

Early Years Foundation Stage at Brabourne Primary School

The Early Years Foundation Stage (EYFS) refers to children's education between birth and the age of 5 years. At Brabourne School our EYFS is made up of one reception class of 15 pupils, class teacher and teaching assistant and is known as Venus class.

Intent

Children are warmly welcomed into Brabourne School from the very first time they step inside. They are quickly recognised as a unique individual and, from enrolment, they instantly form part of our community and school team. Our EYFS team make visits to each child's pre-school setting and meet with parents prior to children beginning school. From information shared here, our EYFS team recognises and considers each child's prior learning and life experiences and builds upon this by facilitating learning opportunities to promote and widen each child's Cultural Capital and enable children to become independent, life-long and enthusiastic learners.

The classroom learning environment is adapted specifically for each cohort, based on their needs and interests and evolves with them throughout the year as needed. This is also reflected in our Reception and Key Stage One outdoor area. Each child keeps a pair of wellies in school so they are ready to learn outside, whatever the weather, and outdoor learning happens weekly throughout the year. Children are taught to embrace and respect nature, and view it with awe and wonder, as they observe the changing seasons, weather and naturally occurring phenomena around them. Diversity is celebrated and our values of courage, hope, respect and responsibility are promoted with even our youngest class of learners, in line with our school ethos.

Children's understanding is carefully planned for, and assessed, via the Reception Baseline Assessment (RBA) upon entry, to consider their starting points. From this, opportunities to learn are underpinned by the teaching of skills, knowledge, concepts and values, some of which will be through adult input for the whole class, small group or even individual work and some of which will be via enhancements and opportunities, facilitated for in the reception classroom and outdoor area. We uphold high academic ambition for all pupils and their progress is carefully monitored. If required, further support is sought from the SENDCO or external agencies, following discussions with parents, to enable us to facilitate the best provision we can to enable each and every child to fulfil their potential.

At Brabourne we understand the crucial role that reading has in each child's educational success. Phonics is an integral part of our EYFS routine, with the skills for reading being taught during, but not limited to, daily phonics sessions, right from day one. Children quickly develop the skills needed to decode and make sense of the written world around them. Their phonics knowledge is closely tracked and any gaps in knowledge are effectively supported and filled. Tracking informs our planning and enables us to effectively provide children with a reading book and practise their reading skills successfully. Reading takes place daily as part of the phonics session and classroom routine, but children spend time reading one-to-one with an adult at least twice a week.

Implementation

At Brabourne we follow the Early Years Statutory Framework as provided by the DfE. This framework provides the requirement for learning and development in the Early Years and provides the prime and specific areas of learning we must cover in our curriculum.

We have tailor-made a curriculum that holds each unique child at its core and stimulates children's learning through awe and wonder, by providing WOW moments and engaging topics, the content of which adapts and changes to suit each cohort. Spending time getting to know the children enables us to plan active learning opportunities that will engage them and keep them motivated.

The seven areas of the EYFS curriculum are as follows:

Prime Areas

- Personal, Social and Emotional Development
 - Self-regulation
 - Managing Self
 - Building Relationships
- Physical Development
 - Gross Motor Skills
 - Fine Motor Skills
- Communication and Language
 - Listening, Attention and Understanding
 - Speaking

Specific Areas

- Literacy
 - Comprehension
 - Word Reading
 - Writing
- Mathematics
 - Number
 - Numerical Patterns
- Understanding the World
 - Past and Present
 - People, Culture and Communities
 - The Natural World
- Expressive Arts and Design
 - Creating with Materials
 - Being Imaginative and Expressive

Each of these 7 areas are planned for to ensure children's learning experiences are broad, balanced and progressive. Each term, the children's learning will focus on a particular theme, which will enable them to learn and develop the skills needed, but the content will be flexible to suit children's unique interests and promote their Cultural Capital. Underpinning all learning will be the acquisition of new language and vocabulary which, in many instances, has been carefully planned for and delivered through our topic work and EYFS curriculum coverage, (or current 'on-trend' EYFS pedagogy and thinking such as Drawing Club). New language and vocabulary are introduced more spontaneously, as the adults interact with the children, and as the children interact with each other. Throughout the week children will work with adults to complete adult led literacy, maths and some topic tasks. There will be daily opportunities to share read words, sentences, instructions and/or stories and each child will read their carefully selected decodable reading books, at least twice weekly, 1/1 with an adult. A large proportion of each day will be spent accessing continuous provision, or as the children will refer to it "Independent Learning". Within this time, children will use and develop the skills they have been taught regularly and often, to deeper embed them. When children are engaged in "Independent Learning", they develop fundamental life skills, such as being independent, being innovators, being creators, being enquirers and analysts, through problem solving, reasoning and evaluation. During each day, children have the opportunity to work independently, in collaboration with their friends, as part of small group or whole class and with adults.

Adults working with the EYFS will interact with the children and observe them during play. Through such observation, adults can identify a child's needs and/or next steps in learning. These next steps are usually supported in the moment by the adult, through appropriate questioning and modelling, providing further resources or enhancing the provision. Short updates of new learning may be updated onto Tapestry. Discussions between the adults in EYFS allow knowledge to be shared and regular assessments to be made, using Development Matters, which enables the staff to consider whether the child is 'on-track' to meet the Early Learning Goal (ELG). This assessment then provides the basis for future planning, interactions or enhancements, or changes to the learning environment. Interventions for groups of children, or individual children, may be implemented to provide further support to those individuals who may not be "on track."

Underpinning all learning in EYFS is the principal that children learn by playing and exploring, being active and through creative and critical thinking. Our classroom is designed so that all the staple equipment is always available and enhancements are made to this to support and progress children's learning throughout the year. The enhancements we provide, inside and outside, support the Characteristics of Effective learning as follows:

- Playing and Exploring – children investigate, show awe and wonder, widen their experiences and are willing to have a go
- Active Learning - children concentrate on tasks and show perseverance and resilience if they encounter difficulties. They are proud of their achievements.
- Creating and Thinking Critically – children initiate their own ideas and make links between them. They develop their own strategies for doing things.

Across each week, children have the opportunity to focus on their own health and self-care, such as through Kapow, our PSHE scheme, PE lessons and snack time (where we share a healthy snack with milk or water or enjoy other aspects of wellbeing through brain breaks, yoga, moments of stillness, and developing a growth mind-set). We have weekly RE sessions and daily Collective Worship, where children explore the Christian religion, stories from the bible and the teachings of Jesus. Throughout the year, opportunities to widen children's Cultural capital are always built upon. All of the children have the opportunity to perform in services such as Harvest and Easter, as well as taking part in our Nativity play with Mars class (Year 1 and 2). Reception children also enjoy educational visits to support their topic learning, such as to the local wildlife parks or zoos, visits to the Church for services and celebrations and visits to the local pond and woodland to explore the local environment. Their achievements are celebrated in assemblies, where they receive certificates and citizenship badges, and daily, where they may receive rainbow, or star stickers, to take home, or even a head-teacher award sticker. Children have opportunities to share their achievements outside of school through our online learning journal; Tapestry. We have regular show and tell time sessions, where the children happily chat and share their successes and experiences through photo and video uploads with their friends. The children enjoy visits from community members; such as doctors, dentists, nurses, vets and their parents are invited in to share their own skill sets too. The children learn to take care of the wider world, by planting and nurturing their own seeds and hatching and hand rearing their own ducklings.

Parents are kept informed, throughout the year, in a number of ways. Parental workshops are held by the EYFS staff, to share knowledge on how parents can support their child at home. In reception, parents also receive a weekly sheet which outlines what the children have been learning each week, with ideas to support at home. Parents are encouraged to upload their child's activities outside of school onto Tapestry, to form part of their child's profile. These can be shared at school, as part of our speaking and listening time and show and tell sessions. Prior to the children starting school, parents can book a "meet the teacher" session to visit the school, and speak to the class teacher and share information. Throughout the year, there will be parents' evenings and interim reports, before a final report in the summer term, as well as frequent more informal conversations as needed.

To support children's transition into EYFS, they will be able to visit for taster sessions, and similarly to prepare for their move into year 1, they will have further transition days to meet their new class members who will form year 2. However, they will already be familiar with these children having spent a lot of time with them during their time in reception. Children in EYFS get to know the children and staff in KS1 throughout the year, by sharing playtimes and lunch, whole school assemblies, shared workshops throughout the year and shared performances such as the Nativity. As the EYFS outdoor area is also shared with the year 1 and 2 class, children in Reception regularly have the opportunity to interact with the children in KS1 too, all enabling a smoother and easier transition in September. Key knowledge to prepare for the transition to Y1 is identified and taught to the YRs in preparation for Year 1.

Impact

The impact of our EYFS curriculum is reflected in the progress that the children make against their starting points and RBA throughout the year and against the ELG in the summer term. Staff form secure relationships with the children and it is their experience and knowledge of each child that forms the basis on which progress is measured, along with formative and summative assessment, recorded work and photos and videos on Tapestry. Children's online learning journals from Tapestry also reflect the range of experiences they have had, spanning the EYFS curriculum. Our Good Level of Development (GLD) has been significantly above the national expectations for many years. But the impact our EYFS curriculum can be reflected in the happy, polite, confident and enthusiastic learners that are ready to transition to year 1 at the end of the summer term.

Moderation takes place throughout the year with other EYFS teachers from the CARE trust, which means that judgements are secure, validated and consistent with government guidelines and expectations. Data is monitored throughout the year by EYFS staff and SLT and pupil progress meetings are held to consider any steps that need to be implemented to support children who need it.

Teaching and pedagogy are reviewed upon reflection of current EYFS practices, CPD courses, SIA visits, external specialists and cohort needs. EYFS planning and the learning environment are changed, as per the result of any actions needed.

