

The Spire Federation

Early Years Foundation Stage curriculum - Intent, Implementation and Impact

Intent

At The Spire Federation, our curriculum has been designed to encourage independent, inquisitive and happy learners.

Our curriculum builds on children's prior learning, both from previous settings and their experiences at home. We work in partnership with parents, carers and other settings to provide the best possible start at The Spire Federation, ensuring that each individual reaches their full potential from their various starting points.

We recognise that oracy not only improves academic outcomes, but is a life skill to ensure success beyond school, in life and future employment. Oracy develops children's thinking and understanding, in turn promoting self-confidence, resilience and empathy which supports the well-being of the child. Our enabling environments and adult interactions support the children as they begin to link learning to their play and exploration right from the start.

We believe that high levels of engagement supports a high level of attainment. We therefore provide an engaging curriculum maximising opportunities for cross-curricular links and learning experiences, as well as promoting the unique child.

By the end of the Reception year, our intent is to ensure that all children make at least good progress from their starting points and are equipped with the skills and knowledge to have a smooth transition into Year 1.

Implementation

Through a range of exciting projects as a starting point for inspiration, children learn through a balance of child-initiated and adult-directed activities. Children are provided with a flexible approach to their learning so they can still follow their own interests and ideas. The creative projects provide lots of opportunities for children to make choices, decisions and foster independence and self confidence.

Through a carefully structured timetable children have an appropriate level of directed teaching during the day. The timetable changes throughout the year to take into consideration the changing needs of the children. Whole class teaching sessions are followed by small focused group work enabling the adult to check for understanding and identify and respond to misconceptions quickly. Providing necessary support and feedback results in a strong impact on the acquisition of new learning. Learning is sensitive to the requirements of the individual child including those with additional needs.

Children are provided with plenty of time to engage in 'exploration' throughout the variety of experiences carefully planned to engage and challenge them in the provision.

The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas. All learning areas will encourage the children to have a positive attitude to their learning. It will reflect individual children's interests and abilities and will give lots of opportunities for children to challenge themselves.

English

Reading will be a cornerstone of our curriculum and our love of reading will be shared right from the start. The aim is to expose children to a range of books to develop a love of reading. The selection of texts develop communication, vocabulary and comprehension skills and are an integral part of each weeks adult led and child initiated provision.

Through this, children begin to internalise new vocabulary, language patterns and begin to retell stories.

The use of language is developed for children to communicate both with staff and peers, in turn promoting a cooperative and friendly classroom environment.

Phonics

We follow the Read Write Inc phonics programme to ensure consistency across the school and phonics groupings.

Dedicated teaching of blending and segmenting to decode words, alongside the teaching of tricky and high-frequency words will develop children's reading skills.

Children are encouraged to read at home and are listened to regularly in school. They are given books that match their phonic knowledge in order for them to apply their learning with the aim of becoming successful, confident and fluent readers.

Mathematics

In Reception, we follow the Power Maths Scheme of work. Children have daily adult led maths sessions. These meaningful interactions with adults support children in developing mathematical thinking and discussion. Pupils learn through games and tasks using concrete manipulatives and pictorial structures and representations, which are then rehearsed, applied and recorded within their own child-led exploration. Children are supported to develop fluency, revisit key concepts and address misconceptions.

Wider Curriculum

Our wider curriculum is taught through our project learning. Children have the opportunity to develop their 'Understanding of the World' and explore 'Expressive Arts

and Design.' EYFS staff have a good understanding of how ELG's feed into the National Curriculum through our robust planning and the intended progression of the Curriculum Maestro Planning Scheme.

Exciting, purposeful and contextual activities are planned to build on children's natural curiosity.

For example, building a vehicle to travel down a ramp to think like a 'Scientist' and an 'Engineer' as they explore a range of materials and test out their own ideas.

Building further on our oracy focus, children will be encouraged to employ subject specific language and terminology in foundation subjects, and such vocabulary will be modelled, both verbally and orally, by supporting practitioners.

Additional Support

Our inclusive approach means that all children learn together, but we have a range of additional interventions and support for children who may not be reaching their potential.

This includes, for example, sessions for developing speech and language through the Nuffield Early Language Intervention, social skills, fine motor skills, phonics and mathematics.

Impact

Baseline:

Prior to children starting school, staff spend time speaking to the child's parents, previous settings and read previous learning journey's to gain an understanding of the whole child and where they are at. During the first half term in Reception, all staff use ongoing assessments, observations and conversations with the child to develop a baseline assessment. This identifies each individual's starting points in all areas so we can plan experiences to ensure progress. The following baseline assessments are also carried out.

- The RBA (Statutory Reception Baseline Assessment)
This assessment 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.
- NELI (Nuffield Early Language 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.

Ongoing Observation:

All ongoing observations are used to inform weekly planning and identify children's next steps. Practitioners draw on their knowledge of the child and their own expert professional judgements through discussions with other practitioners and physical examples such as a child's drawing / making. Key observations are uploaded using Tapestry and shared with parents and carers and examples kept in individual files.

Assessment:

Phonic assessments are carried out every half term to quickly identify pupils that are not making expected progress. Our aim is for children to 'keep up' rather than 'catch up' where possible.

Assessments are completed three times per year and shared with parents. In Summer Term 2, the EYFSP is completed where teachers judge whether the child has met each of the 17 ELG's. Prior to this moderation will have taken place. Children will be assessed as either 'emerging' or 'expected.'

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 planning and delivery across the spectrum of subjects allows children to continue their learning journey as scientists, historians, artists and geographers.