



Early Years Foundation Stage at Robert Le Kyng Primary School

At Robert Le Kyng Primary School, we are committed to providing a high quality early years' education, which gives children a secure and confident start to their school life and nurtures a lifelong love of learning. We are fully committed to the purpose and aims of the Early Years Foundation Stage Framework.

We aim for the children in EYFS at Robert Le Kyng to be:

- Happy, secure and to feel safe
- Independent, self-assured risk takers
- Confident and resilient
- Excited and motivated to learn
- Socially strong and able to form positive relationships

Learning and Development

Learning and development is categorised into three prime areas of learning:

- Communication and language
- Physical development
- Personal, social and emotional development

Additionally there are four specific areas of learning:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Characteristics of Effective Learning

The characteristics of effective learning underpin achievement of these prime and specific areas of learning. They describe factors which play a central role in a child's learning and in becoming an effective learner and are vital elements of support for the transition process from EYFS to Year 1. The characteristics represent processes rather than outcomes.

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 concentration
- Keeping trying
- Enjoying achieving what they set out to do

Planning

Learning is firmly established within a framework of planning for the long, medium and short term. Long term and medium term plans are based around themes, such as activities related to settling in or celebrations such as Christmas. Short term plans change weekly and are produced in response to the needs, achievements and interests of the children.

The planning:

- Reflects understanding of how young children learn;
- Takes into account provision of a balance between child-initiated and adult-initiated or directed activities;
- Gives opportunities for learning both in and outdoors;
- Encompasses what the children have learnt using a variety of assessment information and identifies the next steps they need to take their learning.

The Learning Environment

We aim to create an attractive, welcoming and stimulating learning environment both inside and outside which will encourage children to explore, investigate and learn through first-hand experience. The learning free-flows between the indoors and outdoors where quality learning opportunities are provided for the children. Resources are clearly labelled and easily accessible, enabling the children to use them with a high level of independence. Practitioners regularly evaluate the effectiveness of the learning environment and make adaptations as necessary.

Observation and Assessment

At Robert Le Kyng Primary School, we use a range of strategies to gather information about the children's learning and development and use this information to ensure that our planning meets the needs of all learners. During child-initiated activities, practitioners make 'snapshot' observations on post-it notes or using Target Tracker. Notes about guided activities are also recorded. Each child's observations are collated together along with examples of work, photographs and parental contributions.

During the first term, the teachers use the knowledge gained about each child through observations and assessment to make baseline judgements in all areas of learning.