



EARLY YEARS FOUNDATION STAGE

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2026-2027

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4	September 2022	Updated curriculum in line with EYFS 2021 guidance.	
5	September 2023		
6	October 2024	Addition of use of seesaw	
7	October 2025	Addition of high quality interactions	
8	October 2026	No changes	All staff sharepoint

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Introduction

At Hilton Lane Primary School, the EYFS extends from the age of three to the end of the reception year. Children start school in nursery in the September following their third birthday. Following a year in nursery they then move into the reception class. Compulsory schooling does not begin until the start of the term after a child's fifth birthday.

The EYFS at our school is split over two separate sites. The reception class is part of the main school while the nursery class is based about three quarters of a mile away in a dedicated building. Even though the nursery and reception classes are on separate sites, strong links between the two classes and between the nursery and the rest of the school are maintained. The nursery class make visits to school for special occasions and events. Arrangements for transition between nursery and reception classes are made in the summer term to ensure children are ready to move not only to a new class but also to a new site.

Aims:

The Early Years Foundation Stage (EYFS) is a vital part of children's learning at Hilton Lane Primary School. It provides children with a wide range of early experiences and prepares children with the skills they will need for school readiness. The EYFS at our school provides children with a safe, secure, caring and happy environment in which children can lay down the foundations for their future learning.

Children joining our school have had a range of prior experiences. Some have already attended playgroups or nurseries, whilst others have spent their early years in the home environment. Our aim in the EYFS is to provide a stimulating curriculum and environment which will support all children and enable them to achieve their full potential, whatever their starting points.

Hilton Lane, we plan a curriculum to support the diverse needs and differing starting points of our children and follow the EYFS Development Matters guidance (2023) when planning and teaching children in the EYFS. Our curriculum has been carefully planned to meet the specific needs of our children. We have carefully considered how we will deliver the curriculum to our children to ensure maximum interest and engagement, enabling children to thrive, achieve and make the progress they are capable of.

Key Legislation:

Early years foundation stage (EYFS) statutory framework (DFE 2023)

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Development Matters: Non-statutory curriculum guidance for the early years foundation stage (DFE 2023)

<https://www.gov.uk/government/publications/development-matters--2>

Early years foundation stage: Profile 2022 (DFE 2022)

<https://www.gov.uk/government/publications/early-years-foundation-stage-profile-handbook>

Teaching and learning in the Early Years Foundation Stage

Overarching principles

There are four guiding principles which guide our practice in the early years:

- *Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.*
- *Children learn to be strong and independent through positive relationships*
- *Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interest and needs and help them to build learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers*
- *Importance of learning and development – children develop and learn at differing rates.*

(Statutory framework for the early years foundation stage September 2021)

These principles complement each other and we use them to provide the basis for teaching and learning across all areas of learning at Hilton Lane Primary School.

Characteristics of Effective teaching and learning

Each child is unique and children learn in different ways. To support the unique ways children learn, we adapt our teaching to enhance the following characteristics:

- **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*

(Statutory framework for the EYFS 2021)

At Hilton Lane Primary School, we use the characteristics of effective learning to guide our practice and plan provision and activities which will enhance them further.

Areas of learning and Development

Our EYFS curriculum reflects the areas of learning identified in the Statutory framework for the early years foundation stage (2021). We follow the identified 7 areas of learning and development and the education programmes. We use Development Matters (2023) to guide our practice and have tailored the curriculum to meet the needs of the children at Hilton Lane Primary School.

Learning and development is divided into prime and specific areas of learning.

The Prime areas of learning are:

- **Personal, Social and Emotional Development (PSED)**
- **Physical Development (PD)**
- **Communication and Language (C&L)**

The specific areas of learning are:

- **Literacy (L)**
- **Mathematics (M)**
- **Understanding of the World (UW)**
- **Expressive Arts and Design (EAD)**

Even though there are seven distinct areas of learning, at Hilton Lane Primary School, we view them all as interconnected. Learning experiences and activities often cover many of the areas of learning identified by the EYFS and cannot always be categorised into one particular area of learning or development. All areas are equally important.

Development Matters for each of the areas of learning are divided into year groups and our focus in nursery is learning at the 3-4 year old age and in reception at the reception stage. We aim to support children of differing abilities within their appropriate stage and providing scaffolding and support for children who need additional support and challenges and deeper understanding for children who are exceeding.

The level of progress children should be expected to have attained by the end of the EYFS is defined by the Early Learning Goals (see appendix). These goals are used at the end of reception to make a holistic, best-fit judgement about a child's development, and their readiness for year 1.

Our curriculum

Our curriculum uses a themed approach to learning, linking topics to specific aspects of our curriculum. There is scope within this to follow children's interests to develop learning. Our topics and linked learning have been carefully planned for progression and the skills children will need to develop to access the National Curriculum when they leave the EYFS.

The indoor and outdoor environment in the early years is just as important as direct teaching and learning. At Hilton Lane we endeavour to provide environments which support current teaching and learning and help children consolidate and learn new skills through their independent play. We aim for environments to be inviting and stimulating, encouraging children to play together and on their own to develop new skills. Skill development is planned to be progressive to ensure previous skills are built on and move on.

In addition to our EYFS Development Matters curriculum, we enhance and support children's learning through several additional programmes. The focus of these programmes is the development of speech and language skills. Speech and language underpins all learning and is the key to accessing the EYFS curriculum and later the National Curriculum. Children at Hilton Lane typically start school with a lower range of communication and language skills and our aim is to develop these skills to help children catch-up – high quality interactions are the cornerstone of our Early Years offer. In nursery, we focus on the development of early language and understanding skills through the Wellcomm programme. This is a structured and progressive programme which is designed to help children make progress and catch-up. In reception, we use TALC, a programme designed to support children's understanding of blank level questioning and comprehension skills.

We teach phonics through the Little Wandle Letters and Sounds Revised programme of study. This provides a structured and progressive approach to phonics teaching which in turn supports the development of early reading and writing. In nursery, we teach maths using the Master the Curriculum overview as this feeds into White Rose. In reception, children are taught using the White Rose themes to link in with maths teaching across school. This helps to prepare children for the skills they will need to access maths through the National Curriculum.

Interventions are provided for children who need additional support with their learning. These are provided in the form of one-to-one or small group activities which are designed to help children progress with their learning.

Some interventions specific programmes such as Wellcomm and others are planned by the teacher to target specific learning needs.

SEN children have an IEP and are supported through small group/one-to-one support. Teaching is linked to the SEN child's year group band but is supported and scaffolded to ensure they can access the learning at their own level. Adaptive teaching is used to ensure progress is made by all children, including those with SEN.

Higher ability children are supported through adaptive teaching and challenges. These are planned to develop mastery and deepen understanding.

Many learning opportunities are captured and shared with parents/carers using Seesaw. This ensure that families are up to date with their children's learning experiences.

Some other features of good teaching and learning in the EYFS at our school include:

- *Providing opportunities for children to have uninterrupted sessions of continuous play to extend and enhance learning;*
- *ensuring adults support the continuous provision play areas and guide children's independent play to bring on learning and development;*
- *providing high quality adult-led play activities which support, guide and extend children's learning and development;*
- *having an understanding of how children develop and learn;*
- *having a range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication;*
- *providing provision for children to take part in activities that build on and extend their interests, and develop their intellectual, physical, social and emotional abilities;*
- *providing encouragement for children to communicate and talk about their learning, and to develop independence and self-management;*
- *providing support for learning, with appropriate and accessible space, facilities and equipment, both indoors and outdoors;*
- *identifying children's progress and future learning needs though observations which are regularly shared with all adults working with the class;*
- *holding regular meetings between the nursery and reception class teachers to ensure consistency and progression;*
- *identifying training needs for all adults working at the EYFS*

Planning

Our long-term overview feeds into our medium-term plans. Themes shape our medium-term plans and are responsive to prior learning and next steps. Assessment outcomes at the end of each half term also shape our medium-term plans and we look at gap analysis in the data to inform our planning decisions. The Master the Curriculum overview in nursery and White Rose themes in reception are used to plan maths and Little Wandle is used to plan phonics. This ensures our plans are progressive and meets the needs of the children at Hilton Lane.

Weekly plans are based around literacy and mathematics. Both nursery and reception classes plan for a daily mathematics-based session and a daily literacy-based session. These sessions may cover a range of curriculum areas due to the overlap of the EYFS areas of learning and development. Each session involves some adult-directed teaching as a whole class (or in smaller groups), followed by an adult focus with a small group of children or within the continuous provision play. The other children play in the indoor and outdoor continuous provision areas, supported by the adults in the classroom where appropriate.

In addition to the mathematics and literacy session, children also have a dedicated daily phonics session and a fine motor session to develop skills for writing.

We use next step planners to record next steps and catch-up activities.

Assessment

“Assessment plays an important part in helping parents, carers and practitioners to recognise children’s progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process”.

(Statutory framework for the early years foundation stage 2021 DFE)

At Hilton Lane Primary School, assessment is an ongoing process. We continually observe children during continuous provision play activities and use these observations to form the basis for planning next steps in learning and provide appropriate enhancements for continuous provision play opportunities. These observations are not always recorded to avoid too many breaks away from interacting with children. We value the importance of sharing and discussing observations to plan a child’s next steps. In we may carry out small tasks to make a judgement on a child’s prior learning. We follow the Little Wandle Letters and Sounds assessment for phonics.

We use Insight Tracker to record our teacher assessment judgements at four key points throughout the year. We then use gap analysis to target specific next steps for children whose learning does not yet match their age-related expectations. More detailed records are kept for children who are falling significantly below their age-related expectations and ‘Birth to Five Matters’ is used to support this

Nursery

When children start in nursery, a baseline judgement is made which is used to inform next steps in planning. Formal assessment recording of teacher judgements also takes place in autumn2, spring 2 and summer 2.

Reception

In line with national guidance, the Reception Baseline assessment is completed in the first six weeks in which the children start in reception. Formal assessment recording of teacher judgements also takes place in autumn2, spring 2 and summer 2.

In the final half-term in reception, the EYFS profile is completed for each child. Each child’s level of development is assessed against the early learning goals and a judgement must be made as to whether a child is meeting the expected level or not yet reaching the expected level.

To ensure the EYFS profile data is accurate, the school holds both internal moderation meetings each year and takes part in the local authority moderation process.

The results of the EYFS profile are shared sensitively with parents/carers and results are submitted to Salford LEA. Year 1 teachers also receive a copy the EYFS profile and the results are discussed as part of the transition meeting at the end of the year.

Parents receive an annual end of year report that offers brief comments on each child’s progress in each area of learning. It highlights the child’s strengths and development needs and gives details of the child’s general progress.

Resources and learning environment

Early Years Foundation Stage

At our school we create a calm and inviting environment.

We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning.

We consider the outdoor environment as important as the indoor environment. Children have regular access to the outdoor environment and opportunities are made for both child-initiated and adult-led learning.

Displays are both useful and informative. Both the nursery and reception classrooms have learning journey walls where children can choose special pieces of work to display and celebrate.

To record previous learning and support spaced retrieval, we use floor books. These are shared with the children regularly.

Inclusion at the Foundation Stage

We believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when we are planning for their learning.

Our ultimate aim for children to achieve their best potential in all aspects of their learning and development. We help them do this by planning to meet the needs of both boys and girls, of children with special educational needs, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds.

SEN children have an IEP's and are supported through small group/one-to-one support. Teaching is adaptive to support needs and learning is scaffolded and supported to enable all children to access it at their own level. See our SEND policy for further information.

We also plan to meet the needs of more able children and provide the appropriate opportunities for children who are ready to deepen and master skills.

The Role of Parents

We believe that all parents have an important role to play in the education of their child. We therefore recognise the role that parents have played, and their future role, in educating their children. We do this through:

- talking to parents about their child before their child starts in our school;*
- opportunities given to the children to spend time with their teacher before starting school;*
- inviting all parents to an induction meeting during the term before their child starts in nursery and reception class;*
- offering parents regular opportunities to talk about their child's progress in our nursery and reception classes;*
- encouraging parents to talk to the child's teacher if there are any concerns;*
- in nursery arranging for children to start school part time over the first half-term, so that the teacher can welcome each child individually into the school;*
- offering a range of activities, throughout the year, that encourage collaboration between child, school and parents;*
- providing various activities that involve parents, i.e., regular communication with home;*
- through daily contact, assemblies, sports day, open days, special day activities.*

There is a meeting offered for parents each term, at which the parents discuss the child's progress. Parents receive a report on their child's attainment and progress at the end of each school year.