



The Mosley Academy

EYFS (Early Years Foundation Stage) Three I's

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The Early Years Foundation Stage (EYFS) Framework:

The EYFS framework includes seven areas of learning and development, all of which are important and interconnected. Three areas, known as the prime areas, are particularly crucial in igniting children's curiosity and enthusiasm for learning and they permeate the specific areas of learning.

The prime areas are:

- **Communication and Language** - Listening, Attention and Understanding, Speaking
- **Physical Development** - Gross motor skills, Fine motor skills
- **Personal, Social and Emotional Development** - Self-regulation, Managing self, Building relationships

The specific areas of learning develop essential skills and knowledge for children to participate successfully in society.

The specific areas are:

- **Literacy** - Comprehension, Word Reading, Writing
- **Mathematics** - Number, Numerical Patterns
- **Understanding the World** - Past and Present, People Culture & Communities, The Natural World
- **Expressive Arts and Design** - Creating with Materials, Being imaginative and expressive

The 7 areas of learning in the Early Years Foundation Stage

PRIME AREAS

<p>Communication and Language</p> <ul style="list-style-type: none"> • Listening, Attention & Understanding • Speaking 	<p>Physical Development</p> <ul style="list-style-type: none"> • Fine motor Skills • Gross Motor Skills 	<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • Self-regulation • Managing Self • Building Relationships
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SPECIFIC AREAS

<p>Literacy</p> <ul style="list-style-type: none"> • Comprehension • Word Reading • Writing 	<p>Mathematics</p> <ul style="list-style-type: none"> • Number • Numerical Patterns 	<p>Understanding the World</p> <ul style="list-style-type: none"> • Past and Present • People, Culture & Communities • The Natural World 	<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Creating with Materials • Being imaginative and Expressive
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The bullet points highlight the 17 Early Learning Goals that children will be assessed on during the Summer term of their Reception year. By collating a range of evidence and moderating with other schools, teachers will assess children to be working at either an 'emerging' or 'expected' at the level of development. In order for a child to achieve a 'good level of development', they must satisfy the criteria for the expected level in all early learning goals for the prime areas and for Literacy and Mathematics.

Characteristics of Effective Learning

The EYFS also acknowledges the importance of the behaviours and attitudes that signify effective learning. These are known as the 'characteristics of effective learning' and they provide the basis for teachers when planning the Reception learning environment and opportunities provided.

The three characteristics are:

- **Playing and Exploring** - children investigate and experience things, and 'have a go.'
- **Active Learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- **Creating and Thinking Critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Intent

At The Mosley Academy, our school motto is Be the Best You Can Be. This means we aim to inspire all pupils to be ambitious, develop responsibility and aim high! We aim to ignite their passion for learning to achieve the highest of outcomes academically and personally. Our EYFS curriculum is designed to build on children's prior learning and experiences, from their homes, experiences and previous settings. We value parental partnerships as an integral aspect to ensure we have a holistic reflection of each child within our setting. We aim to achieve this by providing regularly planned parental involvement sessions, as outlined within our curriculum.

Our curriculum sets out six open-ended themes, for learning opportunities to be provided through a thoroughly sequential progression of skills across the seven areas of learning, based upon the Development Matters guidance. The themed lines of enquiry are tailored based upon children's interests, child voice and first-hand enrichment experiences.

We intend to nurture the development of each child through our whole school values - Resilience, Happiness, Independence, Honesty, Kindness and Acceptance and through our Mosley 4R's of Ready, Respectful, Responsible and Restorative.

At The Mosley Academy, it is our intention for every child to make strong progress from their starting points while being a happy, curious and ambitious young learner - Be the BEST that YOU can be!

Curriculum

At The Mosley Academy our EYFS curriculum follows the EYFS framework, Development Matters and uses the Characteristics of Effective Learning and our knowledge of the needs and pupils in our setting. Our pupils can tailor their termly learning, through our open-ended statements. For example in the Spring term our statement is 'I wonder who helps us'. During this theme pupils are given the opportunity to ask questions to find out more and tell us who they would like to see/know more about. We capture these views through discussions, parent questionnaires and the relationships we develop with our children. Our year begins with 'I wonder about my place in the world' to begin to foster a class community and sense of belonging. It provides early opportunities to integrate our school motto, values and Mosley 4 R's in to their school experiences. These all support the children to learn the school routines and expectations in a nurturing and enabling environment.

This learning takes place both indoors and outdoors through planned opportunities within continuous and enhanced provision. Specific, targeted provision is also planned for those children that need more personalised learning and adaptations. Close work with the school SENDCo and senior leadership team supports curriculum development and provision for every child.

Play, Provision and Teaching

Implementation of our curriculum links closely to Mosley's skill progression across the seven areas of learning and reflects the children's needs at that point in time. Internal documentation provides further detail of the EYFS curriculum including the long term planning overview and assessment procedures. Continuous and enhanced provision is planned for weekly. This is for indoor and outdoor provision.

Each day includes direct, carefully planned, adult led experiences for children, in the form of structured teaching and adult led groups, for specific skills and knowledge to be taught. This is balanced with opportunities within the provision where children instigate and guide their own learning.

We have a strong focus on securing a child's foundational knowledge especially within the three prime areas of learning. For example, our focus on language development to enable children to communicate in clear sentences when talking to others. Stories are often chosen linked to the whole class theme, a particular child's interests or linked to a whole school theme or value for personal and social development.

We also ensure that reading and enjoyment of stories, play an important part of our day. We have a whole class story every day and there are many opportunities to enjoy books at other times. Songs and nursery rhymes are also part of our daily routines to develop a child's basic language skills, confidence and enjoyment. Children vote on their favourite story to be read at the end of each day as the class text. This supports the British value of democracy and the right to choose.

For the direct teaching sessions, we are scheme assisted. In Literacy we are guided by the structure for Talk for Writing. This approach gives children strong foundations in their Literacy skills and supports the development of a strong, rich vocabulary and sound story knowledge. It is also clear this approach gives our children confidence with their writing and allows them to find enjoyment in literacy learning. When teaching phonics, we follow the Little Wandle scheme. Little Wandle builds progression from a child's starting point and provides them with the foundations for phonics and early reading. We are ambitious with our teaching expectations and the programme provides us with clearly linked texts that explicitly match to a child's knowledge and supports their early reading journey. Our teaching approach includes misconceptions and highlight gaps, then providing us with strategies to narrow gaps swiftly and effectively.

Our Maths teaching and learning is supported by the NCEM Mastering Number documentation and White Rose Maths, which allow us to provide children with strong mathematical foundations for their early maths and journey on into the national curriculum. Alongside following these schemes we ensure our maths is taught practically, using manipulatives and to support children's metacognition, also giving our children confidence and enjoyment for their maths learning.

With a child's personal, social and emotional needs and progression being one of the seven core areas of learning, we provide children with daily opportunities to develop their skills in regulation, managing themselves and building relationships. Our classroom environment has a calming corner, where children are encouraged to reflect on the zones of regulation and practise strategies to reregulate and support how they are feeling, this approach is also mimicked outside where children can take a bit of calm time and know where they can go and take this time. Other opportunities to develop these areas come within embedding independence, child autonomy, ownership and the daily routines to support our pupils, which also develop vital habits for learning. This is done through using the whole class and individual visual timetables, dual coding techniques, and daily routines. We also pride ourselves on the important connections that adults make with the pupils in our setting as we understand that to enable a child to be confident and happy they need to belong and feel safe, trusted and valued.

In our environment we have a range of open-ended resources available for independent access to encourage our children to be active learners. Our open-ended resources are categorised in different ways/places throughout the classroom, for example, resources for writing/phonics, books/reading nook, creativity options, role-play opportunities, construction resources and maths spaces. These comprise of different resources, for example, within construction we have a range of construction blocks, varying in size, material, weight, shape and type. Alongside these resources being placed in specific places, we also ensure there are integrated opportunities across our whole environment; for example, where our home corner kitchen is, there are 'chores' check lists and pencils to ensure children have the opportunity to write and apply their skills. To support children's independent access of these resources, staff ensure they model how to use resources purposefully and skilfully alongside high quality interactions, focusing on the development and encouragement of language and vocabulary. The indoor and outdoor provision is reflective of all seven areas of learning. Children access both indoor and outdoor areas daily and they are encouraged to experience the outdoors as this is an important part of a child's mental health and wellbeing and link to their experiences throughout school.

Learning through play is an important part of our Early Years offer. Play allows our children to think creatively and critically alongside their peers as well as on their own. They can practise skills, build upon and revisit prior learning and experience catered to individual need. Play gives our children the opportunity to pursue their own interests and inspire those around them. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. Adults take an active role in child initiated play through observing, modelling, facilitating and extending their play. For example, in our themed outdoor role play shed.

When implementing provision planning this is carefully matched to Mosley's skill progression across the seven areas of learning. We ensure provision outside reflects the different curriculum areas too, for example setting up spaces for a maths game, reading and for construction. This also ensures consistency with the approach within the classroom.

	<p>We see transition as an important part of a successful Early Years classroom, both from nursery and then moving into year 1. We visit children in their nursery/pre school settings to support our baseline assessments and build our relationships with the children; getting to know their interests and passion.</p> <p>As the school year progresses, we also ensure there are transitional opportunities for our children, to support their move from the EYFS curriculum into Key Stage 1. This includes, structured writing opportunities, stories and meeting with the new teacher, more formal school routines: such as assemblies and visits from other staff in the school.</p>
	<p>Role of staff</p> <p>The Early years team have a role to help ensure that every child is tailored for, to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents. All adults within the Early Years setting actively seek to form positive, nurturing and respectful relationships with the children in their care. The formation of healthy relationships between adults and children is essential in enabling children's well-being, a culture and environment for learning and their future successes. This importance of relationships is also important to our Relational and Restorative behaviour procedure, which we foster through our Mosley 4 R's.</p> <p>Staff go above and beyond to ensure provision is personalised and of high quality for the children, building upon their interests and encourage them/facilitate their learning through these opportunities, allowing success and achievement for all.</p>
	<p>Role of parents and the community</p> <p>We believe that parents and carers are a child's first educator and therefore work very closely to ensure they are involved in what we do with their child at school. We want parents to feel they can speak to us about their child at any time and feel comfortable in our setting.</p> <p>When a child is offered a place at The Mosley Academy we dedicate time to visit the children in their current settings and then ask them to attend several induction sessions at the school; alongside all other children who will be starting school with them. This gives the child the opportunity to become familiar with the teacher, their classroom, the cloakroom and toilets and to begin to make friends as well as providing parents / carers with important information about starting school.</p> <p>During their time in Reception, parents are invited to attend 'stay and play' sessions throughout the year and focused Parent workshops. Parents are also involved in the PTFA and Parent Consultation Evenings during Autumn and Spring terms. In addition, parents of children in Reception receive a weekly newsletter detailing learning for the week and outlining ideas for helping at home. Teachers also make themselves available after school for an informal chat or to discuss more urgent concerns where necessary. An EYFS staff member is also on meet and greet in the morning to welcome the pupils in to the setting and to ensure that any information needed for the day can be gained from the child or the parents/ carer.</p>

Impact	<p>Assessment is key at the Mosley Academy to ensure that teaching and learning is accurate and supports every child's needs.</p> <p>On entry to Reception we carry out baseline assessments for each child, following the government RBA (Reception Baseline Assessment) and our own Mosley checklist. Our own personalised checklist is focused upon the three prime areas of learning. These two baselines support us to see a child's starting point and then tailor their learning and next steps. These also help us to determine if any child then needs to be further assessed against Wellcomm, which is the language intervention we use in school. Our data from these baselines are also used to support discussions with the senior leadership team, and to feed back to the MAT against 'how many children are ready/not ready to learn'.</p> <p>Throughout the year we complete formative assessments where we assess the children against half termly assessment checkpoints, this process is done through observations of the children's learning, knowledge of the children from engaging with them in provision, outcomes from adult led tasks and formal teaching.</p> <p>The teacher then uses Sonar to track progression for children. On Sonar, children are judged against the descriptors of 'At, Below and Significantly Below' Age Related Expectations in the seven areas of the Early years curriculum, for both Spring and Summer and the three prime areas in Autumn term. This also supports discussions around pupil progress with the Senior Leadership Team ensuring that any additional support needed can be implemented. The SENDCO is also involved early for any children who we identify as requiring additional adaptations. To support these decisions on SONAR, staff use the summative strategies outlined above, for example measuring children against the progress checkpoints on our long term plans.</p> <p>To ensure we have evidence of a child's progress in the EYFS we use a range of strategies: folders, books, Tapestry online learning journey and teacher judgements/conversations. These collections of work, photos, videos, observations and contributions from parents create a detailed picture of the child. We include individual next steps for children's learning, linking to areas we identify they need extra support and these are discussed with individuals. In literacy books, children identify their successes as 'Go Green' highlights and their areas for development as 'Think pink' highlights in line with the whole-school feedback and marking procedure.</p> <p>At the end of Reception, the class teacher assesses each child against the 17 Early Learning Goals (ELG) and comments on whether their development within each ELG is either 'emerging' or 'expected'. Each child's progress is communicated to their parents and carers in the Reception child's end of year report.</p> <p>Our EYFS curriculum inspires our pupils to learn, through a range of carefully planned opportunities, and develop holistically and academically.</p> <p>By following well sequenced schemes of learning we can be confident that the learning opportunities we provide develop the strongest foundations in basic skills, including those of early maths and early reading, which enable our children to access the national curriculum by the end of EYFS.</p> <p>By engaging parents in their child's journey, we bolster each child's development and support them to grow from their individual starting points.</p> <p>Impact is also evident through our successful transitions into Year 1. EYFS staff have a good understanding of how our Early Years curriculum and Early Learning Goals link to the National Curriculum, and through our planning and delivery across the year, children leave the EYFS stage with the skills, knowledge and confidence to continue their journey of learning; alongside a love of books and reading, with a bank of stories they know well.</p>
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	<p>We monitor through: Learning Walks, observations and informal drop ins Pupil Voice Book/work scrutiny Governor visits Parent voice</p>	<p>Increased Cultural Capital through an exposure to a wide range of vocabulary. We complete an annual audit of cultural capital experiences that we encourage every child to experience.</p>	<p>Broad, balanced curriculum where skills and knowledge are embedded and create a shift in long term memory.</p> <p>Provision is adapted so that it is suitable for all groups of learners, including SEND, disadvantaged and vulnerable children.</p>
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