



# Early Years Foundation Stage Every child deserves the best possible start in life and the support that enables them to fulfil their potential.

| <b>Intent</b><br>At Wren Park our vision for EYFS is:   | <b>Implementation</b><br>We translate this into practice by:  | <b>Impact</b><br>We know this works for our pupils through:  |
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| <p>At Wren Park, we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.</p> <p>It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment, that values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.</p> <p>We understand that play is an integral part of learning and this is at the heart of our Early Years curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils.</p> <p>Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that Early Years education has to play in providing firm foundations upon which the rest of a child's education is successfully based.</p> | <p>At Wren Park, we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children.</p> <p>We prioritise creating a 'language rich' environment through the use of songs, nursery rhymes, stories, poems and providing time for quality interactions between adults and between peers. Trained staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics through the Bug Club programme. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.</p> <p>Our outdoor area (The Wren's Nest Garden) enables our children to strengthen their core muscles through physical play. Children spend time outdoors in their natural environment in all weathers and seasons. They develop through wonderful, exploratory, sensory experiences in our garden, mud kitchen and sand and water trays. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play.</p> <p>The curriculum is taught through topics, which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality key texts. These are chosen carefully to encourage children's speech, language and communication development. All planning however is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests, experiences and needs.</p> <p>We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. We hold a curriculum evening in the Autumn term to support parents in their understanding of the EYFS curriculum and how they can support their child at home and in addition to the twice-yearly Parents Evenings, staff meet and greet children and parents on the door daily answering any questions, sharing achievements and providing informal updates. Parents enjoy interacting with Class Dojo which allows parents to engage in their child's learning and share experiences from home.</p> <p>As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals (ELGs). These judgements are made on the basis of accumulative observations and in-depth knowledge of the children acquired through ongoing assessments. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.</p> | <p>Our curriculum and its delivery ensure that children, from their own starting points make good progress. During their time with us, children make progress towards the national expectation for a Good Level of Development (GLD) at the end of the Reception year.</p> <p>Pupils also make good progress toward their age-related expectations both academically and socially, developing a sense of themselves before transitioning into Year One.</p> <p>Children develop their characteristics of learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and failures with peers and adults drawing on their experiences to improve or adjust what they are doing.</p> <p>We believe our high standards are due to our carefully planned environment, enriched play-based curriculum, quality first teaching and the rigour of assessment.</p> |