

The Early Years Foundation Stage Curriculum at Elliston Academy School



Our School Motto: Together we Dream, Believe, Achieve.

Our School Vision: Every single pupil to be a successful learner - no matter what.

Intent

At Elliston Academy, we are committed to providing a high-quality early years' education, which gives children a secure and confident start to their school life and nurtures a lifelong love of learning. We are fully committed to the purpose and aims of the Early Years Foundation Stage Framework.

The Early Learning Goals are the knowledge, skills and understanding which young children should have acquired by the time they reach the age of five. There are three prime areas of learning:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

In addition, there are four core areas of learning:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

In the Foundation Stage Unit, we set out to achieve the school vision of 'Every child to be a successful learner – no matter what' with a cohesive and well-planned curriculum for all our children where no child is left behind, regardless of their needs.

We want our children to feel safe and happy. They are taught to make positive relationships with their peers and teaching staff and develop a sense of community. Teaching staff have high-quality interactions with children and know their children well.

Implementation

Planning

Our Curriculum is based around a variety of topics which have been carefully chosen and constructed to enable a creative and relevant Curriculum for Elliston pupils. In Early Years, these topics mirror those from the rest of the school where appropriate. Many topics are built around good quality children's books and there is a clear focus on developing language and vocabulary every single day, in every single learning opportunity. Our planning at all levels has a sharp focus on the needs, interest and stages of development of our children and serves to;

- Clarify aims, objectives and learning intentions.

- Ensure continuous provision meets the EYFS requirements and promotes learning within all areas of learning and development.
- Support staff to see learning that has been covered and to track children's progress with this.
- Highlight any key knowledge to be taught.

We recognise that the seven areas of learning of the Early Years Curriculum cannot be delivered in isolation and we always seek opportunities to make links between them. We aim to deliver the curriculum through explicit and implicit teaching and learning opportunities. These are all planned carefully and include, whole class inputs, small group inputs, targeted one-to-one conversations and well-planned continuous provision opportunities. Planned, purposeful play helps us to present concepts in meaningful contexts that enable the children to build on what they already know or on what they have been introduced to in a learning input time.

Teaching and Learning

Children are encouraged to play an active role in shaping their learning experiences. Adults engage in discussion with the children about what they are interested in, which skills they would like to develop further and which resources they need to support their learning. Each term, the children invite parents in to look at the work they have been doing.

We aim to provide an attractive, challenging learning environment that offers high quality opportunities for the children to learn through play, both indoors and outdoors. There is a range of "continuous provision" available in the classroom, that is designed to offer open-ended, practical learning opportunities. Children are supported to think creatively and imaginatively and explore how resources can be adapted. Each week, the provision is enhanced with additional resources which is carefully planned.

Adult led activities are practical in nature and based on first hand experiences wherever possible. The children are supported to develop problem-solving skills through open-ended tasks and opportunities to share their thinking with others.

Assessment

The monitoring of children's understanding of learning is done by, gathering formative information through observations and conversations with children during that day. An opportunity for dialogue about learning between the unit staff is provided at the end of the day. This informs the next steps for individuals as well as the class as a whole. During child-initiated activities, practitioners may take and upload photographs to Tapestry. Notes about guided activities are recorded on planning sheets. Staff regularly assess to check if children are on track and quickly identify those requiring further guidance. Support to accelerate learning is given; this may be in the form of planned intervention or fluid, in the moment, additional input during a teaching opportunity or during continuous provision.

Impact

We aim that our Curriculum ensures our children leave Early Years happy and equipped with the knowledge and skills they need ready to start Year 1. We call this 'being Y1 ready'. National expectations for children at the end of Reception is for them to achieve a Good Level of Development and this is the target. However, children who are not on track for this and/or do not achieve this are still expected to make progress. Any deviations from appropriate progress and attainment are identified early and intervention support delivered as needed. Early discussions with the SENCo will ensure that all aspects of support available are used to give the child the very best opportunity to reach ARE, these children may need a Graduated Approach but not necessarily. The discussions will determine that nothing is left to chance with any child who may not yet be on track.

Children, despite their needs will develop confidence, resilience, determination, empathy and creativity. Children's social skills and their communication and language will advance. And, even at this young age, there is a clear focus on the retention of knowledge for future learning.

In line with the ethos that threads through the rest of the school are taught and shown the importance of critique and know that we can be ambitious for our learning always.