



Individually Strong, Collectively Stronger!

EYFS

Intent:

At Allen Edwards, our aim is to create a learning environment and build **positive relationships**, which support and enrich each child's curiosity, confidence and potential to succeed regardless of backgrounds, circumstances or needs. We work in partnership with families to develop a deep understanding of each **unique child**, to inspire resilient, independent and passionate learners, who reach *their* full potential.

Our **enabling environments** and warm, skilful adult interactions ensure children feel safe, secure and loved so that they are able to thrive. Through a stimulating and potentiating continuous indoor and outdoor provision, alongside trips, visits and regular nature garden sessions, we seek to create a love of learning that will support children throughout their learning journey.

Our EYFS curriculum is designed to facilitate children's learning to allow them to make good progress across all seven areas of learning. It follows the statutory framework for EYFS and uses the Development Matters 2022 and Birth to Five guidance as a starting point. The thematic curriculum provides cross-curricular learning across all areas and incorporates the children's interests to ensure the learning is engaging and enriching. We ensure inclusive activities, experiences and independent **learning** supports all children's **development** towards the Early Learning Goals.

Our children's starting points are varied because of several reasons including EAL, disadvantage and SEND, and as such we prioritise the prime areas of learning - Personal, Social and Emotional development, Communication and Language and Physical Development - to ensure that all children have solid and secure foundations which support their learning of the specific areas.

Implementation:

To ensure children make outstanding progress in the Early Years Foundation Stage at Allen Edwards, we assess their starting points and needs through detailed observations and baseline assessments across the prime and specific areas. These provide us with an individualised and comprehensive understanding of each **unique child**, which we use to inform our curriculum. By understanding the children's starting points, the skills, knowledge and vocabulary that we teach our children can be progressive and sequential, meeting their individual needs and ensuring that our curriculum and provision are inclusive for all.

Throughout the EYFS at Allen Edwards, we have used the Early Years Statutory Framework, Development Matters 2022 and Birth to Five guidance to support the development of our curriculum and to ensure that we deliver broad, balanced and progressive teaching and learning opportunities. The practitioners in our EYFS team employ a range of teaching and learning strategies, such as modelling (play, interactions, learning tasks), using concrete objects and real-life contexts to add meaning and purpose to learning, visuals to support understanding (especially of EAL and SEND learners), songs and imaginative play.

We ensure that a thematic approach to learning is part of carpet sessions and continuous provision, as well as ensuring that children have the opportunity to develop their own interests and explore the interests of others. Each half term, EYFS staff introduce a new theme underpinned by our core texts to provide inspiration for learning, whilst allowing flexibility for children to follow their own interests and ideas. This approach allows us to provide children with context and real life experiences for their learning, where we take advantage of cross-curricular links to provide holistic learning experiences.

Children in EYFS learn by playing and exploring, being active and through creative and critical thinking, which takes place both through child and adult-initiated learning, indoors and outside. Our outdoor areas are used for extended periods each day, all year round and in all weather conditions. We ensure that inputs and provision support the **Characteristics of Effective Learning** to ensure learning takes place. 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.



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Implementation Continued.:

Children learn through a combination of child-led and adult-directed activities. The structure of the timetable is carefully considered so that children have directed teaching in Phonics, Maths, Literacy, PSED and a specific area daily. The timetable changes throughout the year to take into consideration the changing needs of the children and to support their learning and development. Carpet sessions are followed by small focused group work, whereby the teacher can systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback, which results in a strong impact on the acquisition of new learning. These next steps and individual targets inform daily linked provision sessions and interventions, where children have rigorous opportunities to practise core skills, such as letter formation, turn taking, listening skills and developing fine motor skills. As children move to Reception, they are increasingly encouraged to complete learning tasks independently through the introduction of weekly challenges and the challenge mountain.

Reading is at the heart of our curriculum. Each term, staff utilise a range of stories to encourage and enthuse the children and their reading. Children are often seen accessing the reading areas within indoor and outdoor provision and develop a true love for reading and sharing books. This is further supported by the implementation of the highly engaging, sequential synthetic systematic phonics programme called 'Read Write Inc.' This enables the children to learn decoding strategies to support independent learning. This will develop their writing skills, particularly their transcription and spelling, as they move through EYFS.

At Allen Edwards, we acknowledge the essential role of play in children's development. Children are provided with extended periods of free-flow time for self-directed play to consolidate their learning. The curriculum is planned for the inside and outside environments and equal importance is given to learning in both areas. Provision areas are reviewed weekly to ensure resources and learning experiences provided are differentiated appropriately and extended all children's learning. During free-flow sessions, adults participate in, facilitate and observe children's play. They assess and extend children's independent learning using a variety of techniques, including modelling key skills and vocabulary, scaffolding and shared sustained thinking. This informs a continuous cycle of observations and assessment, which tailors planning to specific cohorts' needs and interests.

We develop '**positive relationships**' with parents and carers by providing regular opportunities for parents and carers to come into school and work with their child, share their work and celebrate successes. We keep parents informed and we meet regularly with them to ensure their child's transition into school is smooth and settling. We maintain good communication with parents and carers through their child's time in the EYFS to ensure their child is happy and able to reach their potential with the tailored, inclusive support needed. This includes school or home visits, stay and play sessions, meet the teacher sessions, Read Write Inc. workshops, Evidence Me, learning journals, star of the week, reports and parents' evenings, as well as more frequent informal communication to suit individual families. Class Dojo allows parents to keep up to date with things that are happening in school and in class, see their children's learning and communicate directly with the teacher.

We also support the transition into Key Stage 1 for both child and parents. 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. Towards the end of the summer term, children also have regular transition inputs focused on sharing how they feel about transition, introducing themselves to their new teacher and writing goals for Year 1. In order to further support transition into Year 1, staff meet regularly in the Summer term to share understanding about the children, their abilities, needs and interests. This enables staff to tailor planning, including through Year 1 free-flow, to meet the needs of all. Through the implementation of a phased transition, whereby children are able to access continuous provision and free-flow learning at the beginning of Year 1, children are introduced to more formalised teaching at a pace which suits their age, understanding and development. All of these strategies aim to support the transition for all.



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Impact:

- By the end of the Reception year, all our children make at least good progress from their starting points, especially in relation to English, Maths and the prime areas of learning. This is evidenced in children's observations, learning journey folders, reading folders and book work.
- Throughout the EYFS, children will continue to make leaps forward in their learning supported by adults, the curriculum and learning tools and strategies.
- Our curriculum and learning experiences support children to achieve or move towards achieving a Good Level of Development by reaching their Early Learning Goals.
- As a result of an exciting and engaging learning environment, in which adults and children have strong, positive relationships, children are enthusiastic about continuing their learning journey at Allen Edwards. They have developed inquisitive minds, which motivate them to find out more.
- By experiencing a tailored curriculum, designed to challenge children's individual needs, alongside bespoke interventions and linked provision, children are equipped with the skills and knowledge to have a smooth transition into Year 1. Year 1 phased transition supports the children's learning of new routines and a more formalised approach to learning.
- Through modelling from adults and weekly independent challenges, children will leave the EYFS as engaged and resilient learners with strong problem solving and teamwork skills. Children will have developed good behaviours for learning enabling them to move successfully into KS1.
- Parents and carers will have positive relationships with adults across the EYFS, including senior leaders, and positively engage with school events.