

St Oswald's School – EYFS Skills Progression.

The overarching aim of the EYFS is to help young children to achieve the Every Child Matters outcomes of staying safe, enjoying and achieving, making a positive contribution and achieving economic wellbeing. We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- Children develop and learn in different ways and at different rates

Intent	Implementation	Impact
To deliver a high quality EYFS curriculum that maximises learning opportunities for each child by building secure relationships with children and their families. To understand and follow children's interests and provide a rich curriculum that supports learning, consolidates and deepens knowledge and ensures that children achieve their next steps. To provide indoor and outdoor provision that is carefully planned and demonstrates a thorough knowledge and understanding of the way in which children learn. To prepare children to achieve the Early Learning Goals, ensuring all children have made good or better progress from their individual starting points so they have the knowledge and skills needed for KS1.	To continue to support staff subject knowledge to ensure a good EYFS curriculum is being taught, making sure that staff are skilled in assessing early speech and language development. To use our knowledge of the Characteristics of Effective Learning to plan appropriate and balanced learning experiences that shows a clear understanding of how children are motivated to learn. To provide a balance of child and teacher led activities in order for our children to become fully engaged and excited by their learning. To ensure planning and provision is flexible adapts to meet the needs of all learners and reflects needs and interests as they continue to develop and grow.	To ensure that all children make good or better progress and children who achieve the Early Learning Goals have the knowledge and skills to maintain good progress in Key Stage 1. Effective communication between EYFS and KS1 staff to achieve a smooth transition for children and to plan accordingly for the next stage of their learning journey. In addition to regular formative observations, staff input summative data on a termly basis and complete their own data analysis records to ensure that our children's progress is monitored carefully, the impact of actions are evaluated and next steps are identified.

