

Aldermoor Farm Primary School

Our Intent, Implementation and Impact for Early Years Foundation Stage

The Early years Foundation Stage is the period of education from birth to 5 years. In our foundation stage, we have a nursery with full/part time places and three reception classes.

Intent

- To support children to become confident, creative and resilient life-long learners
- To work in partnership with parents/carers to ensure children feel safe and happy allowing them to reach their full potential
- To understand and follow children's interests and provide opportunities throughout our EYFS curriculum to support learning, consolidate and deepen knowledge and ensure children meet their next steps
- To create an indoor and outdoor environment which stimulates children's imagination and allows them to become independent learners
- To instil a love of reading in all children
- To prepare children to reach the Early Learning Goals at the end of the foundation stage and to ensure all children make accelerated progress from their starting points
- To ensure transition into KS1 is seamless
- To ensure that all members of the EYFS family (children, families and staff) have a growth mindset
- Give children the Cultural Capital they need for future success

Implementation

Throughout the EYFS at Aldermoor Farm Primary School, we follow the Early Years Statutory Framework for the Early Years Foundation Stage. This framework specifies the requirement for learning and development in the Early Years and provides prime and specific areas of learning we must cover in our curriculum. We encourage children to demonstrate their attitudes and behaviours to learning through the Characteristics of Effective Learning.

We believe **learning through play** is vital. We use the environment to ensure the children's needs are met through continuous provision, enhanced provision and following their interests. We value the importance of **uninterrupted play** and carefully consider our timetable to ensure that children have the opportunity to access their environment and be fully engaged in the learning process. Adults skilfully assess children's levels of independence and engagement and only intervene in children's play when value can be added or when invited by a child.

Staff teach an objective through whole class and small group teaching. Children in reception have a **daily phonics session, a maths session and a topic session** which will often focus on a literacy skill.

We recognise that language and communication are vital in all areas of a child's development. Communication and language development are therefore a consistent focus. We support children's development by providing a **rich language environment**, where conversations, singing and sharing stories become a regular part of the children's day. Children also have 1:1 reading sessions and small group reading sessions weekly.

Each week, the **key worker** (Teacher and TA's) will focus on specific children and will cover all areas of the curriculum whilst capturing wow moments for the other children in the setting. **Parents** are invited to support the planning process during their child's focus week by informing teachers of their child's current interests/activities they have done at home). During this week, the key worker will work closely with the child to maximise learning, develop language, build independence, and ensure that children are accessing learning and development that meets their individual developmental needs.

In Nursery, we predominantly focus on the **prime areas of learning** ensuring that children are able to manage their own feelings, independence and physical skills. **The daily story time** supports children's listening, understanding and the development of speech. In reception, the learning from nursery is continued and progressive.

Practitioners record **'snapshot'** evidence of children's learning to build an overall picture of the child and to ensure no child is left behind. **Formative assessment** takes place within every session and helps staff to identify any children that need more support to achieve the objective and those that need challenging. This ensures practitioners time is with the children rather than carrying out **unnecessary paperwork**.

Children in EYFS learn by **playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside**. Children have access to highly stimulating free flow learning both indoors and out. We ensure activities support the **Characteristics of Effective Learning** to ensure learning takes place. Staff within our EYFS make regular observations of children's learning to ensure that next steps are addressed. We regularly discuss children's progress and then ensure that our provision, adult interactions and learning environment reflects the needs of the children within our setting.

To support our **wider curriculum**, we provide regular opportunities for parents and carers to come into school and work with their child, share their work and celebrate successes. We keep parents informed and we meet regularly with them to ensure children's transition into school and through the EYFS is happy, allowing them to reach their full potential. This includes transition days, nursery or home visits, stay and play sessions, parent workshops, focus week reports, parent consultations as well as more frequent informal communication to suit individual families. We also **support the transition into Key Stage 1** for both child and parents. We prepare children for Year 1 with visits to their new class, meeting the teacher and ensuring the environments are similar at the end of EYFS and the start of Year 1. Parents have the opportunity to meet with new teachers and visit their child's new learning environment.

We understand to maintain high standards of **quality first teaching** we have to invest in our staff by providing high quality **Continued Professional Development (CPD)** to match the current needs of the staff and also to match the needs of our children.

Impact

The broad and balanced curriculum design ensures that the needs of individual children including EAL, SEND and disadvantaged, can be met within the environment of high quality first teaching supported by targeted interventions where appropriate.

Children in nursery and reception make accelerated progress from their individual starting points. We strive to ensure that children make accelerated progress throughout the foundation stage and ultimately reach the early learning goals at the end of reception.

The impact of our curriculum is measured by how effectively it helps our pupils develop into confident, independent individuals who have the knowledge, skills and attitudes to become lifelong learners as they enter the next stage of their learning journey. Each child's learning journey highlights the breadth of opportunity each child receives while the practitioners can articulately talk about the individual children's learning and their next steps.

The impact can also be seen through our assessment procedures. Careful tracking ensures that all groups of pupils including vulnerable and SEND pupils make accelerated progress. Judgements are robust and are internally and externally moderated to verify its accuracy. For those children who are below ARE,

practitioners identify their gaps in learning to ensure they make accelerated progress and close the achievement gap between them and their peers.

We endeavour for pupils to be prepared for the next phase at primary school. We measure the percentage of pupils achieving age related expectations by the end of Reception. The impact of our curriculum will also, in fact, 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.