

# EYFS -Reception

## Intent:

What we intend the children to **learn** as a result of our curriculum design.

What we intend the children to **know** as a result of our curriculum design.

What we intend the children **can do** as a result of our curriculum design.

- **On Entry Data** - We design our curriculum around the unique needs of each individual and unique cohort of children, using the data we collect on entry, ongoing observations and assessments and the assessments we carry out at the end of each term.
- **Data** - We analyse the data in detail at every collection point and make changes to our curriculum, teaching and environment in response to the needs of individual and groups of children for example many of last year's cohort could not maintain positive relationships, so we dedicated extra curriculum time and teaching to improve relationships. We have also subscribed to Jigsaw and Yasmin and Tom to support effective learning.
- **Interests of Children** - We design our curriculum around the unique interests of the children which enables them to be active participants in their own learning.
- **Breadth** – we understand breadth means opportunities to practise use, apply and embed the same knowledge and skills in a range of different ways. In the EYFS our curriculum is based around securing deep learning. We teach children something new and practise, repeat and embed it in a range of different ways until they have learnt it and it is in their long-term memory.
- **Cultural Capital** - Some children arrive at an early-years setting with different experiences from others, in their learning and play. We help the children experience the awe and wonder of the world in which they live, through the seven areas of learning.

The **cultural capital** we provide children includes:

- finding books on a child's favourite topic
- creating role-play activities that further their interest in a particular idea
- taking trips to the park
- or organising visits from community figures such as the police.

We intend children to learn, know and be able to do the following:

## **Communication & Language**

### **Listening, Attention and Understanding –**

- 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've heard and ask questions to clarify their understanding
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

### **Speaking**

- 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**

### **Self-Regulation**

- 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

### **Managing Self**

- 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

### **Building Relationships**

- 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**

## **Gross Motor Skills**

- 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

## **Fine Motor Skills**

- 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**

## **Comprehension**

- 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

## **Word Reading**

- 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

## **Writing ELG**

- 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**

## **Number**

- Have a deep understanding of numbers 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

## **Numerical Patterns**

- 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**

### **Past and Present**

- 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

### **People Culture and Communities**

- 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

### **The Natural World**

- 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**

### **Creating with Materials**

- 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

### **Being Imaginative and Expressive**

- 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

- We use formative observation and assessments along with summative assessments to continually adapt our teaching, curriculum and environment to meet the needs of all learners.
- We analyse data in terms of whole cohort, group and at an individual level. We identify children who are below expected levels, in line with expected levels and those who are above and plan a curriculum which provides them with appropriate challenge and accurately identifies their next learning step.
- Our on-entry data identified that our cohort were below expected levels in terms of their fine and gross motor control.
- In response we ensured that daily provision is focused on building skills and competence with this essential development.

- **Data** – we analyse our data at a whole cohort, group and individual level to ensure that every child is on track to make expected levels of progress. We use this information to plan an engaging and challenging curriculum for every child.

How we support children's mental health?

How we use the curriculum to support children's wellbeing?

- **Ethos and Culture** - Ensuring children **feel** safe and **are** safe is our main priority for children in our EYFS setting. We understand and the following principles are central to our EYFS setting:
  - Children learn and develop best in an enabling environment
  - Children are unique, learn constantly and can become resilient, capable, confident and self-assured
  - Children learn and develop best in different ways and at different rates
  - Children learn strength and independence from positive relationships.
- **E-Safety** – we are very aware that children in EYFS have access to the internet in school and at home and we take our responsibility to educate them about the dangers very seriously. We use a range of resources
- **E-Safety** – Children recognise the impact of good choices and consequences of wrong ones. They can select and use technology for a purpose. Children understand that they must ask an adult whether they can use a game or app. Children know that information can be retrieved from computers and can tell an adult if what they see makes them feel worried. Children recognise who they can ask for help and know when they need help.
- **Curriculum** - when planning the curriculum, we always look for opportunities to teach the children about their physical and emotional safety. Through our curriculum planning we support children to self-regulate their emotions, manage themselves and build safe relationships.
- **Child-led risk assessment** – we involve the children as much as possible in identifying potential risks in our environment. This encourages children to take responsibility for their action but also take controlled risks and challenges.

- **Planning** – we carefully plan our curriculum to ensure we cover all statutory requirements of the EYFS framework.
- **Evidence** – we cross check our planning against the statutory framework to ensure every element is covered in the EYFS setting.
- **Monitoring** – the EYFS leader checks that planning has been implemented by monitoring the planning, speaking with teachers and the children in addition to observing teaching and learning sessions in EYFS. Where work has been produced this is sampled along with observation and assessment observations to ensure statutory requirements are met.

- **Teaching** - Teaching in EYFS is not a 'top down' or formal way of working. It is a broad term that covers the many different ways in which adults help young children learn. It includes their **interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, narrative for what they are doing, facilitating and setting challenges**. It takes account of the equipment adults provide and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations.
- **EYFS Support Staff** - A sign of a truly outstanding EYFS setting is not being able to tell the difference between a teacher and a teaching assistant, in terms of the quality of intervention and support provided to children. We have well trained adults who understand early childhood development and learning and are skilled at observing, teaching and assessing learning.
- **Curriculum** – our curriculum is designed to ensure provision for the different starting points from which children develop their learning by building on what they can already do, delivering relevant and appropriate content that matches the different levels of young children's needs along with planned and purposeful activity that provides opportunities for teaching and learning, both indoors and outdoors.

#### **Our curriculum is organised to:**

- Prepare children for the demands of Year1.
- Secure the essential skills of reading, writing and mathematics, to support children in successful learning across all other subjects
- Start quickly, from the first week of every academic year and term.
- Build on children's learning from the end of nursery and/or pre-school and what they can do already.
- Ensure consistent day-to-day routines so that children feel safe, secure and happy.
- Connect to the wider school community through the children's participation in whole-school events and celebrations, setting the rules and expectations early on for behaviour in the school as a whole
- Develop children's self-esteem, confidence, concentration and positive learning behaviours.
- Continue the effective working relationships with parents
- Generate a love of learning and an enjoyment of school to set them up for lifelong learning and ultimately improving their life chances.
- **Environment** - The goal of our EYFS environment is to activate children's natural desire to learn. Our highly stimulating environment and exceptional organisation of the curriculum provides rich, varied and imaginative experiences for all of our children.

- Our enabling environment promotes children's independence and autonomy.
- We ensure our environment is regularly reviewed and that we have clear aims and objectives understood by all adults. Adults are aware of the progression of knowledge and skills which can be developed in each area.
- We only use high standard materials and equipment which are rotated and refreshed regularly, and we keep equipment well maintained. As far as possible we try to use real life resources as opposed to plastic replicas.
- Resources are appropriate and accessible, clearly labelled, in good repair and well maintained. Resources and the learning environment are the key tools to unlocking learning for children and need to be given significant thought, planning and preparation. Clutter confuses children so we ensure our environment is kept tidy and the children are taught how to keep the environment ordered.
- We have created visually defined boundaries and ensure accessibility for all children by play at all levels.
- We adopt a workshop approach whereby children can take resources from other areas at anytime. This approach recognises that **ALL** learning may take place in **ALL** areas.
- To keep the children engaged and high levels of involvement we constantly add additional equipment to enhance play.

We have areas in our environment where children can:

- Be excited, energetic, adventurous play
- Have responsibility and be independent
- Imagine, dream and invent
- Hide, relax, Find calm. Reflect
- Investigate, discover, explore, experiment
- Run, climb, pedal, throw
- Talk, collaborate, make friends
- Create, construct, make music, express
- Dig, grow, nurture
- Tell stories, make marks, find patterns



## IMPLEMENTATION:

What our analysis of the data tells us.

How we use the assessment to alter our teaching.

- We carefully observe, monitor and assess every child's starting point and benchmark them against the 'Early Years Outcomes' which describe the 'typical development' for children at each age.

The 'typical' EY Outcomes age-band on entry for:

- **Reception** will be **40-60months**
- **Immediate Assessment** –to achieve an accurate baseline, assessment of individual children's attainment starts as soon as they start in the setting. During the first two to three weeks from the child's point of entry, EYFS staff immerse themselves in working, playing and interacting with the children so that they recognise their learning and development and can make accurate judgements about their development and whether they are below, in-line or above expectations for their age.
- **Professional Understanding and Knowledge** - using their professional experience, understanding and knowledge of the child, and taking into account information from the home and or pre-school setting, our staff are very well placed to make initial judgements of the child's attainment on entry (AoE) in relation to the bands and steps explained above.
- **Moderation by EYFS Leader** – the EYFS leader moderates the baseline assessment results by working with the child to ascertain the accuracy of the judgements made.
- **Use of Data** - After the assessment of children's starting points (baseline) has been ascertained we use this information to plan next steps (individual targets) that challenge children sufficiently and we also use it to track the progress of individuals, groups of children and cohorts across the EYFS and into KS1 and to identify how much progress is made by individuals as well as groups of children and the cohort
- *This year our assessment of the cohort identified that children had below expected gross and fine motor skills which was holding them back in all aspects of the EYFS. We altered our curriculum, teaching and environment to ensure there was as many opportunities as possible for children to practise their fine and gross motor skills in every area of the setting. We devoted more formal teaching time to gross and fine motor skills.*

- **Recruitment** – we are passionate about ensuring that every member of staff wants to be in EYFS and has the drive and determination to help every child succeed. Recruitment and selection for EYFS is rigorous and thorough, with questions relating to ascertain their understanding of early child development and teaching in EYFS.
- **CPD** – we have a timetable of professional development which comprises of internal and external provision. We are a self-improving organisation and use the best practice within our setting to raise the standards and expectations of every member of staff. We meet regularly as a staff team to evaluate every aspect of our provision in terms of teaching, the curriculum and the environment.
- **Monitoring** – the EYFS leader has a termly monitoring timetable which includes monitoring of planning, teaching, work sampling and assessment and observations.
- **Appraisal** – every staff member has their strengths and areas for development assessed annually and a programme of professional development devised. Targets are set for improvement which are monitored on a termly basis to identify progress.
- **Qualifications** – we ensure that where possible staff have relevant EYFS qualifications and have a mixture of staff with level 2 and 3 qualification in addition to the qualified teachers. Staff are actively encouraged to undertake EYFS relevant qualifications.

- **Monitoring and Evaluation** – we have an extensive programme of monitoring practice in the EYFS which looks at all aspects of the teaching, observation and assessment in EYFS every term. Strengths and areas for improvement are identified and these are followed up at subsequent monitoring times.
- **Quality of Questioning** – we have devoted considerable time planning and training staff to ask effective questions. We understand that effective questioning can form the bridge between the short- and long-term memory and children remembering what they have been taught. Staff seize on every opportunity to develop children's thinking more deeply, especially with the most able children by asking probing questions.
- **Quality of Questioning** - children are given time to respond to questions and ask probing questions in response to children's comments or actions that allow children to develop reasoning skills. Every opportunity is utilised to develop mathematical or language skills.
- **Teaching Strategies** – the majority of teaching in our EYFS is informal and includes the interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, narrative for what they are doing, facilitating and setting challenges.
- **Teaching Strategies** – we consider the concepts which need to be taught across the year and identify the elements which are best taught directly, such as phonic knowledge. When teaching in a whole class context teaching is clear and succinct and builds on skills and concepts across a week or longer period of time if needed. We take a 'small steps' approach to teaching key skills clearly leads to

progress being made over time. Formal teaching sessions are time limited to no more than 10 minutes and are short and well organised so that learning is embedded over time and new ideas are introduced overtime.

- **Challenge More Able** – the more able are challenged in EYFS by quality first teaching with skilled staff who have the highest expectations for every child, including the more able. EYFS staff use questioning to challenge as well as adapting tasks to provide more challenge through providing less support or different resources. More able children are encouraged to work independently and make choices about their learning.
- **Less able** – the less able children are supported in EYFS by quality first teaching with skilled staff who have the highest expectations for every child, including the less able. We are a growth mindset school meaning that we passionately believe that EVERY child can make progress. EYFS staff use more closed questioning to scaffold for the less able children as well as adapting tasks to provide more adult support or different resources to model and scaffold learning.
- **Learning behaviours** – positive learning behaviours are supported and encouraged from day 1 of the EYFS through supporting children to develop the characteristics of effective learning; playing and exploring, active learning and creating and thinking critically.

- **Frequency of Monitoring** – formal monitoring is carried out every short term by the EYFS leader, however informal monitoring takes place at all times in our EYFS setting with feedback being given to all members of staff concerned at the first available opportunity.

- **Feedback and Actions** - Each term the EYFS leader monitors planning, teaching, observation and assessment and work samples if appropriate and identifies the strengths and areas for improvement. Depending on the level of priority the areas to improve are followed up immediately or at the next formal monitoring period.

- **Quality of Curriculum** - The last monitoring completed told me that the curriculum we are implementing is very effective. Levels of engagement and involvement are high in all areas of our environment, all children are making good or better progress in the development of key skills and children overall have very positive attitudes to learning. They are developing effective learning behaviours and are remembering knowledge in the longer term due to the effectiveness of the teaching.

- **Internal Moderation (Summative)** – we undertake rigorous internal moderation after every summative assessment to ensure evidence has been collected and interpreted accurately. The EYFS leader works with the staff member who carried out and analysed the assessment to ensure accuracy and consistency of approach across the setting.
- **Internal Moderation (Formative)** – the EYFS leader keeps a close check on the formative ongoing assessment in the setting by sampling observations and assessments and checking consistency of approach. During whole team staff meetings
- **External Moderation** – we participate in external moderation organised and overseen by our local authority. Our moderators have always found our judgements to be accurate, fair and consistent every year we have taken part.
- **Assessment Training** – every member of staff receives training on how to observe and assess children’s learning in the EYFS. We have deployed various training methods, including watching video clips of children in the setting and every member of staff writing up an observation including next steps learning. This has helped to improve consistency and observation and assessment skills.
- **Leadership Training** – we understand that the aim of the EYFS leader is to improve the quality of practice, which in turn will lead to an improvement in progress and attainment for the children. The EYFS leader works closely alongside the HT.

- **Planning** – through careful planning we ensure that the key areas of English and Maths are embedded and supported in all EYFS subject areas. Planning formats include English and Maths opportunities in every area of learning and activity planned.

**For example:**

- *One of our key priorities was to ensure every child makes expected progress in phonics and reading including increasing their vocabulary and comprehension; because that will have the biggest impact on their future learning across the curriculum and ultimately their life chances.*
- *We amended our planning format to include opportunities to embed English, vocabulary and Maths in every area of the EYFS and in all aspects of our EYFS planning, which made staff think*

*carefully about which English and maths skills could be embedded in all of their formal and informal teaching. We also trained staff on how to facilitate 'Talk for Writing' and how to have fun with words and teach vocabulary in the EYFS.*

- The most effective support and progress has been seen from the direct and explicit teaching of vocabulary with every child widening their vocabulary and using new and exciting words in their speech and work. Every week children learn new words which are in use and play all week. One week the word 'camouflage' came up in a play situation.*

We use the following measures to increase attainment of PP pupils:

- Rigorous monitoring and use of data which enables us to identify swiftly children falling behind and provide them with rapid interventions which help them catch up quickly.
- Raising pupil aspirations using engaging activities and curriculum and through our curriculum by showing children the possibilities that they can aim for in later life.
- Engaging parents (particularly hard-to-reach parents) and raising parental aspirations through a range of informal strategies. Class Dojo ensures all parents are closely linked to their child's progress and development. Swift intervention through effective communication enables children to make progress and address those at risk of 'falling behind.'
- Developing social and emotional competencies to ensure children can self-regulate, manage themselves and relationships so that nothing gets in the way of them learning effectively.
- Supporting school transitions - we ensure a careful transition for PP children when they start KS1. The process starts early in the summer term and we provide as many opportunities as possible for children and their parents to acclimatise themselves with the new routines and staff they will meet in KS1.
- We understand the effect poverty and disadvantage can have on children's potential and life chances. Through strong and visionary EYFS leadership we are beginning to bridge the gap for the disadvantaged pupils.

- **Frequency** – I undertake a formal book scrutiny every half term but do some informal book sampling on a weekly basis, to check for progress, consistency of approach and to ensure statutory coverage.
- **Share Evaluation** – When undertaking book scrutiny, I identify strengths and areas to develop and feed this back orally to the member of staff in question, backed up with a written evidence form and evidence from the books to back up my assertions. A timescale is set to make any improvements identified and areas to improve are rigorously followed up by the EYFS leader. This is an ongoing process over the course of every academic year.

## How subject leaders monitor the quality of curriculum and teaching in EYFS?

- **Wider School** - The EYFS is seen as an integral part of the wider school and is highly valued and prioritised by Staff and Leaders and included on the SIP.
- **EYFS and Subject Leaders** - Subject leaders understand that their role is to improve standards of teaching and learning from where the children start in the school to where they finish.
- **Curriculum Maps** - They have put into place curriculum maps for each subject which identify the key knowledge, skills and concepts children need to become fluent in every subject. These include EYFS and have been shared and explained to all members of staff so that they understand the key concepts and sequence of learning.
- **Impact** – the impact of the curriculum maps has been firstly to improve the quality of planning, by enabling us to be more specific about the knowledge and skills we want children to learn by the end of EYFS. This has in turn improved the quality of teaching in all areas by training staff to teach a new concept and enabling many opportunities for the children to retrieve and embed the knowledge over time. As a consequence, learning is much deeper, and the children are well set up to continue their learning in every subject when they enter KS1.
- **Evidence** – you will find evidence in every area of learning, where staff skilfully teach and revisit key knowledge and skills in every subject area. Their much-improved subject knowledge enables them to model, scaffold and support children in all areas of learning.

## IMPACT :

How we monitor and evaluate the quality of the curriculum.

How we monitor the effectiveness of teaching and learning.

How we evaluate the quality of lessons.

- **Self-Evaluation** – we monitor the quality of our curriculum, teaching and lessons through rigorous monitoring and self-evaluation systems. We have a programme of formal lesson observations, planning monitoring, work sampling and speaking to the children undertaken by the EYFS leader. In addition, the EYFS leader informally monitors and evaluates practice continually.
- **HT – Link Governors/School Improvement Partners** monitor the quality of the EYFS curriculum, teaching and lessons. They work with the EYFS leader to identify strengths and areas to improve and ensure EYFS. This forms part of the whole school improvement plan and is a priority in terms of school resourcing and planning.
- **Subject Leaders** – subject leaders monitor the curriculum and teaching in their subject in terms of children's progress in learning the knowledge and skills they expect children to learn in their subject in EYFS.

## How we give children enough time to practise and embed what they are learning?

In our EYFS we have assessment for learning which:

- Identifies successes and areas for improvement
- Is regular and ongoing
- Informs planning and the next learning step for every child
- Identifies how children learn most effectively
- Motivates the children to achieve more
- Involve the children

The impact of our outstanding AFL is that our children:

1. **Understand** what they have done well.
  2. Understand and are clear about **how to improve** their work?
  3. Are making **progress** as a result of incisive feedback.
- **Deep Learning** – teachers are aware that you cannot teach children something once and not revisit it. Opportunities to practise, retrieve, apply and embed new knowledge and skills are an integral part of our teaching process. Teachers do not move on to a new concept until children have mastered and demonstrated that it is in their long-term memory. The amount of time for learning to embed will be different for every child

To improve the quality of feedback and ensure consistency we:

- Have made our policy and procedures clear to all staff

- We provide opportunities for teachers to observe each other's verbal feedback and ensure professional dialogue
- Select pieces of work and ask all members of staff to mark it in line with your policy.
- Go in and speak to the children to ensure they know how to improve their work.

We deploy a range of teaching strategies to encourage children to become independent learners including:

- Encouraging children to think and make decisions and choices for themselves
- Support children to work collaboratively
- Enable children to answer and ask questions
- Modelling and supporting children to reflect on their learning, behaviour
- Negotiates
- Encourage children to sustain concentration for longer periods of time
- Praise and support children to persevere and be resilient when the going gets tough or they face a hurdle or challenge.

Some strategies we use include:

- Interactive starters
- Peer teaching...explain how you did that
- Talk partners
- Self and peer marking – looking for similarities and differences

- Data and progress are rigorously tracked at a whole cohort, group and individual level to ensure every child is making expected levels of progress. It is also used to identify swiftly children who are falling behind and in need of additional support. Every area of learning is tracked in the EYFS and the data is analysed to inform teaching, the curriculum and the environment we offer to children.
- Ongoing assessment (also known as formative assessment) is an integral part of the learning, development and tracking process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations.
- We track every child to ensure they meet their potential by ensuring they are making progress in all areas of their development at the right rate according to the child's age and stage of development. The tracker is completed by practitioners, parents and children and is passed from setting to setting at times of transition to ensure continuity of development.

- Our SEND/vulnerable pupils are performing well and making expected levels of progress due to quality first teaching and carefully selected interventions.



- *5 out of 14 were at below expected levels in all areas on entry to the setting.*
- January – 2 pupils are receiving extra support with phonics development. 3 pupils are having extra interventions to address progress towards ELG.

- *Our more able pupils are performing well and making expected levels of progress due to high quality first teaching and carefully selected interventions.*
- *Our main provision for more able children is quality first teaching by our skilled staff who use effective questioning, formative assessment and skilfully respond and adapt their teaching to individual children's needs. More able pupils are well challenged and encouraged to work independently and make decisions and choices for themselves.*

- We understand that children do not learn something they encounter once, if it is not revisited retrieved and applied in a range of different contexts.
- Deep learning has been achieved when children can recall and use information they have learnt previously in a range of different contexts.
- Our EYFS is designed to plan for depth of learning and increasing children's understanding. It is simply to ensure statutory coverage
- Fundamentally our EYFS curriculum is designed to allow for teaching, practise and repetition. We do not divide up curriculum into blocks, rather we repeat over knowledge and skills and over again until children have learnt something in depth.
- We plan and design our curriculum to allow time for children to think, discuss, practise and explore but most importantly to **embed**. Our curriculum design allows for teaching, practise and repetition. Staff are experienced and skillful at identifying when children have mastered a concept and when they are ready for the next learning step.
- **Curriculum Design** – we look at statutory coverage to determine what is the best way to develop a deep level of learning and understanding in each area. We decide on what is best taught blocked and what can be taught over the year for real depth of learning.

- **Effective Partnerships with Home/School** - we communicate with parents on a daily basis because we are always available at the end of the day for any questions and queries. Our welcoming and open ethos has led to parents feeling confidence and able to approach us for help on a range of issues from learning to home related problems. We also use Class Dojo to keep the communication high priority.
- **Parents as Partners** - we make it a priority to get to know parents so we can share information and ideas appropriate to their level of confidence. We treat parents as partners in their children's learning and make it clear that parents are the most important teachers in their child's life.
- **Positive Interactions** - we always model positive interaction with parents and pride ourselves in talking to parents about what their child has enjoyed and what they have learnt to help them see the benefits of learning through play.
- **Information Booklet** – We provide a range of resources and events to support parents to help their children. Every parent is issued with a booklet which outlines how they can support their child's academic learning and personal and emotional well-being.

We have a number of resources available to support parents:

- **Help videos** – we have a range of short videos online to show parents how to support their children's phonic, reading and early mathematical development.
- We put suggestions on Class Dojo of children's work.
- We include suggestions in newsletters, for activities parents and children can do at home

- We monitor and evaluate provision in terms of learning and progress in the EYFS through a planned programme of formal and informal monitoring and self-evaluation.

We draw on a range of evidence sources including:

- Monitoring and evaluating planning and implementation of every aspect of the EYFS curriculum.
- Monitoring and evaluating levels of involvement and engagement of the children in the setting.
- Monitoring and evaluating work which has been produced.
- Monitoring and evaluating the quality of teaching, lessons and learning
- Speaking to the children to ascertain whether they have learnt what they have been taught in the long term.
- **Safety and Well-being** is monitored through our practice and the EYFS leader ensuring and checking safeguarding policies are implemented consistently and effectively throughout the setting.