



EYFS



Early Years Foundation Stage

From birth – 5 years



SH EYFS

Planning

- **Staff plan a mix of adult led and child initiated activities**
- **Staff observe children in their play, recording significant achievements and then making best fit judgements on their development by referring to the EYFS Guidance**
- **Judgements are used to inform planning so that it is closely linked to the children's developmental needs and interests**



Observations by Staff

- **Self initiated play and Adult led activities**
- **Judgements are made based on their level of**



learning. These are recorded on the iPad either through photos and/or written evidence.

- **Not all evidence is recorded when making judgements, for example, conversations with the children and parents, behaviour within the setting and work in books.**

Foundation Stage Profile

- This learning journey of your child helps teachers to track your child's progress throughout the Early Years and informs them when completing their assessment at the end of the Reception year. This is called the Foundation Stage Profile.
- The profile tells us whether each child has achieved the Early Learning Goals.
- These are shared with parents and Y1 teachers.

17 Early Learning Goals which the children work towards throughout Nursery and Reception

The Prime Areas

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



Specific Areas

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

Age Bands

Within each area of learning, there are specific age bands which highlight the age related expectations.



CHARACTERISTICS OF EFFECTIVE LEARNING

These tell the staff how the child is learning, and what else they need to do to become an efficient and motivated learner.

Playing and Exploring (Engagement)

Finding out and exploring

Realise that their actions have an affect on the world, so they want to keep repeating them.

Plan and think ahead about how they will explore or play with objects.

Reach for and accept objects. Make choices and explore different resources and materials.

Using what they know in their play

Guide their own thinking and actions by talking to themselves while playing.

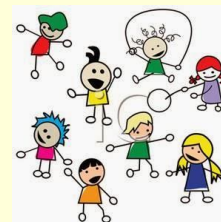
Do things independently that have been previously taught.

Bring their own interests and fascinations into early years setting.

Being willing to have a go

Make independent choices.

Respond to new experiences that you bring to their attention.



Active Learning (Motivation)



Being involved and concentrating

Participating in routines.

Begin to predict sequences because they know routines.

Begin to correct their mistakes themselves.

Keep on trying

Keep on trying when things are difficult.

Enjoying achieving what they set out to do

Use a range of strategies to reach a goal they have set themselves.

Show goal-directed behaviour.

Creating and Thinking Critically (Thinking)

Having their own ideas

Take part in simple pretend play.

Using what they already know to learn new things

Sort materials.

Use pretend play to think beyond the 'here and now' and to understand another perspective.

Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.

Choosing ways to do things and finding new ways

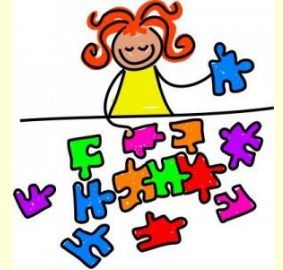
Solve real problems.

Review their progress as they try to achieve a goal.

Check how well they are doing.

Concentrate on achieving something that's important to them.

They are increasingly able to control their attention and ignore distractions.



Early Essence



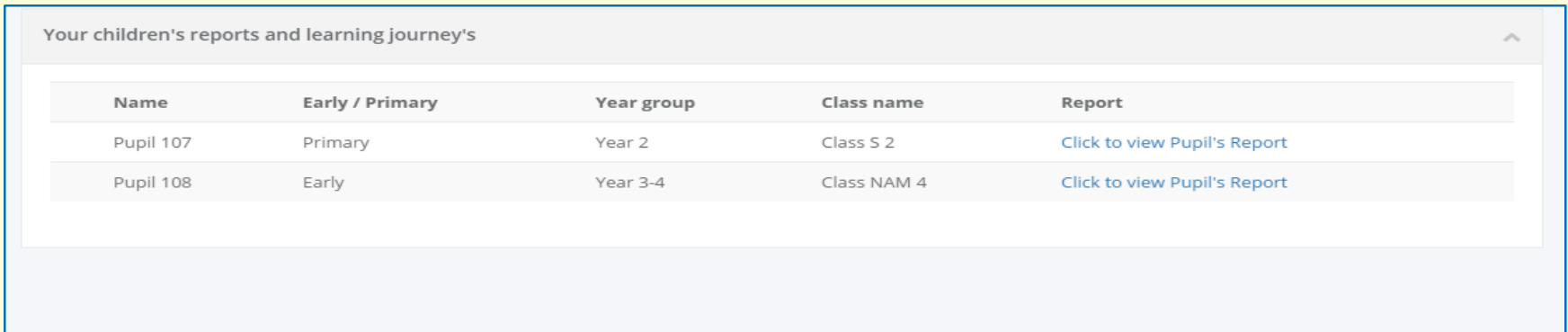
- Early Essence is a secure website used to track a child's progress through the Foundation Stage.
- Each child in Nursery and Reception have a page on this website where staff publish photos, comments and observations about how they are progressing.
- These will be published regularly.
- Please log on at least once a month to view your child's progress.

Access to the Early Essence Website

- To access the Early Essence website, there is a link on our school webpage
- Under the parent tab, Useful Information, Support your child. It is called Early Essence Access for parents.
- Click on the link and enter your user name and password to see your child's learning journey.
- This PowerPoint can be found there too.

The Early Essence Website

Once you have logged on you will see the following:



Your children's reports and learning journey's

Name	Early / Primary	Year group	Class name	Report
Pupil 107	Primary	Year 2	Class S 2	Click to view Pupil's Report
Pupil 108	Early	Year 3-4	Class NAM 4	Click to view Pupil's Report

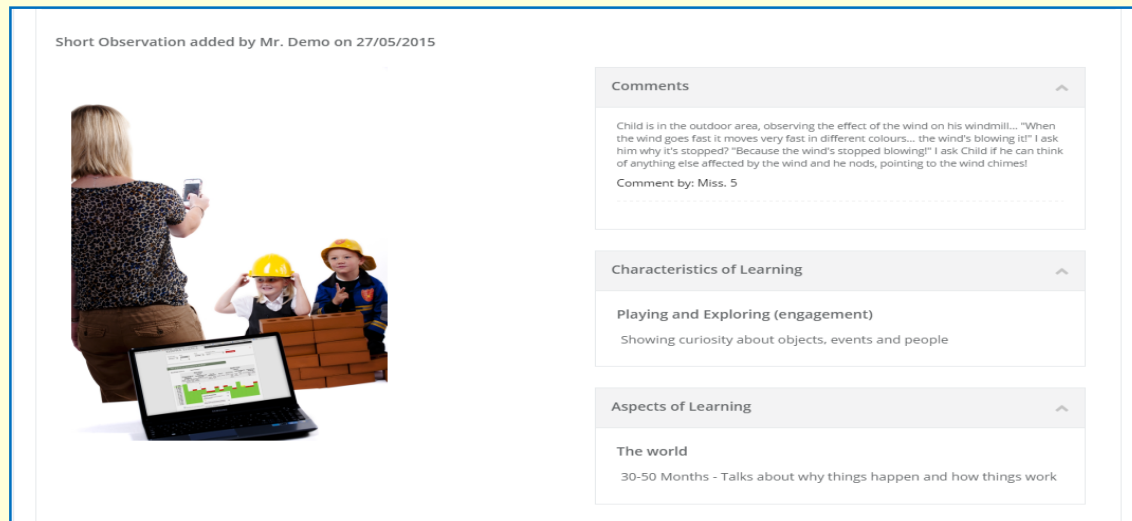
If you have more than one child in nursery/ reception you will see them listed here and you can then 'Click to view Pupils Report'.

IMPORTANT NOTE – On your first visit, please change your password by accessing 'Profile' at the top right hand corner of the page. Please ensure you keep your log in and password as safe and secure as possible. Passwords are case sensitive.


The Early Essence Website

- Learning Journey

This section shows you a selection of evidence we have collected on your child so far. At the top there will be little photo thumbnails which you will be able to scroll along and choose from. There will be a brief description of what they have been doing, often accompanied by a photo or video. There may also be statements linked to the observation, taken from EYFS documentation. This helps us to track progress across different areas of learning.



Short Observation added by Mr. Demo on 27/05/2015



Comments ^

Child is in the outdoor area, observing the effect of the wind on his windmill... "When the wind goes fast it moves very fast in different colours... the wind's blowing it!" I ask him why it's stopped? "Because the wind's stopped blowing!" I ask Child if he can think of anything else affected by the wind and he nods, pointing to the wind chimes!

Comment by: Miss. 5

Characteristics of Learning ^

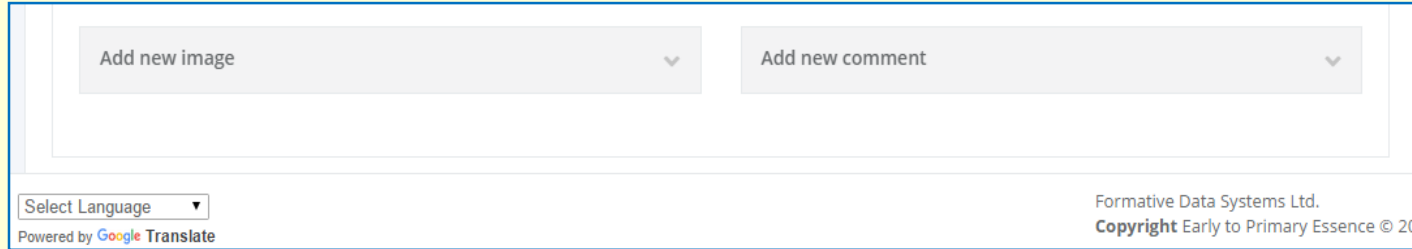
Playing and Exploring (engagement)
Showing curiosity about objects, events and people

Aspects of Learning ^

The world
30-50 Months - Talks about why things happen and how things work

The Early Essence Website

You can add your own photos and comments here too!



We hope you enjoy looking through your child's learning journey.

If you have any problems, please email the school office.