



Thorp Primary School

Teaching and Learning in EYFS

The Early Years Foundation Stage at Thorp covers the part-time Nursery provision (children join in the September, January or April after they are 3) and the full time Reception provision (children join in the September after they are 4). At Thorp there is a teacher leading the 39 place nursery provision, supported by two Teaching Assistants and a teacher leading the 30 place reception provision, supported by a Teaching Assistant.

The Early Years Foundation Stage curriculum supports children towards achieving the Early Learning Goals as set out by the government in the statutory framework for the early years foundation stage. This document states there are 7 areas of learning. There are 3 prime areas-‘Communication and Language, Physical Development and Personal, Social and Emotional Development’. Alongside the prime areas providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are: ‘Literacy, Mathematics, Understanding the World and Expressive Art and Design’.

At the beginning of nursery, the children will be assessed against the 7 areas of the early years curriculum. This starting point will enable the staff to create progress measures. At the beginning of reception, the children have to be assessed against the government’s baseline assessment.

The Reception Baseline Assessment components include tasks that assess:
Mathematics – counting, identification and sequencing of numerals, finding more, practical addition and subtraction, written addition and pattern recognition.
Literacy / Communication and language – vocabulary, phonics, listening comprehension, picture sequencing, story prediction.

The data from the assessments will be used to create school-level progress measures. At the end of Reception all children are assessed against each of the 17 Early Learning Goals. They are assessed as emerging, expected. If the children are assessed as being expected then it is an indication that they are ready for the requirements of the Year 1 curriculum. Furthermore, at the end of reception assessments also require the children to obtain a ‘Good level of Development’. This means that the children have achieved the expected grade in 12 areas of the curriculum. These specific areas are; Communication and Language, Physical Development, Personal, Social and Emotional Development, Literacy and Mathematics.

Children are assessed through formal and informal methods; during adult and child-initiated activities. Children are observed on a daily basis and these significant observations enable the staff to gain a precise picture of where the children are in on their learning journey and to plan for the next steps. These observations are recorded through written observation notes, photographs, videos and their finished work. At the

end of the school year all children receive an end of year report. This will give you an insight into what your child has achieved. In this report, we also discuss 'characteristics of effective learning'. These are descriptions about how your child learns, what excites them and what they like learning about.

The early years environment is one that is planned and structured to enable the children to stimulate and challenge the children. The rooms have defined learning areas that support the different areas of the early years curriculum. Each area is structured to enable the children to practise, rehearse and acquire the skills and knowledge they need to become independent and inquisitive learners.

Both the reception and nursery classes share a large indoor base, an uncovered outdoor area incorporating hard tarmac with markings, a soft ground/barked area with large fixed apparatus and a covered outdoor area. The indoor base is broken down into learning areas such as construction, creativity, role-play, finger gym, small world, sand and water. There are dedicated maths, writing and reading spaces, but these key development areas are also interwoven into all indoor and outdoor learning spaces. Fine and gross motor skills and language development are also interwoven into all spaces, ensuring that the prime areas for learning are incorporated in such a way that all children are given the opportunity for a good level of development. At Thorp we believe that our youngest children learn best with a mixture of play based child led experiences, adult led small group experiences, and whole class adult led inputs. Each half term there is a broad theme that supports and directs teaching and learning experiences. However, there are opportunities for mini topics that come from the children's own interests and local events. The pupils are given daily input in phonics, literacy and maths, and are then set learning challenges to complete within the base.

They are also given the opportunity to take part in whole school learning experiences such as assemblies and outside visitors, and also go on visits of their own within the community and wider area. Children in EYFS are given a voice within the school community by having representatives on the school council and taking part in whole school voting and school council led events.