



Stanwick Primary Academy

What does EYFS look like at Stanwick school?

Context

At Stanwick Primary School, the Early Years Foundation Stage is a safe and happy place for children to feel confident and excited to learn, work and play. The children and their families are welcomed into the Stanwick school family and work hard to build relationships and strong communications between home and school. The delivery of the curriculum in this very first year begins the journey working towards the school vision, where the aim is to develop and grow the whole child, preparing them for life beyond primary school.

The Early Years team are fully committed to providing an engaging and enriching curriculum that offers real life experiences, promoting sticky and accessible learning for all. Children are guided on a nurturing journey enabling them to become increasingly confident, independent, inquisitive, imaginative and positive learners. Our fully inclusive curriculum recognises the benefits that children's unique diversity can bring to education. We celebrate the development of skills and knowledge to ensure the children have strong foundations and are well prepared for the next steps in their school journey.

To date, there has been significant work within this stage of education at Stanwick Primary, where the staffing has remained consistent and built on making secure links with the key stage one curriculum and beyond. Further to this, the team have focussed on the opportunities children are provided with and the 'how' to achieving the curriculum aims.

Intent

We intend to:

- Prioritise a smooth, thorough transition from preschool settings by developing strong links, visiting all preschool settings linked to the school (Nurseries, playgroups, childminders) and invite new families to several stay and play sessions.
- Ensure the children feel happy settled, safe and secure and can demonstrate high levels of positive wellbeing. Those that require support are identified quickly and appropriate intervention is put into place.
- Develop and build nurturing relationships with the children and families – becoming a family of 30, feeling comfortable with staff, introduction into school life, building strong relationships and communications with parents.
- We intend to deliver rich practical experiences – wide diet
- Development of the whole child, using resources, opportunities, experiences and focus on the school values.
- Promote life skills that sit within our school values and beyond - independence, problem solving.
- Deliver 'sticky learning' – real life and memorable hooks linked to each learning opportunity.
- Quality teaching that meets individual children's needs with high levels of involvement as whole class, small groups and 1:1 foci.

Implementation

To deliver our EYFS curriculum at Stanwick Primary, we deliver our teaching in two strands to the children. The first of the strands is through **focussed sessions** and the second through continuous provision opportunities – both outlined with detail below and working towards meeting the Early Learning Goals.

THE EYFS

The seven Areas of Learning outlines in the Early Years Curriculum lead into the 17 Early Learning Goals (ELG) These ELG's state the government expectation for Reception children at the end of their first year of school. At the end of Reception, judgements will be made against each early learning goal, where children are judged as emerging or expected. Children are closely monitored for their progress towards these throughout the academic year. The teaching of the ELGs is threaded through the learning that takes place in the classroom, alongside the strands that develop the whole child throughout the first year of school. Evidence of this teaching can be seen within focussed teaching sessions, as well as the continuous provision offered to the children.

Continuous Provision

At Stanwick Primary, we provide continuous provision in the classroom and the barn, as well as regular access to outdoor learning experiences. The continuous provision challenges the children to try new things, take risks and create their own learning paths. It is not just the provision that is continually accessible: it is also a selection of resources that continue children's learning with or without an adult, that are linked to the focussed learning that has taken place. Continuous provision transcends all areas of learning. The adult's role is crucial, to help the children to interact with the resources within the high-quality provision. Staff are timetabled to be in the environment to model, play alongside, scaffold, challenge and observe.

In our EYFS curriculum, the characteristics of effective learning underpin all areas of learning and development. The use of continuous provision provides our children with the opportunity to demonstrate COEL. This is achieved (and evident within the school day) through child-led foci, embracing diversity and the unique children in each cohort, which is thread throughout the learning that takes place.

Focussed Learning

Focussed learning takes place in a variety of forms within the classroom:

Carpet Inputs

Each day, there will be various carpet inputs for pupils that cover a range of curriculum areas. The children will join the carpet for these sessions, where their group teaching will take place and be centred around a desired outcome. Within these sessions, we deliver content, engage the children in their learning and begin to make judgements on their knowledge and understanding. Observations during this time will determine those that will be identified for further targeted group/individual work, or a focus child within the continuous provision.

Adult Focussed Activities

There will be adult focussed activities within the classroom, where all children will be involved throughout a day/week to complete set activities. At times, these are linked directly to the carpet inputs, or are linked to another of the seventeen areas working towards GLD.

Targeted group work

Children are identified for targeted group work following observations, discussions and professional judgements of the child's ability within a specific area. When identified, a specialised activity/task will be delivered to the individual or group, to ensure they are provided

with an opportunity to secure their learning in a specific area. Targeted group work is aimed at challenging the children in their ability.

The Environment

The environment that we use plays a significant role in achieving the above. Through a well organised, stimulating environment and sequenced approach to learning, the children drive their own play demonstrating positive characteristics of effective learning. The children are encouraged within the environment set up to play and explore (engagement), actively and independently learn (motivation) and creatively and critically think (thinking). This learning is all nurtured through the child and adult interactions that take place throughout the day.

Following the children's interests, a broad and balanced curriculum, that values children's prior learning and challenges them further, is promoted within the environment and the wider teaching that takes place.

The carefully planned experiences aim to capture the children's attention and imagination and create a sense of awe and wonder. Listening to the child's voice helps shape the topics and plan experiences that build on children's prior learning, skills and knowledge, that become evident within the environment and encourages greater communication and language, physical development, and personal, social and emotional development of all the children.

Recording

Our EYFS team teach through whole class inputs, small group, adult led activities and by being present and engaged in our environment to observe children's play and move their learning forward.

The EYFS team record 'snapshots' of the children's day and learning using an online learning journal (Tapestry). This is a key element in ensuring that parents are regularly updated on what and how we are learning at school.

Formative assessment takes place throughout each day, within every session, and helps the EYFS team to build a picture and identify children who require further challenges or additional support to achieve the objective. This then contributes to termly overall judgements of the children to track their progress.

Impact

We measure the impact of our teaching through observations and work produced by pupils (including assessments for Phonics). Following the initial baseline at the beginning of the academic year, the children are then presented with all of the teaching above throughout their EYFS year, where overall judgements are then made three times throughout the year to inform on a child's progress towards the ELGs and achieving GLD. Regular assessment takes place daily to inform on these three assessment points, as well as informing on the focus groups that place each day. By the end of the children's first year, we strive for the children to be articulate, confident, have a positive attitude towards learning and have firm basis in key concepts and skills such as reading, writing and numbers.