

Intent:

- Ensure the Foundation Stage Curriculum is delivered well.
- Enable children to develop a love of learning.
- To provide a breadth of learning opportunities.
- Ensure children feel safe and secure
- Develop independence, resilience, confidence, concentration & creativity.
- Build a firm foundation from which the children can confidently access the year 1 curriculum.
- Enable children to make good progress & meet their ELGs.
- Ensure all staff working in FS are able to contribute to assessment.
- Build relationships with parents/families and enable them to engage positively with learning and contribute to assessment.

Implementation:

- EYFS specialist delivering discrete English and Maths lessons daily throughout the week & subject specialists teaching the wider curriculum in the afternoons, such as, PE & Science.
- In the moment planning is drawn from children's own interests.
- Clearly defined continuous provision areas with core resources and added enhancements accessible at all times - Enhancements added which are drawn from children's interests, observed next steps & curriculum planning.
- Celebration assembly, children receive awards linked to Bolton's values. Regular recognition of positive learning/behaviour via Class Dojo points.
- All staff complete safeguarding training. Learning environment risks assessed daily.
- Pupils are encouraged to build independence through a range of activities and self-care.
- Positive teaching strategies develop resilience and confidence, ensuring mistakes are seen as learning opportunities.
- Planning is designed to enable the development of skills needed to transition into KS1.
- Observational assessments allow staff to identify next steps and adapt planning appropriately to ensure all pupils make incremental progress.
- All staff contribute to assessment, either verbally or via use of Tapestry.
- Daily opportunities for discussion with parents/carers allows incidental observations to feed into assessment & Parents encouraged to contribute to Tapestry through 'show and tell' approach.

Impact:

- Children are happy & secure in school.
- Children achieve a good level of development (GLD = All 17 ELG's are met). (National results 2024 - 64 %)
- All children progress well from their starting points as evidenced through tracking.
- Children demonstrate characteristics of effective learning, i.e. resilience, confidence, and creativity.
- Smoother transitions - children have the skills & knowledge to move into the Year 1 curriculum. They have also built confidence through developing relationships with all staff members.
- Staff members all have a good understanding of the needs & abilities of children.

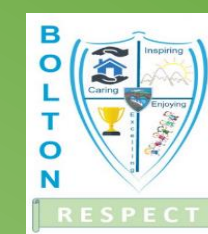
Strengths:

- New White Rose Maths scheme implemented 23/24
- Little Wandle Scheme embedded
- Broad, balanced and ambitious EY curriculum
- Drawing Club scheme implemented 23/24
- 12/13 (92%) achieved their writing ELG 23/24
- 12/13 (92%) achieved a 'Good Level of Development' 23/24
- High quality interactions with children within the continuous provision
- High expectations for behaviour for learning
- Clear positive behaviour management strategies
- Children are busy, curious and engaged in their continuous provision and children achieve well
- Strong transition from Nursery to Reception (including joint JAM sessions)
- Visit to St Bees, Library, Science Museum, Beatrix Potter 23/24
- Visitors such as nurse, police, PSCO, pilot mountain rescue have spoken to the EY children 23/24
- EY children actively involved in after school clubs
- Tapestry has been used to celebrate children's achievements
- Good parental engagement through Tapestry
- Positive year for staffing in EY 23/24
- DT/AM completed 6 sessions of EY Communication CPD 23/24
- DT completed 3 network sessions EY SEND 23/24
- Meeting for new starters for September 2023
- EY Lead running EY cluster group with links to EY Local Advisor 23/24 – 3 very successful sessions including a joint EY/SEND cluster meeting with LA

Subject: Early Years

Next Steps:

- High quality Continuous Provision Areas with clear understanding of how important CP for children's development
- To complete training with all staff re the importance of Continuous Provision
- Introduce 'Areas of Regulation' as a pedagogy for children understanding their behaviour
- Introduce whole class 'reward jar'
- Develop EY children being part of Class 1
- Integrate more technology into the EY environment
- Develop the playground for EY and KS1
- To complete EY SENCO Training – Level 3 Award – 12 sessions
- To develop an understanding of the EHCP process
- Train others on the importance of Continuous Provision
- To manage extra members of staff in Class 1



Planning:

- Long term planning is based on the EYFS curriculum.
- Planning is based upon themes with discrete phonics, maths and reading directed teaching.
- Maths Planning is created using Mastering number, Maths Mastery, NumberBlocks and WhiteRose
- Literacy Planning is created using adapted Literacy Shed units of interest to the children, and Drawing Club units.
- Medium term planning identifies the intended learning, with outcomes for all children.
- In the moment planning is used to follow children's interests.

SEND:

- All children are able to access the learning environment at their level
- Children all have individual next steps that are catered for by the staff
- Support and interventions are given to those who need it

Monitoring and Assessment

- Children are assessed against the ELGs only at the end of Reception.
- Children are assessed as being on track or not on track.
- All members of staff and parents are involved in assessment.
- Tapestry is used to record a range of assessments against the ELGs.
- ARA and Handbook used by all staff assessing children

Communication and Language

ELG 1: Listening, Attention and Understanding ELG

Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG 2: Speaking ELG

Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

ELG 3: Self-Regulation ELG

Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG 4: Managing Self ELG

Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG 5: Building Relationships ELG

Children at the expected level of development will: Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.

Physical Development

ELG 6: Gross Motor Skills ELG

Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG 7: Fine Motor Skills ELG

Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.

Literacy

ELG 8: Comprehension ELG

Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG 9: Word Reading ELG

Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG 10: Writing ELG

Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.

Mathematics

ELG 11: Number ELG

Children at the expected level of development will: Early Adopter Handbook 13 - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG 12: Numerical Patterns ELG

Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

ELG 13: Past and Present ELG

Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling;

ELG 14: People Culture and Communities ELG

Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG 15: The Natural World ELG

Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

ELG 16: Creating with Materials ELG

Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.

ELG 17: Being Imaginative and Expressive ELG

Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.