



## Early Years Foundation Stage Curriculum at Bletchingley Village Primary School and Nursery

### Intent, Implementation and Impact

#### Intent

At Bletchingley, we are committed to ensure that every child has the opportunity to experience the very best possible start to their education. We aim to provide high quality, meaningful, broad and balanced learning opportunities that meet the needs and interests of our children, in a context relevant to them, as unique individuals who learn in different ways and at different rates. Our approach will provide children with the knowledge, skills and abilities to make sense of their world- encouraging a love of learning, so all children can reach their potential and become successful, confident lifelong learners.

#### **Our intent is to:**

- ✓ **Establish an engaging, safe and stimulating environment both inside and outside.**

We intend for all children to have the opportunity to develop and learn in a safe and nurturing environment, where play and learning is combined. We aim for our learning environments to be full of interest and challenge, stimulating the children both physically and mentally. We carefully consider our provision and offer high quality, open- ended resources and ample opportunities for practical learning, to encourage creativity and imagination.

- ✓ **Set high expectations and celebrate all successes- everyone is challenged and supported to achieve their best.**

We ensure that with knowledge from our baseline assessments and visits to home/ previous early year settings, we have a solid understanding of our children and their individual starting points as they enter our Early Years. Learning is adapted to meet the needs of all children, drawing on their personal interests and individual needs, to ensure progress for all.

- ✓ **Have an evolving, stimulating, broad and balanced curriculum, which responds to the needs and interests of all learners.**

Our curriculum provides the children with a range of familiar topics, linked to their interests/experiences, as well as unfamiliar topics, to spark their interest and exploration of the wider world. Our curriculum supports learning, widens vocabulary and consolidates and deepens knowledge. We provide meaningful learning opportunities for all children, where they can engage in first hand experiences. Our curriculum is progressive and purposeful and provides the children with the knowledge and skills to be ready for learning in key stage 1, which will impact them positively in their later life.

- ✓ **Provide a balance of open-ended activities, focused learning, high quality interactions and child- initiated play, in order to nurture, scaffold and develop the children's independence.**

Our EYFS curriculum provides opportunities to practise, revisit and extend knowledge, skills and vocabulary, in a consistent, stable environment. Children will develop skills in the prime areas, building their capacity to learn, form relationships and thrive, before applying and strengthening these essential skills and knowledge in the specific areas of learning. Staff have a good understanding of child development, attainment and next steps in learning within the EYFS and our approach to continuing professional development strengths this. Staff build supportive, trusting and effective relationships with all children, leading to high-quality interactions.

- ✓ **Focus on the characteristics of effective learning, creating lifelong learners, who are fully equipped for our rapidly changing world.**

We have a values-led learning approach and introduce the Zones of Regulation to our youngest children in an age-appropriate manner, to ensure they feel safe and secure, have a strong sense of self and can self-regulate and can begin to express their emotions appropriately. Our curriculum focuses on developing and embedding the characteristics of effective learning, so children become enthusiastic, independent, resourceful and resilient.

- ✓ **Build positive, effective relationships with parents/carers, the local community and other multi-agency professionals.**

We aim to foster strong partnerships with our families. We expect parents to show engagement in their child's learning both in school and at home. We work with multi-agency professionals to ensure all children get the necessary support to help them reach their full potential. We will support our children to develop a sense of citizenship in line with British Values. We strive for them to develop a sense of pride in themselves and respect for others in both the school and local community, as well as developing a sense of belonging to the school community, so they are ready to transition into year 1.

## Implementation

At Bletchingley, we follow the Early Years Statutory framework- to ensure we have a broad, balanced, progressive learning environment and curriculum. The children will learn new skills, acquire new knowledge and demonstrate understanding through the seven areas of the learning. These are the prime areas: Personal, Social, Emotional Development, Physical Development and Communication and Language and the specific areas: Literacy, Mathematics, Understanding the World and Expressive Arts and Design. Our curriculum and practice is shaped around the four overriding principles of the EYFS: unique child, positive relationships, enabling environments and learning and development.

### In order to implement our intent, we have:

- ✓ A caring, happy, dedicated and knowledgeable team of Early Years practitioners:
  - Staff know the children very well, knows their strengths and next steps and celebrate every success.
  - Staff work closely with parents to support them to develop their children's self-care skills e.g. toilet training.
  - Staff have the necessary professional development to deliver the curriculum effectively to all children through high quality interactions. We have weekly training opportunities led by the Early Years lead- training is based on staff feedback, the school action plan objectives and the needs of the children in our current cohorts.
- ✓ An Early Years lead, who monitors teaching and learning to improve standards and outcomes.
- ✓ A link governor who liaises with the Early Years lead in order to monitor and improve standards across Early Years.
- ✓ Regular opportunities for parents/carers to come into school, to support learning at home and to be involved in everyday school life e.g. parent consultations, stay and play sessions, parent workshops, nativity performances.
- ✓ Regular home learning opportunities that allow children to build on their school experiences at home e.g. half termly creative projects, weekly learning overviews on Tapestry, Twinkl Go/ Lexia online provision.
- ✓ School social media accounts and our online learning journals (Tapestry), which we use as an effective tool to communicate with parents, sharing learning from within school and ideas to support learning at home.
- ✓ Ample opportunities for both formative and summative assessments:
  - EYFS practitioners engage in high quality interactions during play and more structured learning opportunities, to gather a clear picture of where children are in their learning, any gaps they may have and to determine next steps.
  - We regularly assess children at working at/above/below age related expectations detailed in Development Matters. From this we provide effective and focused interventions to support progress and close the gaps.
  - In addition to the learning outlined in our long term planning, we use assessments to inform planning for children, acknowledging their interests, strengths and areas for development and facilitating their next steps in learning.
- ✓ Reading at the heart of our curriculum:
  - We use the Twinkl Phonics program. In Nursery, we start with Level 1 aspects taught in a mix of whole class and small group sessions. This allows children to develop essential phonological awareness, so they are well prepared to start Level 2 phonics in Reception, which is delivered through discreet daily phonics sessions.

- Children's reading books explicitly match their phonic ability which helps develop confidence and independence and boosts self-esteem.
- Our carefully planned Reading Spine books, are well embedded in our provision and during story telling sessions, to help develop familiarity and internalise key vocabulary.
- Story telling sessions and singing/rhyme times occur several times a day across the EYFS.
- ✓ A broad and balanced curriculum, with a combination of in the moment planning, topic themes and enrichment opportunities, building on the knowledge, understanding and skills of all individuals:
  - We have a balance of whole class learning, child initiated free play and adult directed learning. We strive to provide long periods of uninterrupted play, so children have time to be fully engaged in their learning. Adult led activities increase in frequency throughout a child's time in the EYFS to support them in their transition to year 1.
  - All Children in Nursery and Reception participate in a physical development session in the hall once per week to support their physical development. This is led by a specialist coach and staff observe and are involved in this session for their own professional development, so they can provide follow up provision back in the classroom.
  - Typically, children enter our school at lower starting points, sometimes with poor language skills. Therefore, we have specialist Early Years speech and language support that offers regular targeted support to particular individuals. We use WellComm assessments to provide individualised, specific speech and language interventions delivered both individually, in small groups and whole class.
  - We provide children with opportunities that many of them may not have experienced before, or that will enhance learning. We provide regular cooking opportunities that help develop independence and fine motor skills (e.g. using cutlery/ other cooking tools) and also give children the chance to try new foods. We also plan regular visits- in Nursery this may be more localised such as exploring the woodlands on the school grounds. In Reception, this is more topic specific- visiting Hever Castle, learning about Minibeasts at Gatton Park.
- ✓ Developed an effective, engaging learning environment that is carefully designed so that pupils can access all areas of learning both inside and outside.
  - In continuous provision, children use, consolidate and challenge skills taught throughout the year on a daily basis. Staff provide enhancements to provision- linked to a current topic and new learning for the children to explore or linked to previous learning with specific skills that the children need to practise and embed. Staff always have clear intent for enhancements, although children may take learning in a different direction, which we welcome too!
  - Our continuous provision areas are based on the Early Excellence principle of using high quality resources that provide a range of open ended learning opportunities, to ensure the children can follow their interests and can explore, test and adapt their ideas accordingly.
  - Regular access throughout the day to our extensive outdoor learning environment- both in Early Years and the whole school grounds, providing purposeful activities, all year round regardless of the weather!

## Impact

Children in the Early Years will be actively engaged and will show enjoyment and enthusiasm for their learning. We aim for children to develop the characteristics of effective learning throughout their time in the Early Years at Bletchingley- providing ample opportunities for them to demonstrate curiosity, independence and resilience. By the end of Reception, we aim for our children to have developed essential knowledge and skills required for everyday life and lifelong learning.

The impact of our EYFS curriculum is reflected in us having well-rounded, independent and happy children transitioning into Year 1. EYFS Staff have a good understanding of the progression of skills and knowledge throughout the EYFS and how this links to the National Curriculum subjects to support this transition.

We strive to ensure that our children's progress across the EYFS curriculum is at least good from their varied starting points and that children reach their personal best. 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 and Local Expectations. At Bletchingley, we are seeing an increase in the number of children with ASD (Autism Spectrum Disorder) or SLCN (Speech, Language and Communication Needs), which can have an impact on their achievements in particular areas of learning such as Speaking, Self-Regulation, Managing Self. These barriers to learning can directly impact their chance of achieving the Good Level of Development, so we look closely at their progress and achievement in the other areas of learning isolation.

We measure progress and attainment across the year through formative and summative assessments which are based on the teacher's knowledge of the child, their learning journals and writing books, individual assessments e.g. Phonics tracking and evidence recorded on Tapestry. EYFS staff use formative assessments to inform future planning, to ensure all children build on their current knowledge and skills. Summative assessments link to age bands outlined in Development Matters- we measure the number of pupils achieving age related expectations at regular intervals throughout the academic year. We regularly discuss progress and the achievement of all pupils and put appropriate targeted interventions in place.

We carry out regular internal moderation within our Early Years team throughout the year and also with the Year One teacher in the summer term, to ensure we are confident and feel our judgements are accurate. Reception teachers and Early Years Leaders within our Trust schools, meet half termly, collaborating and sharing best practice. During these meetings, we also moderate and validate our school judgements.