



## Warboys Primary Academy

*Moving Forward Together To Develop Confident, Independent Learners*

### **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 two reception classes that share the environment. Children are taught and supported by all practitioners working within the EYFS team.

We work closely with the feeder nurseries and pre-schools to inform our practice.

#### **INTENT**

At Warboys Primary Academy School, the curriculum is designed to recognise children's prior learning from previous settings and their experiences at home, provide first-hand learning experiences, whilst allowing the children to build resilience, ambition and integrity.

Every child is recognised as a unique individual, and we celebrate and welcome differences within our school community.

The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We provide enhancement opportunities to engage learning and believe that our first experiences of school should be happy and positive, enabling us to develop a lifelong love of learning. Community involvement is an essential part of our curriculum as we celebrate local traditions, learning new skills to enable the children to take an active role in events throughout the year. Throughout their time in EYFS, the children develop a sense of belonging to our school community, ready to transition to year 1 the following academic year. They have the confidence and skills to make decisions and self-evaluate, make connections and become lifelong learners.

#### **We intend:**

- To work in partnership with parents and carers to encourage independent, happy learners who thrive in school and reach their full potential from their various starting points.
- To understand the needs and interests of all children, and provide opportunities throughout our EYFS curriculum to support learning; consolidate and deepen knowledge, and ensure children meet their next steps.
- To develop the whole child through the use of Maslow's hierarchy of need.
- A curriculum that is story rich – developing imagination, vocabulary and emotional literacy.
- To utilise community links to enhance learning.
- To create an indoor and outdoor environment which supports learning.
- To prepare children to reach the Early Learning goals at the end of the Foundation Stage and ensure children make at least good progress from their starting points.
- To support transition into KS1.

- To develop an understanding and embody our school values of Warmth, Pride and Aspiration.

## **IMPLEMENTATION**

Throughout EYFS at Warboys Primary Academy School we follow the Early Years Statutory Framework for the Early Years Foundation Stage, by the DfE.

We have a curriculum that is child-centred around individual needs and interests, and is based upon wow moments, real-life experiences and topics which engage the children.

All areas of the EYFS curriculum are followed and planned for to ensure there is a broad, balanced and progressive learning environment and curriculum. The children will learn new skills, acquire new knowledge and demonstrate understanding through the seven areas of the EYFS curriculum.

### **The Prime areas:**

- **Personal, social and emotional development:** We help children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **Communication and language development:** We give children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations demonstrating a good understanding.
- **Physical development:** We provide opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. We help children to understand the importance of physical activity and to make healthy choices in relation to food.

### **The specific areas are:**

- **Literacy:** We encourage children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics:** We provide children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measure.
- **Understanding the world:** We guide children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. 2
- **Expressive arts and design:** We enable children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, imagination, ideas and feelings throughout.

**The Importance of Play:** Each area of learning is implemented through planned, purposeful play and through a mix of adult directed, co-play and child-initiated activity. We regard play as essential for children's development, building their confidence as they learn to explore, to think about problems,

and relate to others. We strongly believe that children learn by leading their own play, and by taking part in play which is guided by adults. We make ongoing judgements about the balance between activities led by children, and activities led or guided by adults.

**How we Provide for a Thinking Environment / Characteristics of Effective Learning:** Our stimulating environment offers high quality provision consisting of small world, role play, construction, outdoor, malleable materials – playdough, water, sand, model making, painting, mud kitchen, den building) bikes, outdoor resources. Mark making is incorporated in every area. The environment is fluid, however. Resources can be taken from one area to another in order to develop schema.

In planning and guiding children’s activities we reflect on the different ways that children learn. These underpin our provision.

The three **characteristics of effective teaching and learning** are:

- **Playing and exploring:** Children investigate and experience things, and ‘have a go’. Our environment allows children to play freely but also supports learning through implicit and explicit challenge (see below). Opportunities for exploring are in every area of our provision. Resources that encourage creativity that are ambiguous are: planks, wooden cookies, wooden bricks, boxes, den building materials – blankets, sheets, pegs.

- **Active learning:** Children concentrate and keep on trying if they encounter difficulties and enjoy achievements. We encourage children to be active learners by creating an environment led by their interests. As an example, a child requested the doll’s house which will remain in continuous provision for a while. This will continue to develop and change as the children share. We believe high level attainment comes from high level engagement and that learning should be process (skill) driven rather than outcome driven. Engagement in the process ensures the knowledge is more likely to stick.

- 3 • **Creating and thinking critically:** Children have and develop their own ideas, make links between ideas and develop strategies for doing things. We give lots of opportunities to problem solve and work things out supported by an adult who scaffolds and models thinking. We also provide opportunities for children to investigate and problem solve independently. At the minute an example of this is in the home corner where they are exploring making drinks, an adult can model this, but this can be led in different directions independently.

We plan our continuous provision for learning ‘with an adult’ and ‘in the absence of an adult’. It is directly linked to children’s progress and attainment and focussed on procedural knowledge / skill development. We enhance the provision by selecting resources and activities to meet the children’s developmental needs; resources provided are differentiated / levelled. Activities are ‘dressed’ to children’s motivations and interests. We also ensure that adults are not constantly leading group activities. Adults observe children’s learning in the continuous provision and teach, support and scaffold children’s learning through their play.

We follow an over-arching topic approach with flexibility for exploring children’s interests. The topic does not limit the children’s learning in the activities and experiences provided in our continuous provision, although topic enhancements may be added.

**How we Ensure Challenge:** Implicit challenge throughout our environment is achieved by:

- Structuring and resourcing the environment linked directly to summative assessment and differentiating / levelling the provision to reflect the children's current development.
- Providing ambiguity. We are developing our open-ended resources and experiences are provided that encourage children to explore and investigate. Explicit challenge is adult led and is achieved by:
  - Providing adult prompts or asking specific children to carry out a particular task (informal challenge).

**How we use Assessment:** Assessment is key in recognising our children's progress, understanding their needs and planning activities and support.

- Ongoing assessment (formative assessment) is an integral part of the learning and development process. We observe and interact with children in daily activities to understand their level of achievement, interests and learning styles. Embedded learning is identified by assessing what a child can do consistently and independently in a range of everyday situations. We use child voice where possible and respond to observations that parents share.
- Summative assessment is completed at least 3 times per year through pupil progress meetings, to understand a child's performance at the end of a period of teaching. We use Sims to identify if children are 'On Track' or 'Not on Track' in accordance with our expectations. We identify and track vulnerable groups such as those with SEND, disadvantaged or summer born children.
- Statutory Baseline assessments are completed within the first six weeks of a child starting school. This information is not used by the school to support curriculum delivery.
- In accordance with Statutory requirements teachers assess children against the 17 Early Learning Goals at the end of the year.
- The school supplements prior assessments from previous assessments with our own in-house baseline observations and through discussions with parents/carers.

Our whole environment is shaped by assessment. Hence, our quality provision has a direct relationship with the needs of the children. It is adjusted to enable each child to demonstrate their learning and development fully. We shape learning experiences for each child responding to: (i) our day-to-day observations about children's progress. (ii) our knowledge of the strengths and areas for development identified through summative assessment.

**How we Monitor Children's Well-being:** We monitor the well-being of our children through the Leuven Scales of Well-being and Involvement. We strongly believe that if children aren't positively engaging and involved, learning will be hindered. We use the Leuven scales during baseline assessment and then follow up with longer observations of the children at play through the year – more regularly with children that demonstrate they may have low well-being or involvement initially.

**The Importance of Highly Skilled Staff:** We firmly believe that quality EYFS provision requires a quality workforce. We have a well-qualified, skilled staff to ensure we deliver the best possible outcomes for children. We are knowledgeable about the 7 areas of learning and understand how young children learn. We regard ourselves as 'facilitators of thinking', constantly look for

opportunities to question, model and scaffold strategies and ideas using the Development Matters Stage of Development as a guide.

### **IMPACT**

We strive to ensure that all children's progress across the EYFS curriculum is at least good, from their varied starting points. We aspire for children to reach the Early Learning Goals at the end of Foundation and to be at least, in line with National Expectations.

We have exceeded Local and National expectations in the past few years. Evidence in children's learning journeys, Tapestry and curriculum books support all areas of the EYFS curriculum.

Our assessment judgements have been moderated both in school and externally with local schools and in our trust. We have previously participated 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 to 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.