

Early years Foundation Stage at Langton Primary School

At Langton we believe that every child deserves the best possible start in life in order for them to fulfil their potential. As children commence their journey at Langton, we begin to develop and nurture strong positive attitudes where children become proud and respectful of themselves, others and their environment.

Transition

To enable the children to make the progress in their learning and development from their relative starting points a smooth transition is essential. Transition visits to school and EYFS leads visits to settings enable this so that the children can continue their learning journey from day one at Langton. Teacher and assistants use the knowledge gained about each child from the settings, parents and the base line testing to ensure that each child has the provision necessary to make their next steps.

Safeguarding

At Langton we know that for a child's personal and emotional development they must feel safe, secure and happy. All staff have a clear understanding of the requirements for children's safeguarding and welfare and their responsibility to protect children. Training is up to date and the designated safe guarding officer, deputy and governor for safeguarding are clearly displayed around school and all EYFS practitioners hold a current paediatric first aid qualification.

In the setting, whilst one adult is involved in group teaching the other staff member is available to observe the children in their independent learning and intercept where necessary in order to keep the children safe as well as supporting learning. Knowing that they are secure and that an adult is available for them, enables them to feel secure and safe in their play.

Teaching and Learning

The staff choose engaging topics that will inspire the children to learn at whatever stage of development they are at. With the introduction of the new Corner Stones curriculum across the school, careful thought and coverage

check has been given to ensure that the topics chosen in the two year cycle will ensure that the children make progress in the seven areas of learning. Each topic starts with a hook to engage the children so that they experience awe and wonder of the world in which they live. This may involve an educational visit for example to Playdale farm during a food and farming topic and a visit from a farmer to show slides and bring samples from his own farm. Skills and knowledge imparted in teacher led activities is supported by providing children with the opportunities to practise and actively learn in the areas of provision e.g. An outdoor role play super heroes headquarters during a project on superheroes. A transport topic led to building bridges in the sand ,Arctic, desert and rainforest spot trays were used to learn about other climates and enrichment activities such as numbered car parking bays supported their number work. Regular changes to all of the areas helps keep them fresh and exciting. The EYFS team regularly reflect on provision and how to re-organise the areas in the classroom to best fit the needs of the children during regular meetings and sharing observations.

Many children from Langton are from professional families and are given a wealth of opportunities outside school. The EYFS team are very mindful of the children who do not have these opportunities and wish to provide experiences for these children so extra visits to the theatre, walks in our leafy glade and around Langton and inviting visitors to support learning are necessary for these children.

Language and communication is a vital part of the EYFS curriculum as it is fundamental to all the areas of learning. The EYFS lead went on a 3 day CPD course to help support children with the tools needed to effectively express themselves to enable reading and writing to take place. Story time is vital as nowadays so many children aren't read to due to time constraints of working parents. As a result of the course, story boxes were made by the year 5 and 6 children in a club. These children will be given the opportunity to share their box with a child and read a story connected to the setting of the box. It will be a fantastic opportunity for the EYFS children to have a 1to 1 story read to them and to be taught ways of using the box in the most imaginative ways. These boxes are being donated to our class by the children so that the new EYFS children can use them in their learning. Circle time with the opportunity to sing songs and learn nursery rhymes supports language development as does introducing new vocabulary to the children and providing opportunities to

practise new words in the correct context, in the different areas so that the new vocabulary becomes embedded.

Behaviour

Behaviour is good in the Early Years because we understand how children learn and so ensure the children are engaged in their learning. The children are given opportunities to play with what they know as they need time to repeat actions to practice skills learnt and be allowed to play with things they enjoy. Dressing up and role play and small world areas are beneficial for this. We provide a stimulating environment so that they can find out and explore through their senses and provide challenges to help build up their confidence to try new things. Children are naturally curious but may be quite shy to try new things so we offer support and encouragement and model how to do things. Children sometimes need help to remain focused on an activity so we provide a balance of child initiated and adult led activities within the daily routine. As learning new skills can be frustrating for young children we support them to keep on trying giving praise and encouragement for the smallest of tasks to help build self-esteem. The children are given a variety of resources so that they may self-select and use their imaginations. Open-ended craft activities are an excellent way to help children to express themselves and use their imagination. Our topics are followed through within all areas of the curriculum to embed the learning objective.

Assessment

In the early years assessments are made by observing the children in their play to see what they already know and what they need to know. The observations are then either in written form or by using the 2 simple programme. The next steps are identified and enhancements are then added to the areas each week that will enable the children to achieve their next steps. These observations are kept in the child's learning journey with samples of their work to show how the child has progressed. Pupil premium children and any child who is not making sufficient progress are identified early so that interventions can be given and opportunities to work one to one or in very small groups are then given. We have designed a careful tracking system that carefully records progress and shows how much a child has achieved in the age related

expectations they are working in. The grading shows whether they have just emerged into that stage, are working in that banding or are securing it.

Parental Involvement

For the children to make the best possible progress it is important to have the parents on board in their journey. Each week observations are shared with the parents on parent share and parents are invited to comment. The home reader book is taken home each night and the parents comment on their child's reading or learning. Our weekly homework often encourages the parents to become actively involved with their child. For example photographing numbers they see in the environment or creating a piece of artwork together. Parents usually comment on how involved their child was in their work. Celebration assemblies where parents see their child showing an excellent piece of work is another opportunity for home links, as are the phonics information afternoon, transition and open days.

Governance

Heather Turner is the link governor for EYFS, she visits the EYFS at least termly to discuss what is happening, to look at learning journeys, find out about the children and discuss the data.