



## EYFS – OVERALL STATEMENT

[AVANTI SCHOOLS TRUST]

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| This policy is in force until further notice from:   | Oct-21  |
| This policy must be reviewed by:   | Oct-23  |
| Policy Author(s):  | Mike Ion  |
| Date policy reviewed by Education Director:  | Oct-22  |
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| Under the Trust's Scheme of Delegation this policy must be approved by<br>LEARNING, TEACHING AND STANDARDS<br>COMMITTEE<br>Such approval was given on: | Learning, Teaching and<br>Standards Committee<br><br>03.10.22 |

## EYFS – OVERALL STATEMENT

Early childhood is the foundation on which children build the rest of their lives. We value the importance that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development. We also view the EYFS as preparation for life and not simply preparation for the next stage of education. The Avanti Way underpins all we do, to ensure our children have the best possible start on their journey to Educational Excellence, Spiritual Insight and Character Formation.

### Aim

We aim to support all children to become independent and collaborative learners by:

- Providing a happy, safe, stimulating and challenging programme of learning and development.
- Providing a broad, balanced and creative curriculum that will set in place firm foundations for further learning and development.
- Fostering independence and self-confidence in all children.
- Valuing what each child can do, assessing their individual needs and helping each child to progress.
- Developing strong relationships with parents and carers to build a partnership in supporting their children. We know parents are children's first and most enduring educators and we value the contribution they make.
- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.

### Curriculum

The early years curriculum we will offer children is based on the following principles:

- It builds on what children already know and can do.
- It ensures that no child is excluded or disadvantaged.
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors.
- It provides a rich and stimulating environment.
- It acknowledges the importance of a full working partnership with parents and carers.

Our curriculum for EYFS is based on the statutory framework for the early years foundation stage 2021 (setting the standards for learning, development and care for children from birth to five). We use *Development Matters in the Early Years Foundation Stage*; non-statutory guidance material which support the implementation of the statutory requirements of the EYFS. At the end of the Reception year, each child will be assessed against the 17 Early Learning Goals (ELGs), each one linked to one of the seven areas of learning highlighted in the EYFS curriculum below.

Our EYFS curriculum will focus on the following domains of learning:

| <b>Domains of learning</b>                         | <b>National curriculum areas of learning</b>     |                              |
|--|--|------------------------------|
| English and Languages                              | Communication and Language (C&L)                 | Literacy (Reading & Writing) |
| Mathematics  | Number & Numerical patterns                      |                              |
| Physical development and movement                  | Physical development (PD)                        |                              |
| Arts, Music and Crafts                             | Expressive Arts and Design (EAD)                 |                              |
| Philosophy, faith and belief (to include PSED)     | Personal, social and emotional development(PSED) |                              |
| Nature and the environment, science and technology | Understanding the World (UW)                     |                              |

These domains of learning and development will shape educational provision in our Early Years. All areas of learning and development are important and inter-connected. None of the areas of learning can be delivered in isolation from the others; staff will take responsibility for ensuring a balance of adult led and child initiated activities in order for most children to reach the levels required at the end of EYFS. Children’s development levels are assessed and as the academic year progresses, the balance will shift towards a more equal focus on all areas of learning, as children grow in confidence and ability within the three prime areas.

The children in the EYFS will also participate in daily phonics sessions, following a nationally recognised programme.

Our learning environment and the delivery of the curriculum incorporates the three characteristics of effective learning:

- Playing and exploring - children will have opportunities to investigate and experience things, and ‘have a go’.
- Active learning - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.
- Creating and thinking critically - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

EYFS staff will use observations as the basis for planning; observing children to identify their achievements, interests and next steps for learning. These observations will direct planning.

Children will have access to both inside and outside areas across the day; this has a positive effect on the children’s development. Being outdoors offers opportunities for doing things in different ways and in different scales than when indoors.