

EYFS

INTENT - what do we aspire for our children?

Children have a natural desire to explore, communicate, create and learn. Play engages children's bodies, minds and emotions. In playing children can learn to interact with others and be part of a community, to experience and manage feelings, and to be in control and confident about themselves and their abilities. At Headley Park, we strive to ensure children feel safe and confident so they can explore and play.

Our aim is to create a learning environment and build relationships which support, enhance and stimulate a child's curiosity, confidence and individual competency to flourish regardless of backgrounds, circumstances or needs. We aim to work in partnership with parents and carers to encourage resilient, independent, enthusiastic learners who thrive and reach their full potential from their various starting points.

It is our intent:

- That children who enter our EYFS begin their learning journey by developing physically, verbally, cognitively and emotionally whilst also embedding a positive attitude to school and a lifelong love of learning.
- To take into consideration all children's starting points and needs as they begin their learning journey. Every child will have access to a broad, balanced and differentiated play-based curriculum which prepares them for now and for the future in terms of opportunities and experiences. We will prepare children to reach the Early Learning Goals at the end of the Foundation Stage and ensure children make good progress from their starting points. We work closely within our phase to ensure a seamless transition into Year 1 for all children.
- That, following personal interests and individual needs, allows us to plan and provide opportunities throughout our EYFS curriculum to support learning and development for all children to achieve their next steps. Our enabling indoor and outdoor environments are designed to inspire children's innate desire to learn.

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.

Our EYFS curriculum aims to enable our children to be:

- **Competent and creative learners** who are curious about the world around them.
- **Secure and confident children** who enjoy coming to school and learning new skills and knowledge and building on their existing learning.
- **Skilful communicators** who connect with others through language and play, ensuring that they play in a language rich environment.

IMPLEMENTATION - how will we deliver the curriculum?

Each half term, EYFS staff 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. We offer a hybrid curriculum here at HPPS. It is a mixture of both play-based and adult led learning. In maths and phonics children need a carefully sequenced curriculum to ensure they securely learn the small units of knowledge they need incrementally to succeed but play is crucial too. We believe a hybrid curriculum is better for young children than a purely child-led or adult-directed approach. Our timetables are 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. Phonics and maths assessments are completed every three weeks to ensure we pick up any gaps in learning. These children then receive daily one minute interventions to ensure they keep up rather than catch up.

Early Reading

Reading is at the heart of our curriculum and our aim is to encourage a love of reading right from the start. In EYFS we introduce 3-4 core texts each half term. The aim is to expose children to a range of books that not only develop a love of reading, but have been chosen specifically to develop their oracy, vocabulary and comprehension. These books will be embedded in our provision through activities and story sessions. Through this, children begin to internalise new vocabulary, language patterns and begin to retell stories. There is cohesion and consistency with our approach to align with the whole school English Curriculum (CUSP) that is followed from Years 1-6.

Phonics

We follow the Unlocking Letters and Sounds programme to ensure consistency across the school. 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 Phase 2. 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, prior to GPC. In Reception, Phase 1 continues but children are introduced to Phase 2 and 3 where they will develop GPC and segmenting and blending skills to decode words. During the Summer term, children move on to Phase 4. Children are encouraged to read at home and are listened to regularly in school through guided reading sessions and independent sessions. 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.

Maths

In Reception, we follow the White Rose Maths Scheme of work which is divided into 3 weekly units but base our lessons on the CEEAAC model that is used in Y1-6. High quality learning environments and meaningful interactions with adults, support 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 within their own child-led exploration. Children who need interventions to help keep up have daily, 'table time' sessions 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. Children's fine manipulative skills are a focus to develop 1-1 correspondence so children count each object only once.

Wider Curriculum

Our wider curriculum is taught through the learning areas; 'Understanding of the World' and 'Expressive Arts and Design.' 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 ELGs that link to each foundation subject and the progression of the subject. Exciting, purposeful and

contextual activities are planned to build on children's natural curiosity. For example, designing and making a pair of pants for our 'pants' fashion show enables them to think like a 'designer' and 'actor' as they explore a range of materials and showcase their design to their families through our fashion show. Building further on our oracy focus, children will be encouraged to employ subject specific language and terminology in foundation subjects, and such vocabulary will be modelled, both verbally and orally, by supporting practitioners.

Continuous provision

A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children are using and developing taught skills throughout the year on a daily basis. Continuous provision practice and principles begin in EYFS and support children to develop key life skills such as independence, innovation, creativity, enquiry, analysis and problem solving. During the school day, children have opportunities to work and play independently, collaboratively with their friends and with members of staff. This learning is accessible indoor and out where children can freely access our provision. During independent learning we are able to encompass new ideas and thoughts there and then, in the moment. In the moment planning allows staff to harness teachable moments and use these to their advantage. We understand and appreciate that sometimes an adult unintentionally interferes instead of interacting. Adults in our classrooms will use their experience and knowledge of the cohort to decide whether to observe from afar, interact or comment on a child's learning. These observations are recorded using Tapestry and parents have access to their child's online 'learning diary.'

When our children are learning in their child-led time our adults move to where the children are engaged and interact with them as they play, making the most of children's natural desire to explore and learn to enhance the learning wherever a 'teachable moment' is spotted. Adults create enabling environments that are equipped to meet the needs, interests and stages of development of each child.

We follow the Early Years Foundation Stage framework. This is made up of four overriding principles which our Early Years education is based upon:

- **Unique Child** – Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- **Positive Relationships** – Children learn to be strong and independent through positive relationships.
- **Enabling Environments** – Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.
- **Learning and Development** – Children develop and learn in different ways. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

Children benefit from meaningful learning across the curriculum and staff plan resourcefully for opportunities for communication, sustained shared thinking and physical challenge to build on existing skills taking into account the Characteristics of Effective Learning. 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.

The learning experiences within our Early Years are linked to the seven areas of learning and development within the EYFS. These areas are split into three **prime** areas and four **specific** areas. The three prime areas are those which the children should develop first and are considered most essential for the healthy

development and future learning of our children. These include: Personal, Social and Emotional Development, Communication and Language and Physical Development.

As children grow and make progress in the prime areas, this will help them to naturally develop skills within the four specific areas. These are: Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

Practitioner observations, interactions and the outcomes of teachable moments are recorded and contribute to the child's 'learning diary' which is a detailed profile of the child's developmental learning journey. This approach supports children to develop as purposeful, calm, confident and independent learners. Our highly skilled teams support children to meet their next steps and drive their innate desire to learn forwards.

Our inclusive approach means that all children learn together, but we have a range of additional intervention 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, attention and listening skills, social skills, fine motor skills, phonics, and maths.

Regular monitoring of teaching and learning by SLT and the EYFS leader ensure staff develop good subject knowledge. The EYFS leader ensures staff receive CPD specific to Early Years to develop their practice. For example, we offer CPD on effective observations, in order to understand where pupils are, and their 'next steps,' for learning.

Assessment

At the beginning of the year we complete baseline assessments of the children to discover where their starting points are. In Reception we use our own school baseline assessments as well as the statutory NFER assessment.

We regularly assess where the children are, using 'Birth to Five' and then ensure our planning, adult interactions and enabling learning environments, including continuous provision, support children to reach their next steps. We will plan and deliver interventions for groups or individuals if and when necessary. Each child has a clipboard on the wall in their classroom where we display their mark making/writing evidence. This evidence builds up over the year and we can clearly see the progress they are making. Phonics and maths assessments are completed every three weeks to ensure we pick up any gaps in learning. These children then receive daily one minute interventions to ensure they keep up rather than catch up.

Parental involvement

We pride ourselves on the strong relationships we build with our parents and carers here at Headley Park. We provide regular opportunities for parents and carers to come into school with their child, share stories and celebrate successes. We keep parents informed and meet regularly with them to ensure children's transition into school and through the EYFS is happy and allows them to reach their full potential. This includes transition days, nursery or home visits, stay and play sessions, parent workshops, reports and parent consultations as well as more frequent informal communication to suit individual families. We also support the transition into Key Stage 1 for both the children and adults. 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.

IMPACT - how do we know our curriculum is effective?

Baseline

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 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 RBA (Statutory Reception Baseline Assessment) is also carried out. 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.

Talk Boost

Talk Boost is an evidence-based oral language intervention for children who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading. The assessment informs us if the child is as expected for their age or requires intervention from trained talk boost practitioners.

Ongoing Observation

All ongoing observations are used to inform weekly planning and identify children's next steps. This formative assessment does not involve prolonged periods of time away from the children and excessive paperwork. 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. Some observations are uploaded using Tapestry and shared with the supporting parents and carers.

Assessment

Phonic assessments are carried out using insight twice a 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. Class assessments are completed three times per year and shared with parents, whereby the class teacher updates the progress children have made. In Summer Term 2, the EYFSP is completed where teachers judge whether the child has met each of the 17 ELGs. 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 ELGs 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 strive to ensure that our children's progress across the EYFS curriculum is good from their varied starting points, that children reach the Early Learning Goals at the end of Reception and are at least in line with National Expectations. We understand that when assessing children against the Early Learning Goals, there will be children who are awarded the same level but who are working at differing stages within that level. Effective communication between staff is therefore essential to achieve an effective transition for every child and to plan accordingly for the next stage of their learning journey.

The impact of our curriculum is measured by assessment procedures which allow us to measure outcomes against all schools nationally. We measure the percentage of pupils achieving age related expectations throughout the academic year and put supportive interventions in place if and when required. Class teachers use observations to make formative assessments which inform planning and ensure that all children build on their current knowledge and skills at a good pace.

Our assessment judgements are regularly moderated both in school and externally with schools 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, resilient and motivated individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners.