Early Years Foundation Stage

Intent

Within the Foundation Stage we aspire to all children developing a passion for learning, irrespective of their circumstances or needs. We seek to provide an environment that celebrates all cultures and communities and allows all children to develop verbally, physically cognitively and emotionally. We want our children to be inquisitive, resilient, kind, motivated and successful.

Embedded into our curriculum and ethos are the four main early years principles of:

A Unique Child: Children are valued as individuals, who are challenged.

Positive Relationships: children develop strong relationships with adults and peers, allowing them to develop independence.

Enabling Environments: children have opportunities to explore and develop through the experiences they are provided with.

Learning and Development: we recognise that children learn and develop in different ways and the curriculum must adapt to their individual needs, including those with SEND.

Also the Seven Key Features of Effective Practice are integral to our practice:

- The best for every child
- High-quality care
- The Curriculum: what we want children to learn
- Pedagogy: helping children to learn
- Assessment: Checking what children have learn
- Self-regulation and executive function
- Partnership with parents

By maintaining these principles and practices we ensure that every child is seen as an individual and their needs are met throughout the curriculum.

We are committed to providing the children with opportunities which promotes the Characteristics of Effective Teaching and Learning: Active learning, Creative and critical thinking and Playing and Learning.

We want our children to be:

- effective communicators
- risk takers
- problem solvers,
- imaginative thinkers
- independent learners
- motivated
- confident
- able to build on their previous experiences

We believe that given the right support and opportunities all our children have the potential to succeed.

Implementation

Our curriculum is carefully designed to provide engaging learning experiences for all children, in a language rich environment. Maintaining time for quality interactions between the children, adults and their peers is of paramount importance at KMS. Quality stories from a variety of settings and cultures are used effectively to develop and extend children's vocabulary and the use of these words is actively encouraged in their own story telling. We recognise that our children come from diverse backgrounds and our curriculum is designed to build on their previous experiences to develop their understanding of the world around them and develop the skills they need to progress through the school.

Our focus topics introduce new ideas and concepts for the children as well as building on their own interests. We create an exciting and enabling environment to support the focus topic, which is flexible enough to allow the children to develop their learning in their own way. Resources are readily available, and the children are encouraged to self-select equipment and adults may have to adapt the learning environment.

Throughout the day there is a balance of whole class teaching time where the teacher delivers effective direct teaching and opportunities for the children to follow their own interests through our continuous provision.

The teaching programs we use are:

- Little Wandle Letters and Sounds
- NCETM Mastering Number
- WellComm (Nursery)
- NELI (Reception)
- Scarf
- Tales Toolkit

Our approach to learning is inclusive and 'no one is left behind'. All the children are taught in mixed ability groups and have access to the same learning experiences; however, we do have a range of interventions in place to support children who are below expected progress.

The role of the adult in foundation stage is to create a safe, caring environment in which the children can learn. Through quality interactions, either during direct teaching time or continuous provision, the adult should develop the child's understanding at their own level. These interactions alongside observations should inform planning and next steps for the children, thus ensuring that all children are taught at an appropriate level.

While engaged in observations of the children's play, the adults will look for opportunities to extend the children's understanding. Adults are encouraged to use an open-ended approach, e.g. tell me about… I wonder what… and value the children's responses.

We value to partnership between school and parents and use Tapestry as a way of sharing the children's achievements both in school and at home. We regularly share Tapestry posts from home with the other children.

The Characteristics of Effective Teaching and Learning are embedded into all aspects of our curriculum, however the use of the 'Woodland space' ensures that all the children have extended opportunities to develop the skills of, playing and exploring, active learning and creative and critical thinking.

Impact

Our curriculum is designed to meet the needs of all our children so that they can meet their full potential, including disadvantaged pupils, EYPP/PP, EAL and SEND. Every child is unique and is seen as such, therefore the curriculum provides diverse experience to allow all children to develop their own interests. The children become independent learners and have the skills of persistence, perseverance, resilience and have enquiring minds. Though our caring, supportive and rich environment the children are happy. They take risks, co-operate with each other, build positive relationships and are happy, resulting in children who want to learn and be the best they can be. Therefore the children

will make good progress academically, emotionally, creatively, socially, and physically and develop the knowledge, understanding and skills to attain highly and be ready to enter Year 1 to continue successfully.

Throughout the year evidence of children's learning from adult led session, observations of their play, quality interactions and small focus group task and contributions form parents are used to form a picture of the children's ability and formulate next steps.

Assessment

In Reception, children are assessed formally four times a year: Baseline within 6 weeks of entry, in November, March and for the Early Years Profile. In Nursery the children are formally assess three times a year: November, March and July. Following each assessment the children not making expected progress are identified, and a support plan is put in place. Between these assessment points children's next steps are identified and support is given to help them achieve.

At the end of the Reception Year, the children are assessed against the 17 Early Learning Goals as per the EYFS Profile.

Communication and Language: Listening and Attention and Understanding, Speaking

Personal, Social and Emotional Development: Self-Regulation, Managing Self, Building Relationships

Physical Development: Groos Motor Skills, Fine Motor Skills

Literacy: Comprehension, Word Reading, Writing

Mathematics: Number, Numerical Patterns

Understanding the World: Past and Present, People Cultures and Communities, The Natural World

Expressive Arts and Design: Creating with Materials, Being Imaginative and Expressive

Children who achieve ELG in the three specific areas: Communication and Language, Personal Social and Emotional Development and Physical Development and the Specific area of Literacy and Maths will have gained a Good Level of Development (GLD)