



INTENT

- We regard every child as unique. We regard each child as constantly learning and that each child can become resilient, capable, confident, self-assured.
- We prioritise positive relationships in order for each child to become strong and independent. There is a strong partnership between our EYFS staff and parents
- We provide a rich, enabling environment ensuring each child can learn and develop well by providing experiences that respond to each child's individual needs based on what they already know and that are clearly sequenced and progressive.
- We recognise that each child develops and learns in different ways and at different rates (characteristics of effective teaching and learning).

Areas of Learning:

The seven important and interconnected areas of learning and development shape our provision. We regard the three prime areas as particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

Communication and language development: We understand that children's spoken language underpins all seven areas of learning and development. We give children opportunities to experience quality interactions within a rich language environment. We aim to build children's language effectively through commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added. We plan in frequent opportunities to read to children and engage them actively in stories, non-fiction, rhymes and poems, and provide them with extensive opportunities to use and embed new words in a range of contexts. Our staff understand how to support and model through conversation, storytelling and role play, encouraging children to share their ideas. Our staff encourage children to elaborate on their ideas, through prompts such as 'I wonder ...' and sensitive questioning to support children in becoming comfortable using a rich range of vocabulary and language structures.

Personal, social and emotional development: We understand that children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. It provides a secure platform from which children can achieve at school and in later life.

The relationships with adults in school support children in learning to understand their own feelings and those of others. We help children to manage emotions, have confidence in their own abilities and develop a positive sense of self. We support them to set themselves simple goals, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance we teach them how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, we teach them how to make good friendships, co-operate and resolve conflicts peaceably.

Physical development: We believe that physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. We aim to support the development of children's gross and fine motor experiences from their individual starting points upon entry. We do this through providing planned opportunities for children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility, for example, through the planned PE curriculum, and by providing opportunities for play both indoors and outdoors. Through targeted adult support and effective continuous provision, we provide repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, so by the end of EYFS, children have developed proficiency, control and confidence.

Our provision also supports children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

Literacy: As set out in our Reading Intent, we believe it is crucial for children to develop a life-long love of reading. We build on children's language comprehension through quality interactions. We recognise the importance of talking about and reading books (stories and non-fiction) and enjoying rhymes, poems and songs together. Skilled word recognition is taught through our systematic phonics programme. Writing is taught including transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). A range of opportunities are provided across the continuous provision to apply the skills explicitly taught.

Mathematics: We believe developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. We also ensure the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. We follow the White Rose progression documents to provide children with opportunities to develop and improve their skills to be able to count confidently, to develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. Using a concrete, pictorial, abstract approach that is integral within our school, we provide frequent and varied opportunities to build and apply this understanding, including using manipulatives, such as loose parts and tens frames for representing, counting and organising numbers to 10 and beyond. Through this, we support children to develop a secure base of knowledge and vocabulary from which mastery of mathematics is built.

We believe it is crucial that children develop positive attitudes and interests in mathematics. We support children to look for patterns and relationships and to spot connections. Children are encouraged to 'have a go', and to talk to adults and peers about what they notice, being confident so they are not afraid to make mistakes.

Understanding the world: We guide children to make sense of their physical world and their community. We believe the frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting zoos, parks, libraries and historic houses to meeting important members of society such as police officers, nurses and firefighters. We ensure children listen to a broad selection of stories, non-fiction, rhymes and poems to foster their understanding of our culturally, socially, technologically and ecologically diverse world to build important knowledge. Providing a foundation for later learning, including reading comprehension, we focus on enriching and widening children's familiarity with words that support understanding across domains.

Expressive arts and design: We believe that the development of children's artistic and cultural awareness supports their imagination and creativity. We ensure children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials in preparation for KS1 and KS2. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

We continually assess children's attainment and progress using the Development Matters stages of Development. Where children are not on track for achieving the 17 Early Learning Goals, we target children's needs and provide the necessary support and interventions.

The curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning.

IMPLEMENTATION

We consider the individual needs, interests, and stage of development of each child and use this information to plan a challenging, progressive and highly motivating curriculum for each child in all of the

areas of learning and development to ensure children are ready for Year 1. We ensure children have the knowledge and skills they need to benefit from what school has to offer ~~when it is time to move on.~~

The Importance of Play:

Each area of learning is implemented through planned, purposeful play and through a balance of adult-led, adult directed and child-initiated activity. We regard play as essential for children's development, building their confidence as they learn to explore, set their own goals, think about problems, and relate to others. We strongly believe that children learn by leading their own play, and by taking part in play which is guided by adults. We make ongoing judgements about the balance between activities led by children, and activities led or guided by adults. As children progress through the year this balance gradually shifts towards more activities led by adults and direct teaching, to help children prepare for more formal learning, ready for Year 1.

How we Provide for a Thinking Environment / Characteristics of Effective Learning:

Our stimulating environment offers high quality provision to meet the needs of the individual cohort. This usually consists of small world, role play, construction, outdoor, malleable materials – playdough, water, sand, model making, painting, mud kitchen, den building, bikes and outdoor resources. Mark making, reading and mathematics are incorporated across areas. The environment is fluid, however. Resources can be taken from one area to another in order to develop schema.

In planning and guiding children's activities we reflect on the different ways that children learn. These underpin our provision. The three characteristics of effective teaching and learning are:

- **Playing and exploring:** Children investigate and experience things, and 'have a go'. Our environment allows children to play freely but also supports learning through implicit and explicit challenge (see below). Opportunities for exploring are in every area of our provision. Resources that encourage creativity that are ambiguous include; planks, logs, wooden bricks, gravel, plastic crates, cardboard boxes, den building materials-tarpaulin, camouflage netting, net curtains, pegs, clips, wash stands.

- **Active learning:** Children concentrate and keep on trying if they encounter difficulties and enjoy achievements. We encourage children to be active learners by creating an environment led by their interests. For example; changing the role play area into Granny's cottage after reading Little Red Riding Hood and then the children building a den for the wolf independently. We believe high level attainment comes from high level engagement and that learning should be process (skill) driven rather than outcome driven. Engagement in the process ensures the knowledge is more likely to stick.

- **Creating and thinking critically:** Children have and develop their own ideas, make links between ideas and develop strategies for doing things. We give lots of opportunities to problem solve and work things out supported by an adult who scaffolds and models thinking. We also provide opportunities for children to investigate, and problem solve independently. For example some children were using logs and planks as a seesaw, they discovered that they could see if something was heavier than themselves by balancing on one end of the plank and adding large logs to the other side. They had to make sure the logs did not fall whilst balancing and this great critical thinking skills.

We plan our continuous provision to enable learning 'in the absence of an adult-led', providing differentiated core resources. It is directly linked to children's progress and attainment and focussed on procedural knowledge / skill development. We enhance the provision through skilled adult interactions and by selecting resources and activities to meet the children's developmental needs. Activities are 'dressed' to children's motivations and interests. We also ensure that adults are not constantly leading group activities. Adults observe children's learning in the continuous provision and also teach, support and scaffold children's learning through their play.

Although we follow a topic approach, which is mainly adult led; but the topic does not limit the children's learning in the activities and experiences provided in our continuous provision although topic enhancements may be added.

We produce weekly enhanced provision plans which outline the objective and focus for specific areas based on observations. Objective led planning informs our teaching through opportunities provided by adult intervention within our continuous provision.

How we Ensure Challenge:

Implicit challenge throughout our environment is achieved by:

- Structuring and resourcing the environment linked directly to summative assessment and differentiating / levelling the provision to reflect the children's current development.
- Providing ambiguity. Open ended resources and experiences are provided that encourage children to explore and investigate.

Explicit challenge is adult led and is achieved by:

- High quality adult interactions in the form of prompts or questions alongside child-led learning.
- Asking specific children to extend and deepen their learning by scaffolding and extending their activity (informal challenge).
- Providing groups of children with challenge activities, using these selectively to maximise engagement.

How we use Assessment:

Assessment is key in recognising our children's progress, understanding their needs and planning activities and support.

- Ongoing assessment (formative assessment) is an integral part of the learning and development process. We observe and interact with children in daily activities to understand their level of achievement, interests and learning styles. Embedded learning is identified by assessing what a child can do consistently and independently in a range of everyday situations. We use Tapestry to record the children's learning experiences that are adult-led and independent. We also respond to observations that parents share on Tapestry that have been completed at home or were set as Tapestry challenges at the end of term.
- Summative assessment based on professional judgement is completed at least 3 times per year (Late September / October; December; April) to understand a child's performance at the end of a period of teaching. This is followed by a Gap and Strength Analysis based on age-related expectations which informs the change in environment needed to address the greatest area of need (learning gaps) and strengths. For example, writing tool belts were added to the outdoor area to attract boys to independent writing activities.
- National statutory summative assessment is carried out at the beginning of the Reception year (Reception Baseline Assessment) and at the end of the year in order to understand a child's performance in relation to national expectations (Early Years Foundation Stage Profile).
- Assessment informs an ongoing dialogue between practitioners, parents and year 1 teachers about each child's learning and development and supports a successful transition to key stage 1.

Our whole environment is shaped by observation and assessment. Hence, our quality provision has a direct relationship with the needs of the children. It is adjusted to enable each child to demonstrate their learning and development fully.

We shape learning experiences for each child responding to:

- (i) our day-to day observations about children's progress.
- (ii) our knowledge of the strengths and areas for development identified through summative assessment.

How we Monitor Children's Well-being:

We monitor the well-being of our children through the Leuven Scales of Well-being and Involvement. We strongly believe that if children are not positively engaging and involved, learning will be hindered. We use the Leuven Scales during baseline assessment and follow this up with longer observations of the children at play through the year – more regularly with children that demonstrate they may have low wellbeing or involvement initially.

The Importance of Highly Skilled Staff:

We firmly believe that quality EYFS provision requires a quality workforce. We have a well-qualified, skilled staff to ensure we deliver the best possible outcomes for children. We are knowledgeable about the 7 areas of learning and understand how young children learn. We regard ourselves as 'facilitators of thinking', constantly look for opportunities to question, model and scaffold strategies and ideas. We use the Development Matters non-statutory guidance to support our professional judgement.

We invest in CPD

- Phonics training
- White Rose Maths training
- 5 Principles of Counting
- ABC Does – Continuous Provision
- Julian Grenier – Working with the Revised Early Years Foundation Stage Principles into Practice
- ABC Does – The Revised EYFS Framework 2021
- Tapestry and the new Early Years Framework - Webinar
- Tapestry – The Revised EYFS and Development Matters – Webinar

IMPACT

We expect the vast majority of children to achieve the 17 Early learning Goals which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year in the seven areas of learning and development.

Our EYFS provision 'gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life'.