



St Andrews CE Primary School



Early Years Foundation Stage

A golden thread running through everything we do

Intent

Our intent is our curriculum, our plan and what we are going to teach. A balance between child-initiated and adult-led, a hybrid education approach; bringing together the best methodologies, with carefully planned continuous provision and an enabling environment that evolves to meet the needs of our current cohort.

Implementation

Our implementation is our pedagogy, what we do and how we teach and present our curriculum. What we do every day to ensure the children make progress. Resources in the enabling environment, enhancements, group work, challenges, invitations and interactions in play.

Impact

Our impact is reviewing the teaching and assessing the learning. This shows we make a difference. The children make good progress from their starting points. Impact is shown with our observations, formative and summative assessments for each child, when discussing next steps and children's interests.

Intent

The Statutory framework for the Early Years Foundation Stage sets the standards for learning, development and care for children from birth to 5 years.

At St Andrews CE Primary School, we place great value on the development of children as individuals and providing them with the skills, knowledge and understanding they need to prepare them for the challenges in Key Stage One and beyond. Our aim in the EYFS is to build strong foundations rooted in academic success as well as moral and spiritual development, so that ultimately our pupils can be successful, happy, curious, life-long learners. Our curriculum is therefore the cultural capital we know our pupils need so that they can gain the knowledge, skills and understanding they require for success.

Our curriculum is specifically designed with a strong emphasis on the prime areas of learning; Personal, Social and Emotional Development and Communication and Language, including oracy. We recognise that oracy develops children's thinking and understanding,

which in turn promotes self-confidence, resilience and empathy which support the child's well-being. Our enabling environments and warm, skilful adult interactions support the children as they begin to link learning to their play and exploration right from the start. We believe that high level engagement ensures high level attainment. We therefore provide an engaging curriculum that maximises opportunities for meaningful cross-curricular links and learning experiences, as well as promoting the unique child by offering extended periods of play and sustained thinking. We follow children's interests and ideas to foster a lifelong love of learning both in and outside of school.

By the end of the Reception year, our intent is to ensure that all children make at least good progress from their starting points and are equipped with the skills and knowledge to have a smooth transition into Year 1.

Implementation

We understand that building secure relationships with children and their families at the early stage is key to understanding how we can maximise learning opportunities for each and every child in our setting. Regular parent's meetings, stay and play sessions and workshops ensure that parents are kept up to date with their children's development and progress and are fully aware of how they can continue to support their children's learning outside of school.

We place huge importance on the development of children's vocabulary and ensure that staff are skilled in assessing early speech and language development and have the expertise to support children in being able to communicate their thoughts and ideas and explore the meaning of new words. We use WellComm in nursery to track progress of all children and identify areas of concern in language, communication and interaction. In addition, children who show weakness in their oral language skills take part in NELI (Nuffield Early Language Intervention) This is alongside weekly sessions with our Speech and Language therapist who helps to build subject knowledge of working with children who have communication and language difficulties.

Each half term, both Nursery and Reception introduce a new theme to provide inspiration for learning, whilst providing the flexibility for children to follow their own interests and ideas. Children learn through a balance of child-initiated and adult-directed activities. The timetable is carefully structured so that children have directed teaching during the day. The timetable changes throughout the year to take into consideration the changing needs of the children. Children are provided with plenty of time to engage in 'exploration' throughout the variety of experiences carefully planned to engage and challenge them in the provision.

Reading is at the heart of our curriculum. Children follow the rigorous and highly successful Read, Write Inc program to ensure consistency across the school and so that they meet good outcomes for reading. In Nursery children focus on Phase 1 which concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Reception. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills. Children are encouraged to read at home and are listened to regularly in school. They are given books that match their phonic knowledge in order for them to apply their learning with the aim of becoming successful, confident and fluent readers.

In mathematics in Reception, we follow the NTCEM Mastery Maths Scheme of work that focuses on high quality learning environments and meaningful interactions with adults, supporting children in developing mathematical thinking and discussion. Pupils learn through games and tasks using concrete manipulatives and pictorial structures and representations which are then rehearsed applied and recorded. Children in reception have daily maths to develop fluency, revisit key concepts and address misconceptions. In Nursery, children develop a love of maths through games, songs, rhymes, and play using concrete manipulatives. There is a focus on the following counting principles; one to one correspondence, stable order and cardinal principle, composition and subitising.

Our wider curriculum is taught through the learning areas; 'Understanding of the World' and 'Expressive Arts and Design.' Children are provided with plenty of time to engage in 'exploration' throughout the variety of experiences carefully planned to engage and challenge them in the provision and weekly forest school sessions. EYFS staff have a good understanding of how ELG's feed into the National Curriculum through our robust planning and CPD opportunities. In reverse, colleagues throughout the school are also aware of the key ELG's that link to each foundation subject and the progression of the subject.

Our inclusive approach means that all children learn together, but we have a range of additional interventions and support for children who may not be reaching their potential, or are showing a greater depth of understanding and need further challenge. This includes, for example, sessions for developing speech and language, social skills, cool kids, sensory circuits, phonics, mathematics or our nurture group with some of our vulnerable children. In addition, we have a higher than average number of children on EHCPs, where bespoke plans have identified that learning may need to take place away from the classroom due to sensory needs.

Impact

Prior to children starting, staff spend time speaking to the child's parents, previous settings and read previous learning journey's to gain an understanding of the whole child and where they are at. During the first half term in Nursery or Reception, all staff use ongoing assessments, observations using the 'Leuven scales' and conversations with the child to develop a baseline assessment. This identifies each individual's starting points in all areas so we can plan experiences to ensure progress. The following baseline assessments are also carried out. The RBA (Statutory Reception Baseline Assessment) This assessment focuses on 'Language, Communication and Literacy,' and 'Mathematics.' The purpose of this is to show the progress children make from Reception until the end of KS2.

Assessments do not involve prolonged periods of time away from the children and excessive paper work. Practitioners draw on their knowledge of the child and their own expert professional judgements through discussions with other practitioners, photographs and physical examples such as a child's drawing / making. Children's work and observations are kept in floorbooks and individual books in Reception. 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 is evaluated and next steps are identified. Phonic assessments are carried out using 'Phonics Tracker' every half term to quickly identify pupils that are not making expected progress. Our aim is for children to 'keep up' rather than 'catch up' where

possible. Assessments are completed each half term and shared with parents, whereby the class teacher updates the progress children have made. In Summer Term 2, the EYFSP is completed where teacher judge whether the child has met each of the 17 ELG's. They will be assessed as either 'emerging' or 'expected.' Whilst there is no judgement to state if a child is exceeding beyond an ELG, teachers, have a duty to provide a narrative for both parents and the Year 1 teacher. Impact is also evident through our successful transitions into Year 1. EYFS staff have a good understanding of how ELG's link to the National Curriculum, and through our robust planning and delivery across the spectrum of subjects – both core and foundation - children leave the EYFS stage with the skills, knowledge and confidence to continue their journey as scientists, historians, artists and geographers.

We believe our high standards are due to the enriched play-based exploration, carefully planned adult-led, alongside the rigour of assessment and teaching the children have as they move through the early years – a rich diet of balanced learning experiences is undoubtedly the best way to develop happy, curious children.