**EYFS**

The Early Years Foundation Stage Statutory Framework (2021) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes the teaching and learning required to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

**EYFS at Hexham First School**

The Non statutory Guidance Development Matters (revised 2021) identity seven features of effective practice that are reflected in our practice at Hexham First School.

**Intent**

1. **The Best for Every Child**
* We provide high quality early education, care and support for every child who we have the privilege of teaching.
* We focus on ensuring equity for the children in our care.
1. **High Quality Care**
* We want the very best outcomes for every unique chid in our setting.
* We aim for all our children and their families to feel; safe, secure and confident in trusted relationships between the EY team, children and families.
1. **The Curriculum**
* Our curriculum is designed to meet the needs of the children in our setting. It is ambitious and relevant to the context of our school.
* Our curriculum has clear end points and we recognise that children do not learn in a straight line.
1. **Pedagogy**
* We use a range of powerful approaches to learning, children at Hexham First will experience learning:
* Child initiated play
* Targeted interactions with practitioners
* Play with adults and play independently
* Discrete teaching
* Direct teaching
* Guided learning
* Our enabling environment makes all these learning approaches possible.
1. **Assessment**
* We use effective observation, assessment and planning cycle which allows the best outcomes for children.
* Our observation and assessment systems allows practitioners to spend the maximum amount of time engaging with children in our care.
1. **Self-Regulation and Executive Function**
* Communication and Language is a key focus in Hexham First School this in turn supports young people’s ability to display executive function.
* Personal, Social and Emotion Development is our other Key focus, this supports our young people growing ability self-regulate.
1. **Partnerships with parents**
* We aim to build and maintain; strong, caring, friendly and supportive relationships between the families of our youngest children and Early Years staff.
* We are always available and responsive to parents at the beginning and end of the day. We are available remotely at specified times of the day.

**Characteristics of Effective Learning**

In everyday practice in the Early Years classes at Hexham First, practitioners reflect on the rates of development.

**Playing and exploring – engagement**

Finding out and exploring

Playing with what they know

Being willing to ‘have a go’

**Active learning – motivation**

Being involved and concentrating

Keeping trying

Enjoying achieving what they set out to do

**Creating and thinking critically – thinking**

Having their own ideas

Making links

Choosing ways to do things

**The Programmes of Study**

The EYFS statutory framework is divided into seven programmes of education which is delivered at Hexham First School.

Three prime areas:

· Communication and Language

· Physical Development

· Personal, Social and Emotional Development

Four Specific Areas:

· Literacy

· Maths

· Understanding the World

· Expressive Arts and Design

None of the areas can be delivered in isolation from the others. They are all important and depend on each other. All areas are delivered through a balance of adult led and child-initiated activities which changes throughout the year. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

**Key Priorities**

At Hexham First we have two key priorities which we believe will enable the very best outcomes for the children in our care.

* Communication and Language
* Personal, Social and Emotional Development

**Implementation**

* Communication and Language is a key priority, we have developed a range of approaches to support this.

|  |  |
| --- | --- |
| Communication and Language  | MakatonLanguage Rich EnvironmentHelicopter StoriesWe never say no to a storyTalk for WritingStory Rich Environment Stage Targeted Interactions STEM sentences  |

* Personal, Social and Emotional Development is a key priority, we have developed a range of approaches to support this.

|  |  |
| --- | --- |
| Personal, Social and Emotional Development  | Zones of Regulation Trusted, safe, caring relationshipsSensory Circuit activities YogaPeaceful, safe quiet places – The Den |

* Books are the gateway to learning. Nursery and Reception classes access learning through a series of core texts and associated texts.
* Resources and provision are carefully selected to benefit learning.

**Impact**

* Observation and Assessment systems allows maximum time for interactions between partitioners and the children in the setting.
* We have weekly Early Years Staff meetings to celebrate children’s successes and inform next steps.
* Assessment and Observation informs our planning and curriculum.
* Targeted interactions using a rotated key worker model allows staff to track progress and support children’s development.