

INTENT

The Early Years Foundation Stage is the curriculum your child follows from birth until the end of their first year in school. At Oasis Academy Parkwood, we believe that Early Years provision should prepare children for their school life and equip them with the skills they need to be successful learners.

We work in partnership with parents and carers and build strong, secure relationships with all of the children in our care, so that every member of staff knows each individual child joining the school community. In doing this our children feel safe and settle into school life quickly, no matter the starting point.

We create an indoor and outdoor environment which supports the development of children's independence, confidence and social skills. This is created through carefully planned opportunities that build upon children's strengths, needs and interests.

We aspire for the children to reach their best potential and reach the Early Learning Goals at the end of the Foundation Stage ensuring good progress is made from their starting points. In having these aspirations we prepare the children for transition into KS1.

IMPLEMENTATION

We keep parents informed and meet regularly with parents and carers to ensure children's transition into school and through the EYFS is happy and prepare for any individual support needed. This includes open days, stay and play sessions, craft afternoons and parents evenings.

We have a curriculum that is based upon topics which engage the children and their own interests. We encourage active learning to ensure the children are motivated in their learning.

All areas of the EYFS curriculum are followed and planned for to ensure there is a broad, balanced and progressive learning environment and curriculum. The children will learn new skills, acquire knowledge and demonstrate understanding through the seven areas in the EYFS curriculum:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

These 7 areas are used to plan children's learning and activities. Planning for this curriculum is designed to be flexible so that unique needs and interests are supported.

Daily activities are set up and planned for to cover different areas of the EYFS curriculum and allow children to develop their next steps in learning. There are also a range of stimulating and engaging activities which the children access independently.

We ensure activities support the Characteristics of Effective Learning to ensure learning takes place. These are:

- playing and exploring - children investigate and experience things, and 'have a go';
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. Our outdoor areas are used all year round and in most weather conditions.

Through regular observations adults carefully plan next steps and targeted interventions to ensure good progress. These are gathered on 2simple. We regularly assess where the children are using the Development Matters and ensure correct coverage of the Curriculum.

Staff support transition into Key Stage 1. Preparing children for Year 1 with visits to their new class, meeting the teacher and ensuring the environments are similar at the end of Reception and the start of Year 1.

IMPACT

We strive to ensure that our children's progress across the EYFS curriculum is good from their varied starting points.

We also strive for children to reach the Early Learning Goals at the end of Reception and to be equal to and above National expectations.

Evidence in children's portfolios support all areas of the EYFS curriculum.

All staff use observations to make formative assessments which ensure that all children build on their current knowledge and skills at a good pace.

Summative assessment compares children's attainment to age related expectations using month bands in the Development Matters. This is used regularly to ensure rates of progress are at least good for all children, including specific groups of children, such as those with SEND or those who are EAL.

Assessment judgements are moderated both in school and externally with local schools.