Resources and planning within the EYFS aim to reflect and celebrate diversity, with stereotypical views on gender challenged.

· **How can parents or other members of the public find out more about the curriculum the school is following for this EYFS?**

See EYFS Curriculum <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

See 'What to expect when – a guide to your child's learning and development in the Early Years' Foundation Stage.' - found at [www.foundationyears.org.uk](http://www.foundationyears.org.uk)

Refer to Ash class half termly newsletters and Long Term Planning – available on Offwell Primary School's website - <http://www.offwell-primary.devon.sch.uk/children/class-pages/ash-class/>

Refer to entries on an individual's Tapestry online Learning Journey, which outline activities covered in class and may include next steps suggestions.

**Impact of EYFS Teaching and Learning:**

· **How is EYFS progression assessed?**

Relevant observations of teacher led and child initiated skills, knowledge and learning attitudes, are regularly uploaded onto an individual's Tapestry online Learning Journey by staff in Ash class. Observations state to which age band they relate, thus indicating if progress is 'expected' or not. A termly review of evidence of achievement is recorded on each individual's colour coded Early Years' Outcome sheets, which clearly illustrate progress over time.

· **How is EYFS progression monitored?**

In EYFS, the Assess, Plan, Do Review cycle is utilised in order to maximise each child's progress. Children's individual Early Years' Outcome sheets are reviewed, using observational notes and assessments, at the end of every term and a cohort overview of progress is then collated, in order to inform relevant, future planning. Parents are able to access Tapestry Learning Journeys for their child throughout the year and progress may also be discussed informally, as well as during twice annual Parent Meetings. All parents receive an end of year written report with progress within the EYFS curriculum and Characteristics of Effective Learning included. Governors are sent termly updates on YR cohort overviews and the EYFS link Governor meets twice a year with the EYFS co-ordinator in order to share information and review and develop the EYFS Action Plan, which in turn, may be fed into the School Improvement Plan.