



“Every child deserves the best possible start in life and the support that enables them to fulfil their potential.”

(EYFS Statutory Framework 2021)

The Early Years Foundation Stage (EYFS) applies to children from Birth to the end of the Reception year. The EYFS is statutory and is detailed under the Statutory Framework for the Early Years Foundation Stage and the Practical Guidance for the Early Years Foundation Stage.

Curriculum Intent

We follow the [Statutory Framework for the Early Years Foundation Stage](#) detailed in the EYFS using our extensive experience we observe, plan and teach children in early years.

We aim to:

- Ensure children have a happy and positive start to their education, where they feel safe and part of a community.
- Develop positive relationships with families by ensuring they feel valued and recognising they are the child’s first and foremost educator.
- Promote emotional wellbeing.
- Develop a love for learning and enquiring minds.
- Provide a broad and balanced curriculum across the seven areas of learning:
 - The Prime Areas
 - Communication and Language
 - Physical Development
 - Personal, Social and Emotional Development
 - The Specific Areas
 - Literacy
 - Mathematics
 - Understanding the World
 - Expressive Arts and Design
- Ensure a balance of adult and child-led opportunities.
- Instil the ‘Characteristics of Effective Learning’:
 - Playing and Exploring
 - Active Learning
 - Creating and Thinking Critically
- Ensure each child is challenged and no ceiling is placed on their learning. Provide and plan opportunities based on observation and assessment.
- Ensure our curriculum and learning environment reflects our local community.
- Promote equality of opportunity and anti-discriminatory practice.

We use [Curriculum Progression Grids](#) to ensure the children are meeting specific milestones throughout the year.

Safeguarding and Welfare

At Ferham we understand we are required to comply with welfare requirements set out in the Statutory Framework for Early Years Foundation Stage 2021 whilst following the whole school safeguarding policy.

We understand we are required to:

- Promote the welfare and safeguarding of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children. We endeavour to meet all these requirements.

Curriculum Implementation

We plan an exciting, challenging curriculum based on our observation and assessment of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve the [Early Learning Goals](#).

We use Development Matters (non-statutory guidance) to support the planning process.

All areas of learning and development are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

These are the prime areas:

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

Children are also supported through the four specific areas, through which the three prime areas are strengthened and applied:

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

Long term plans have been developed based on topics which offer a range of experiences. The curriculum provides adult and child-initiated opportunities that encourage children to explore, create, investigate, rehearse, practise, repeat and discover.

Adult-Led Activities

Throughout the week a variety of adult led activities are planned for covering a range of curriculum areas. Children work as a whole class, within a small group, and at times, individually.

In F1 the Prime Areas are made a priority. In F2 this continues and is built upon with daily Literacy, Phonics, Handwriting and Maths sessions.

Adult led activities also cover other curriculum areas to embed their knowledge of the wider world.

Child-Led Activities

The learning environments are set up to encourage independent learning. Areas are set up where possible with open shelving, shadowing and clearly labelled resources (with photographs and text). Enhancements are added to areas to reflect the current theme and to promote and develop the children's interests. During child-initiated play, adults observe, recognise the teachable moment and move the learning forward.

Inclusion

In consultation and working collaboratively with parents/guardians the school's Special Educational Needs Co-ordinator (SENCo) will lead on provision for children who may experience barriers to their learning. This may relate to Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory and/or Physical Needs in line with the Special Educational Needs (SEN) Code of Practice (2014) and the school's SEN/Inclusion Policy. We also work closely with our Care Team Leader and EAL Community Champion.

We aim to meet the needs of all our children by:

- Setting realistic and challenging expectations. We aim for all children to achieve the Early Learning Goals by the end of the EYFS. We achieve this by planning for different learning styles, children with special educational needs, children who are more-able, children with disabilities or medical needs, children from all social and cultural backgrounds as well as children with diverse linguistic backgrounds.
- Providing a safe and supportive learning environment in which the contributions of all children are valued.
- Using resources, which reflect diversity and are free from discrimination and stereotyping which all children have equal access to.
- Monitoring children's progress and providing support where necessary. Staff ensure children's needs are identified early and a graduated response is put in place.
- Providing specific targets detailed in Individual Support Plans (ISP) and following external therapy or support programmes of work such as Speech and Language.
- Working collaboratively with families or carers, the SENCO and other professionals such as Speech and Language Therapists, Educational Psychologists, CDC.

Language Development

Adults support children in the provision to develop their language by commenting, providing narratives, modelling language, explaining, demonstrating and using open ended questions.

Children are exposed to a range of rhymes, songs, stories and poems daily.

All children are screened using the 'Wellcomm' programme. This supports us in identifying children who are meeting age related expectations, children who need intervention and children who may need a speech and language referral. Boosters are put in place to support gaps in children's development.

Speech and Language Traded Services

As a school we access a Speech and Language Therapist through Traded Services. Our therapist is in school half a day each week. She works with staff to review children's programmes already known to the service. She models the programmes to staff and ensures they are updated regularly. All children who achieve a low score on their Wellcomm Screening access a Key Word Level Booster Group. Our therapist has set this up and modelled this to all staff to ensure it is carried out with consistency. Any children for whom we have concerns around speech, language and understanding are identified quickly and screened by our therapist.

Phonics

At Ferham we follow the Read, Write Inc Programme. In FS1 children are exposed to a range of activities encouraging them to listen for sounds in the environment, develop their rhythm and rhyme, alliteration, voice sounds and oral blending and segmenting skills. During the last term children will be introduced to the set 1 letter sounds.

Children in F2 are streamed with the rest of school to ensure they are appropriately challenged.

Phonics is taught daily in both F1 and F2.

Children are encouraged to 'keep up' not 'catch up' through 1:1 tutoring.

Any children in F2 who are not 'keeping up' with their peers or who have not accessed Nursery Provision all access an Early Phonics Booster Group to develop the vital early skills they need to be successful in more formal phonics.

Early Reading

At Ferham developing a love for books and reading is at the heart of all we do. Children in Foundation Stage share stories **at least** once daily. Books are carefully planned to include a range of fiction, non-fiction and poetry.

In Foundation the children:

- Vote between two stories each day. The children are encouraged to talk about their preferences.
- Take home library books to share with their family.
- Take home books carefully matched to their phonic ability.
- Create a record of the books they have read, where they can discuss their favourites.
- Retell stories and perform poetry using the whole school approach 'Talk for Writing'.
- Access book corners that provide a range of diverse books and books linked to the current theme.
- Always share a book at the end of the day.

Maths

Children are exposed to a range of maths activities throughout the provision and within a specific 'Maths Area'.

In F1 children share number songs and rhymes regularly, counting along using props, fingers and number lines and mats. Adult led activities are also planned for covering a range of skills.

In F2 Maths is taught daily through a whole class session. Children also are taught in small groups across the week and through the provision.

The Environment and Resources

At Ferham we want the children to become independent, inquisitive and resilient. Our environments reflect this and facilitate independence, curiosity and hands on play-based learning. Our language rich Continuous Provision enables children to explore recent learning, practice new skills and follow their own interests. Staff carefully choose and organise high quality resources and experiences that are constantly available for children to access independently across every area of their learning.

Outdoors we try to ensure children have access to a variety of activities that extend the indoors and offer different opportunities and on a larger scale.

Working with Parents and Carers

At Ferham we work hard to develop positive relationships with families. We do this through:

- Welcome meetings prior to children being admitted.
- 1:1 induction meeting for parents to discuss their child's needs and interests.
- Workshops based on the needs of the current cohorts.
- Communicating our learning on class dojo through photographs, messages and links to websites and documents.
- Informal conversations at the start and end of the school day.
- Parent's evening and end of year reports.

Transition

We aim to ensure children have a happy and smooth transition from home to F1, F1 to F2 and then into Key Stage One.

Transition from home into our Two-Year Provision or Foundation Stage One:

- Children will have 'taster' sessions prior to starting.
- Parent's will be invited to a 'Welcome Meeting' giving them information about Nursery. They will also be invited to a 1:1 meeting to discuss their child's needs and interests.
- Staff will liaise with children's previous settings and make visits.

Transition from Foundation Stage One to Foundation Stage Two:

- Children will visit the class they will be moving to during the Summer Term.
- Children will join regularly throughout the year in F1 and F2 e.g., for singing.
- Staff will visit children in their F1 setting and liaise with their teachers.

Transition from Foundation Stage Two to Key Stage One:

- Children will become a part of 'school life,' for example joining assemblies towards the end of the year, joining in with celebratory events.
- Staff will meet to ensure expectations at the end of the Foundation Stage and the start of Key Stage One are shared and aligned.
- Children will visit their new class during the Summer Term and KS1 staff will visit the children in F2.

Reflection

We use audits and evaluation tools to reflect on our practice twice yearly. This enables us to evaluate our aims, the quality of our education, the behaviour and attitudes of children, personal development of children and our own leadership.

External evaluations are also carried out by our EYFS Academy Trust Lead.

Impact

Assessment

Formative Assessment

Assessment for Learning is one of the most used assessment tools: immediate feedback and remodelling at the point of teaching has the most impact in school.

As part of our daily practice, we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways and everyone in class is encouraged to contribute. We always ensure our observations do not obstruct quality interactions with children.

These ongoing observations are used to inform whether the children are on track in their learning and development. It also highlights where children need additional support. The children's progress is reviewed continually. A rich curriculum, with high-quality adult/ child interactions and quality first teaching are all aimed at children making the best possible progress.

Summative Assessment

For children starting in Nursery, our practitioners will complete their own bespoke baseline assessment within 4 weeks of a child's start date. This will take place throughout the year as the intake of children will vary. These assessments will then inform their planning. All assessments are recorded on 'O Track.' Assessment data is added every term and pupil progress meetings take place after analysis of the data.

From September 2021, for every child starting Reception, our practitioners will complete the Statutory Baseline Assessment as well as their own bespoke baseline assessment within the first 4-6 weeks to help inform their planning. All assessments are recorded on 'O Track.'

At the end of Reception, we complete the Early Years Foundation Stage Profile and use the Early Learning Goals (ELGs) to judge whether a child is working at 'Emerging' or 'Expected' levels in all 17 areas of learning and assess if they have achieved a GLD (Good level of Development).

The national expectation is for children to achieve a 'Good Level of Development' (GLD). At the end of EYFS GLD is when a child achieves 'expected' within all strands within the prime areas of learning as well as all strands within literacy and maths. However, every child is unique. Some will exceed this expectation, while others may still be working towards it. Our aim is for all children to progress to their full potential and at least make good progress from their relative starting points.

In accordance with EYFS Statutory Guidance 2021 the results of the Profile will be shared with parents and reported to the Local Authority. The EYFS teachers attend moderation meetings with other EYFS teachers on assessment to ensure that there is a consistency of assessment across our Academy Trust, within the Local Authority and Nationally.

Throughout the year, staff meet with parents to update them of their child's learning and progress. They are given ideas about how they can support their children at home. Parents receive a report at the end of FS1 and FS2.