



# OSBORNE EYFS



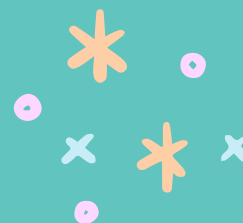
## Arthur Terry Learning Partnership

Although our academies take an individual approach to Early Years, teaching in the EYFS in each setting is delivered in accordance with the government's statutory document 'The Statutory Framework for the Early Years Foundation Stage' (March 2017).

This document is a principled approach to Early Years education, bringing together children's welfare, learning and development requirements through four themes: 'A Unique Child', 'Positive Relationships', 'Enabling Environments' and 'Children Learn in Different Ways and at Different Rates'.

### ATLP EYFS settings strive to provide:

1. Quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind.
2. A secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly.
3. Partnership working between practitioners and with parents and/or carers'
4. Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.



### Three characteristics of effective teaching and learning 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.

## Vision

At Osborne Primary School we believe that the Early Years Foundation Stage is a highly important stage in a child's journey where solid foundations need to be built in order for them to be successful throughout the rest of their journey. We know how important it is that the whole child is developed and our team are skilled and passionate about delivering a curriculum and environment that meets the specific needs of our pupils.

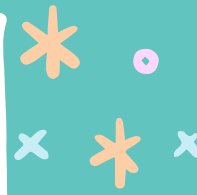
Our vision for every Osborne pupil is to develop happy and enthusiastic learners who are:

Articulate  
Persistent  
Resilient  
Confident



## Aims

- ü Our children acquire vocabulary quickly and use it effectively in the right contexts.
- ü Our enthusiastic teaching builds on prior knowledge and skills, engaging learners.
- ü Our curriculum promotes cultural capital through exploration and planned child-led and adult-led activities
- ü Our effective learning interactions and questioning deepens knowledge and understanding so that progress is accelerated for our learners.
- ü Our high expectations of pupils ensure all pupils meet their full potential.



## Implementation

Learning and development is focused around seven key areas:

### Prime areas:

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

### Specific areas:

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

At Osborne, our curriculum is designed to support pupils in the three prime areas so that they are able to then flourish in the four specific areas.

All of our learning is planned around a different topic each half term. We immerse our pupils in the topic in all areas of learning to help them make connections and develop subject specific vocabulary. Carefully planned focus group, adult-led and child-initiated activities ensure that learning is revisited so that skills and knowledge is embedded.



## Our Environment

We have designed both our indoor and outdoor environments to enable pupils to explore and be imaginative through play. There are plenty of opportunities to develop communication skills in the different role play areas which change based on the topic.

Our environment also offers lot of opportunities to interact with different stories.



## Reading

We believe that phonics and early reading are integral to a child's development and we therefore have vocabulary and books at the heart of curriculum. Story time, nursery rhymes, role play, vocabulary instruction and phonic sessions (through the Read Write Inc Program) is a daily occurrence to ensure that our children are engaged in a language rich environment.

## Assessment

The Reception Baseline Assessment is a short, interactive and practical assessment of reception children's early literacy, communication, language and mathematics skills when they begin school, using materials that most children will be familiar with. It is statutory for all schools from September 2021.

Throughout their year in Reception, pupils' progress is tracked using Development Matters and phonics checks. These assessments enable our staff to quickly identify gaps in learning and plan a curriculum which meets the needs of our learners. At the end of the year, they are assessed on 17 Early Learning Goals through the Early Years Foundation Stage Profile.