**Early years foundation stage**

**What the government say:**



**The early years foundation stage (EYFS) sets standards for the learning, development and care of children from birth to 5 years old.**

**All schools and Ofsted-registered early years providers must follow the EYFS, including child-minders, preschools, nurseries and school reception classes.**

**Assessments**

**There are assessments when a child is aged between 2 and 3 years and at the end of the academic year when they turn 5. These are not tests for the child - the assessments are based on EYFS practitioners’ observations.**

**Information from these assessments is used for parents, practitioners and teachers to support children’s learning and development.**

**Early years learning concentrates on 7 areas split between prime and specific areas of learning.**

**Prime Areas**

**The prime areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas.**

**The prime areas continue to be fundamental throughout the EYFS.**

**The prime areas of learning are:**

* **communication and language**
* **physical development**
* **personal, social and emotional development**

**Specific Areas**

**The specific areas include essential skills and knowledge. They grow out of the prime areas, and provide important contexts for learning.**

**The specific areas of learning are:**

* **literacy**
* **mathematics**
* **understanding the world**
* **expressive arts and design**

**Teaching is often done through play, where the child learns about subjects and other people through games, taking into account the way in which children learn effectively.**

**Characteristics of Effective Learning:**

**The ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and critical thinking.**

**These characteristics underpin learning and development across all areas and support the child to remain an effective and motivated learner.**

**Early years foundation stage profile**

**At the end of the academic year when a child turns 5, the practitioner records each child’s development by watching the child playing and in the classroom. The completed assessment is known as the ‘early years foundation stage profile’. This is used to help the year 1 teacher plan lessons for the children.**

**Early Years Foundation Stage at Yarmouth Primary:**

**In Purple Class at Yarmouth Primary we follow the statutory curriculum through child led learning. Each half term we ask the children what they are interested in learning and create a topic of learning for the half term around their interests; to ensure this fully encompasses the principles of the EYFS topics are subject to change as we follow where the children take their learning.**

**In the morning we teach phonics, literacy and mathematics to the children through both an adult led session as well as child led and child initiated learning. In the afternoons we concentrate fully on the child led learning, ensuring we are offering provision across all the areas of learning.**

**We strive to offer an interesting and varied range of activities that the children can engage fully in, each week we complete a continuous provision plan that details what the children’s interests have been and where we can take their learning to develop understanding and knowledge further.**

**Our learning takes us outside every day and often can lead to messy play. We ask that you treat your child’s school uniform as their ‘work clothes’. So that they can explore and play and get messy to fully reach their learning potential!**

**We also ask that because we will be outside in all weathers, you provide a suitable coat and wellies if the weather dictates. You are welcome to leave these in school permanently if this is easier for you.**

**You can help too…**

**The Early Years Foundation Stage Profile assessments are completed from a number of observations and assessments made through play. We add all of these to each child’s individual Learning Journey which builds up to create a picture of each child’s achievements, interests and next steps over their year in Reception. Good practice in the EYFS is to involve all adults who know the child in their assessment and this is where we need your help! In September in your child’s book bag there will be a Home Book and we ask that you add any information that you feel can help us to understand your child better. This could be a post it about some amazing maths they did independently at home or a note about a family occasion; we have attached some examples of contributions parents/carers have made in the past.**

**Baseline Assessments**

**This September the government have introduced a baseline assessment for all children starting school, there are 6 options of assessment and we have chosen EExBA as our model. This model has been chosen by over 11000 other schools in the UK and we feel it follows the principles of the EYFS most closely. Therefore, the assessment is entirely observation based and the children will not be aware any assessment is taking place. For more information about the baseline assessments please go to the links below:**

[**http://www.foundationyears.org.uk/2015/02/reception-baseline-for-schools-guide-for-schools/**](http://www.foundationyears.org.uk/2015/02/reception-baseline-for-schools-guide-for-schools/)

[**http://earlyexcellence.com/eexba/**](http://earlyexcellence.com/eexba/)