



Early Years Foundation Stage

Subject Leader Report 2024-2025



Subject Leader: Clara Clark

Autumn Term

The Early Years Foundation Stage (EYFS) at Masefield Primary School provides a strong foundation for children in their first stage of formal education. The EYFS curriculum is designed to support and nurture children's development across multiple areas, ensuring they are well-prepared for their transition into Key Stage 1. This approach has proven highly successful, as demonstrated by the high demand for places in the Reception class, which has led to Masefield being oversubscribed for this year's intake. Additionally, an increase in the demand for Nursery places has prompted the decision to extend the Nursery classroom during the Christmas holidays, further expanding the number of children able to join the school's EYFS.

Overview of EYFS Provision: Masefield Primary School's EYFS provision serves children aged 3 to 5, divided into two classes: Reception and Nursery. Following the statutory framework for the Early Years Foundation Stage, the curriculum ensures that all children receive a balanced, engaging, and inclusive education. The learning environment, both indoor and outdoor, is regularly enhanced to reflect the knowledge and skills being developed in each curriculum area. Since the start of the academic year, the children have made significant progress, particularly in acquiring knowledge about their families, the seasons, and various celebrations.

Teaching Methods: The teaching approach at Masefield Primary School is child-centered, incorporating both structured and free-flow activities. Teachers combine direct instruction with play-based learning, ensuring that the learning environment is carefully set up to foster independent learning. In the Reception class, structured activities are balanced with opportunities for child-initiated learning, helping children to develop independence, problem-solving skills, and creativity. Outdoor learning plays a key role in the EYFS curriculum. The children regularly engage in activities that promote physical development, teamwork, and an understanding of nature. The school also utilises the local community and surrounding resources to provide real-world learning experiences. The children have been introduced to all areas of the classroom, with clear guidance on how to access these spaces to enhance their learning.

Assessment and Progress: Children's progress is closely monitored through both informal and formal assessments. Observations are regularly recorded on Seesaw, providing a comprehensive record of each child's development. These observations are used to track progress against the Early Learning Goals (ELGs) and help plan next steps in the children's learning journey. A collaborative approach is adopted, with valuable input from parents and caregivers contributing to the overall understanding of each child's development.

Inclusion and Support: Masefield Primary School is committed to providing an inclusive education for all children, ensuring that every child, including those with additional learning needs or English as an additional language (EAL), has access to a curriculum that meets their individual needs. The EYFS team works closely with support staff, outside agencies, and parents to offer tailored interventions and resources. A significant number of children have been identified as needing additional support, particularly in the area of speech and language. As a result, these children have been referred to the Speech and Language Service, and the school continues to provide Wellcomm interventions to support their development.

Parental Engagement: Parental engagement is a core aspect of Masefield Primary School's ethos. The school fosters strong home-school partnerships and actively encourages parental involvement in their children's learning. This is achieved through regular communication with parents via newsletters, workshops, and learning journals. Parents are also invited to engage directly in the classroom, participating in activities and attending various sessions such as parents' evenings and stay-and-play sessions. The recent introduction of the school's pet rabbits, Doris and Derek, has been a particular



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highlight for children and parents alike, creating a shared experience that enhances the school community.

Conclusion: The Early Years Foundation Stage at Masefield Primary School offers a nurturing, enriching, and well-balanced environment that supports the development of children across all areas of learning. The combination of play-based learning, structured activities, and an inclusive approach ensures that children develop the necessary skills to thrive in later stages of education. The strong collaboration between parents, teachers, and support staff contributes to the ongoing success of the EYFS provision, providing a solid foundation for children's lifelong learning journey. With continued expansion and support, the future of the EYFS at Masefield Primary School looks bright.

