

EYFS Vision

Where do we want to be in the future?

Within the next 3 years...

We will have designed and created an exciting **EYFS Curriculum**, which provides children with rich opportunities for both challenging and independent learning.

Children will be confident, independent, motivated and creative in their learning. They will believe in themselves and have the confidence to experiment with their own ideas, challenge their own learning and push themselves to practise difficult skills.

We will have perfected the skill of taking **objective based teaching** to the children (rather than always calling children to a 'teacher's table'), enabling us to follow the children's interests and in turn ensure ALL children are interested and motivated to learn.

We will have **quality support staff** within EYFS who are proactive, confident in Early Years practice and have been well trained to be able to use and adapt questioning in order to challenge children and develop key skills using the children's own interests as a springboard.

We will have **accurate assessments** of the children's learning and will have achieved a balance between observations that inform our assessments and celebrate achievements with parents. Ensuring that assessment complements teaching and learning opportunities and what we gather from these assessments adds value to the learning.

We will have successfully developed the **outside learning areas** so that outdoor learning is of equal quality to indoor learning.

We will have created an aesthetically calm **learning environment** using neutral tones and natural light, which allows children to learn without the distraction of bright and overly stimulating displays. Equipment will be easily accessible for children to select for themselves.

The profile of EYFS within the wider school context will be raised with the rest of the school valuing and understanding **the vital role the EYFS plays** in preparing our children for their future schooling and developing curious minds and positive learning attitudes.

Within the next 2 years...

EYFS Curriculum

Year 1 We want to design, create and implement

Year 2 develop, refine, modify and adjust the strong curriculum created based on learning from the first year of implementation with particular focus on improving the Continuous Provision and skill based teaching.

Objective based teaching

By planning for opportunities in our weekly plan, we want to experiment with and develop teacher skills using objective based teaching and identify techniques which work most successfully. These will be discussed and refined during planning sessions.

Quality support staff

In order to improve the quality of support staff's interactions with children we want to identify individual knowledge and skills gaps and therefore identify training needs.

Required CPD can then be mapped out. Suggested areas are:

- interpreting and using the weekly plans
- constructive use of time and seeing every moment as a learning opportunity
- developing use of questioning and how to extend children's learning
- managing time to achieve a balance between making pertinent observations and teaching opportunities
- developing observation skills and how to use these to inform children's next steps
- using objective based teaching to follow the children's interests.

Accurate assessments

We want to record evidence of children's learning in several different formats:

- We want to develop our skills using Tapestry (our online learning journey) as a platform to celebrate and share children's learning with parents and carers. We want to ensure we only 'remark on the remarkable' during observations.
- Class 'floor books' which will use photographs and examples of children's independent writing, recording and pictures to show our curriculum and progress, and allowing children to reflect on their learning.
- Individual books for Maths and Writing in which children record more formal teacher led tasks. These can be cross referenced by date to the floor books which will show the practical tasks leading up to the teacher led task.
- By improving our use of the assessment tracking grid completed each term.

Outside learning areas

By improving the quality of planning and including several levels of skills taught in each activity, children will be motivated and inspired to learn purposefully and will naturally challenge themselves.

Learning environment

We want to create learning areas where children can select their own equipment and independently develop their own ideas following individual interests and focusing on skills they need to specifically develop (identified by the teacher).

The vital role the EYFS plays

By developing a relevant and pertinent transition into Year 1, KS1 staff will be informed on children's progress and needs. We want to provide a personal and meaningful handover enabling children to adapt to Year 1 and continue their positive learning journey without any interruption or 'settling in' period.

Through shared activities with older classes staff and pupils alike will understand the vital skills children are learning in the EYFS and how children are building positive attitudes to future learning.