

Malton Primary Academy

Early Years Foundation Stage

Our foundation Stage has three development phases:

- 2gether- for 2 year olds and children who are in the term of becoming 3;
- Nursery (Acorns) – for 3 and 4 year olds;
- Reception (Oaks) – for children who are 4 and 5 (school age).

Intent

We follow the **Statutory Framework from the Department for Education** with the Early Years Foundation Stage framework.

This has four principles that we follow:

A Unique Child

Positive Relationships

Enabling Environments

Learning and Development

To enable children to develop:

Communication and Language, (Listening, attention and speaking)

Personal, Social and Emotional Development, (Self-regulation, managing self and building relationships)

Physical Development, (Gross motor skills, fine motor skills)

Literacy, (Comprehensive word reading, writing)

Maths, (Number, numerical patterns)

Understanding of the World, (Past and present, people, culture & community, the natural world)

Expressive Arts and Design, (Creating with materials, being imaginative and expressive)

We firmly believe in the benefits an early start to education can have for young children and we aim to support the most vulnerable members of local community by providing this at the earliest stage we can. We work with external agencies to ensure vulnerable families have access to 2-year-old funded places. In all phases of our EYFS we follow **Development Matters**.

This includes:

The 7 Key features of effective Practice

- the best for every child
- high-quality care
- the curriculum: what we want children to learn
- pedagogy: helping children to learn
- assessment: checking what children have learnt
- self-regulation and executive function
- a partnership with parents

We aim to support each child to identify their own sense of identity and self - worth, as well as focusing on each child's individual needs and where possible, their interests. We do, nonetheless, promote breadth in our curriculum and appreciate that if we only follow children's interests we may not enable them to learn new things. We are

mindful to promote hard work and perseverance, and do not give an impression that all learning is exciting and fun- because it is not!

We ask our children in the EYFS to wear school uniform as we view them as full members of our school. They attend assemblies and celebration events and trips. Subject leaders embrace the EYFS as the starting point for their long-term planning and have, over the last 3 years, paid much more attention to the EYFS curriculum.

We value the impact of a Key Person and we have taken this approach further up the school. We accept that some children are better prepared for school than others and that neurological development plays a significant part in behaviour. We acknowledge the stress some of our children have in their lives and use Key person time to value each individual and consider their needs.

Implementation

A long term plan is in place for Nursery and Reception; 2gether are currently building a plan for September based on their medium term planning for this academic year. Long term plans ensure that a totalisation of learning or curriculum coverage is mapped out on a term by term basis and invitations to learning provide starting points for topics. Our curriculum is ambitious and follows the EYFS statutory guidance carefully. Regular evaluations and observations help to steer the plans to ensure they are the servant not the master of learning.

Provision across all phases is a combination of continuous aspects, child-led and adult-directed. It is not in the moment as we are still on a journey in which some staff are new and developing their knowledge and understanding of EYFS expectations and others are securing a depth of knowledge. Continuous provision is familiar across all phases but expectations for outcomes of progressively challenging. We do not have 'areas' but instead we ensure there are opportunities for mathematics, literacy and social development in all aspects of provision. Physical development opportunities are present both indoors and outdoors and these environments provide different opportunities for children to display abilities and talents.

In Reception, we are fortunate to have three spaces for learning; a focused classroom where much of our adult-directed work takes place and children are well-prepared for key stage 1. Here, we embrace the recommendations in Bold Beginnings. The children also have access to an indoor and outdoor provision classroom in which they can embrace the Curiosity Approach.

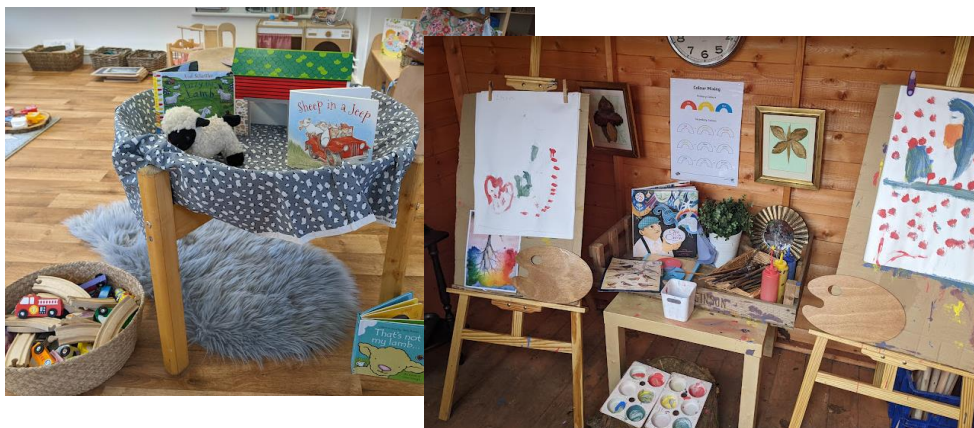
The Curiosity Approach

The Curiosity approach is a modern pedagogical approach.

Instead of directing children all of the time, and telling them what to do, the curiosity approach is based on child-led learning. Therefore, children make their own choices, and figure things out for themselves which leads to enhanced confidence, critical thinking, and problem solving skills. This aligns with our core value of Enquiry throughout the school.

The approach draws ideas from other philosophies of early education including Reggio Emilia, Montessori, Pikler, and Steiner. It aims to create children who are 'thinkers and doers' instead of passive learners who simply follow the direction of an adult. By creating active learners, children are more engaged in their environment. They are in charge of their own development to a point, and choose activities which play to their own interests within the themes of the long-term plan.





Communication and Language

The school has invested in **NELI** for several years now and prioritises early intervention. NELI is an evidence-based oral language intervention for children who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading. The assessment informs us if the child is at expected for their age or requires intervention from trained NELI practitioners.

Children are screened on entry using the **WellComm Screener** and appropriate support is then planned and delivered. A **Phonological Awareness** programme is delivered in Nursery and once ready, children begin the Read, Write Inc. Programme. All pupils begin the programme on entry to Reception. Other interventions include Time to Talk and more recently, the **Early Years Intervention Toolkit** which will form part of the baselining in September.

Vocabulary building is a focus throughout the school and this begins in the EYFS. **Word Aware** is used to structure conceptual development and subject specific language is embedded throughout provision. There is still some work to be done here but it is underway.

Reading

Please refer to the Early Reading Policy.

All children in the EYFS visit the local library half termly. They share stories and they are able to take a book home. Children are also able to choose books for pleasure from the school libraries.

Writing and Motor Skills

Children are encouraged to mark make early on and a range of tools are provided in all phases. These range from pencils, brushes and twigs to vegetables, chalks, mops and charcoal. Pencil grip is assessed and monitored and an age-appropriate grip is modelled and encouraged at every opportunity. Letter and number formation form a focus in planning.

We understand the need to develop core stability and have a programme of basic skills in which children participate daily. This considers aspects of development such as crossing the mid-line and children understanding where their body parts are.

Mathematics

2 and 3-year-old children are provided with opportunities to recognise numbers in their environment and focus on the digits 0-5. **Number Sense** is delivered to pupils in Nursery who focus on numbers to 10. **Mastering Number** is delivered to pupils in Reception who will learn about numbers to 20. Mathematics is not capped however, and where children are able in this area, they will be challenged accordingly.

Zones of Regulation

The Zones is a systematic, cognitive-behavioural approach used to teach children how to regulate their feelings, energy and sensory needs in order to meet the demands of the situation around them and be successful socially. As children move into Key Stage 1, this is replaced with metacognition lessons.

Religious Education

Pupils in Reception follow the school's RE Scheme 'Understanding Christianity' and the North Yorkshire SACRE.

British Values

Pupils in Reception are taught British Values through Key person time, Picture News Assemblies and by working towards becoming members of the High 5 Club for demonstrating these values.

Learning Journeys and Parent Partnerships

The aim of the Learning Journey is to build a unique picture of what each child knows, feels and can do as well as his /her particular interests and learning style. This picture can then be used to pinpoint learning priorities and plan relevant and motivating learning experiences.

Learning journeys begin when children enter the school and end once children have met their ELGs or by the spring of Year 1. These document progress in prime and specific areas and are a celebration of achievements. Parents are welcome to view the journeys at any time by asking a teacher or at key points in the year when parents have a consultation meeting. Parents can share 'wow' moments which are added to the files. Parent and pupil voice should be taken termly where possible.



All children in the EYFS have an Adventure Book which goes home weekly. Children can add their experiences outside of school, which are in turn shared with the class and celebrated. These books are another opportunity for parents to contribute to a child's journey in the EYFS.

Impact

Impact is measured using assessment for learning (to improve rather than measure learning), formative assessment (to make decisions about next steps) and summative assessment (to draw conclusions). Practitioners draw on their knowledge of the child and their own expert professional judgements through discussions with other practitioners, photographs and physical evidence in order to make judgements.

The impact of our work in the EYFS is demonstrable since the last inspection. We have a new raft of staff who are enthusiastic and knowledgeable about child-development. Classroom environments are unrecognisable since 2018 and they embrace the promotion of curiosity and independence. This in turn is impacting on pupil outcomes which are improving over time.

Children are assessed in each phase of the EYFS.

A 2-year-old progress check is completed before children move to Nursery. Children are baselined on entry to Nursery and assessed termly thereafter. The Reception baseline is completed in the September of the Reception Year and progress is monitored termly thereafter. The RBA focuses on 'Language, Communication and Literacy,' and 'Mathematics.' The purpose of this is to show the progress children make from Reception until the end of KS2.

At the end of the Reception Year, children are assessed by all adults working with them against the Early Learning Goals (ELGs). These do not play any part in our provision until June of the Reception Year.

Impact is also evident through our successful transitions into Year 1. EYFS staff have a good understanding of how ELG's link to the National Curriculum, and through our robust planning and delivery across the spectrum of subjects – both core and foundation - children leave the EYFS stage with the skills, knowledge and confidence to continue their journey into the next phase of their education.