



## Early Year Foundation Stage

### Intent:

Our Early Years Curriculum aims to lay a secure foundation for all aspects of each individual's learning. We want pupils to be exposed to a range of experiences that broadens their understanding and equips them with the skills needed to be successful, confident and life-long learners who reach their full potential. We provide a love of learning from the very start and expect our children to leave us as happy, confident and skilful communicators. We provide a practical, playful approach to learning, based on the needs and interests of our children.

All staff work hard as a team to create a positive, caring, safe and a welcoming atmosphere where the children feel secure yet are challenged to achieve their best. The emphasis is very much on helping individual children to achieve their full potential. Every child is recognised as a unique individual and we celebrate and welcome differences within our school community. We respect all families and aim to develop a positive two-way relationship with each one.







We know that children do their best when all their physical and emotional needs are being met. Staff understand that every child is unique and they develop in their own way. We provide support so that every child has the opportunity to do this. By providing a high level of wellbeing this in turn leads to high levels of child development and the ability to create and think critically.

We aim to provide our children with knowledge, skills and experiences in a hands-on, holistic way so that all learning is embedded in a meaningful context. We do this through a personalised, flexible curriculum that engages and motivates our children. This allows them to take charge of their learning and be able to be creative, have energy, concentrate and be persistent in everything they do so that they are able to reach their own individual goals and milestones needed for their future learning.

### Implementation:

Children in our Early Years Phase (Nursery and Reception) follow the Early Years Foundation Stage Curriculum (EYFS). The EYFS Curriculum has seven main areas of learning –

 Personal, Social and Emotional Development

-  Communication and Language
-  Physical development
-  Literacy (Reading and Writing)
-  Mathematics
-  Understanding the world
-  Expressive Arts and Design

We find out about and recognise children's previous learning and the experiences they've had at home or in previous nursery/preschool settings. Information is shared to ensure that new learning builds upon and strengthens their previous understanding.

Our curriculum is designed to be creative, inspiring, challenging, memorable and to provide all children with opportunities where doors are opened to dream for the future. We offer a flexible approach, provide additional challenge and create relevant teaching opportunities that deepens learning and understanding.

Our environment is set up to develop appropriate skills and it is changed to suit the co-hort needs and children's interest. Our resources are considered carefully and are used to provide challenge and curiosity. Children have access to an outside area. Our outdoor area is used all year round and in most weather conditions. We ensure activities support the Characteristics of Effective Learning to ensure learning takes place. These 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.*

To ensure all children are learning, staff carry out assessments. Our assessments start with careful observation. Every week, 2- 3 children are chosen to have their focus week and parents are informed of this. Parents are asked to fill out a form to record any information that may be helpful to the practitioner, record any issues/problems they may want to share and finally can send in pictures of what their child has been getting up to at home. Staff will record any interaction with these children; where they have taught the child a skill, new piece of information or encouraged to show how to do something they didn't before. This is then recorded on a sheet to show the learning that has taken place for that child and is shared with parents and carers at the end of the week. Parents are informed about the things their child has been getting up to and also things that the child could be doing at home. These observations inform planning and support staff in highlighting where misconceptions are or where the child may need more support. The observations are also used to support the children's wellbeing, development and learning. We record observations in a secure online journal called Tapestry.

Staff model, explain, demonstrate, encourage, question and set challenges to facilitate learning and this is done through interaction with children during their play. Staff build up positive relationships and communicate well with all children so that every child can feel safe and happy to flourish to their potential. Staff understand that the prime areas of learning begin to develop quickly in response to relationships and experiences and run through and support learning in all other areas. Furthermore, these prime areas continue to be essential throughout the whole of the EYFS.

### Impact:

We strive to ensure that our children's progress across the EYFS curriculum is good from their varied starting points. We also strive for children to reach the Early Learning Goals at the end of Reception and to be at least in line with National Expectations. Evidence in children's learning journeys support all areas of the EYFS curriculum.

We measure the percentage of pupils achieving age related expectations throughout the academic year, put supportive interventions in place, if and when needed. Practitioners use observations to make formative assessments which support and inform future planning and highlights any misconceptions or skills children may need help on. Summative assessment compares children's attainment to age related expectations using month bands in Development Matters. This is tracked using o-track to ensure rates of progress are at least good for all children, including vulnerable groups such as those with SEND, disadvantaged or summer born children. Our assessment judgements have been moderated both in school and externally with local schools and others in our trust. We also partake in local authority moderation which has validated our school judgements.

The impact of our curriculum will also be measured by how effectively it helps our pupils develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens. We endeavour for pupils to be Key Stage 1 ready and have our school values embedded by the time they leave reception, preparing them for their future.