



## HFS EYFS rationale



*We put the individual child at the centre of everything that we do!  
We understand that play based learning is the key to successful, happy,  
confident and resilient learners of the future. We want the children to learn  
how to think and be creative.*



With a system of focus children, a workshop style environment and records kept on spontaneous planning sheets the children are learning effectively **all the time!!**

**Inputs (or when adults teach key concepts in small or larger groups) happen a number of times throughout the day e.g. maths usually happens for 15/20 minutes straight after lunch and phonics happens in the morning using our 'Essential Letters & Sounds' resources. This is a fast paced**

**scheme that incorporates and encourages early writing skills.** Others areas of the curriculum are also taught through direct input by an adult at various points each week. **We forward plan our Inputs based on children's needs and interests to extend learning on what the children want to find out more, we support them to find information themselves using books or the internet.** We do not have focus groups we have focus children.

**Focus Children: 4 are chosen as focus children per week, 5/6 times per year.** They each have personalised next steps for that week. These are created by adults the week before, either from previous summative assessment, incidental observations from the previous weeks or our own knowledge of the children.



**Any interactions that staff have with other children are added to Tapestry.** Group activities are recorded on the 'spontaneous planning' sheet. This is kept in the class and shows 3 things; what did the adult see, what did the adult teach the child or group, what was the outcome? These are the crucial moments when teaching takes place. They can range from encouraging a child to zip up their own coat or showing a group how to use the timer on the iPad to record their game. These are not planned activities. Here we can see what areas of the curriculum have been covered. These are the interactions that happen all day long in our Early Years.

Parents and carers are encouraged to add to the online profile for their child. Using this forum or class email, parents can correspond with the class teacher to ask for advice and support for their child. Parents may also share significant family events for the children to explain for 'Show and Tell'.

**We believe our environment is the third teacher.** We do not put out table-top activities. Adults encourage children to choose what they'd like to do, indoors and out. Children have long sustained time to play. Adults model how to respect, play with and



look after our resources. The principle is that resources are accessible to the children and they are varied, open-ended and high quality. This gives children the opportunity to select resources to support their chosen activity. These are available to play with at all times. 'Tidy up police' check on peers at the end of each session. While resources are changed periodically (possibly after they've been introduced to a focus child or small group) our environment is kept 'clutter' free – enabling good tidying and respect for these resources.

After we have completed our summative assessment staff analyse the data and make changes to the overall environment. Staff know that they are showing children how to learn, rather than what to learn.

**Adults support early writing through 'Story Scribing.'** Once or twice a week children's stories are shared with the class. The class has a 'toy', the children take it in turns to take home (once writing is established) and record in a book their time with it. We also have dedicated 'story time/ super sentence building' sessions where adults and children work together to develop children's literacy skills.

Sometimes provocations or invitations to play are added to an area e.g. if the area is not being used that much or to challenge and further children's knowledge and experiences when an adult is not around.

During the week staff look on the planning board at the next steps for each of the focus children and tailor their interactions accordingly. They challenge and question where appropriate at the level that is right for that child. Adults move the child's learning forward there and then – 'in the moment planning.' We believe all adults are teachers and every interaction is an opportunity for a 'teachable moment.' They use the words and guidance set out in OFSTED's definition of teaching in the Early Years as a touch point for their verbal and written interactions. Some of these observations are collated on Tapestry towards the end of the week in order that parents can share in their child's learning.