



Intent Statement

At Chandlers Ridge Academy, the EYFS curriculum is designed to encourage independent, inquisitive and happy learners. We recognise children's prior learning and various starting points, and create a holistic curriculum that maximises cross-curricular links and builds strong foundations for their future. Our EYFS curriculum is designed and evolves to provide children with important foundational skills and knowledge that will later be enhanced and embedded in KS1.

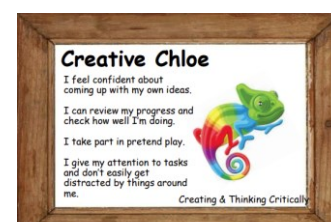
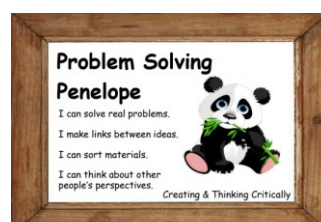
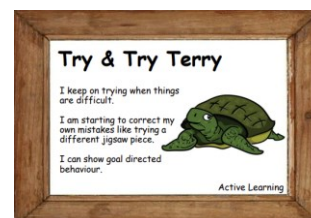
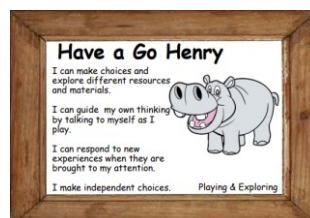
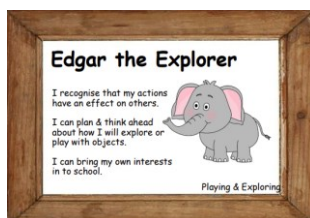
Every child is recognised as a unique individual, and we acknowledge and promote children's interests to provide them with the opportunities to follow their imagination and creativity. We celebrate the diversity in our school community, and always strive to promote a love for learning. We recognise that children have a thirst for new experiences and knowledge, and should be provided with opportunities to engage their inquisitive minds. Therefore, we provide vibrant continuous indoor and outdoor provision to support learners in investigating and developing their skills therefore supporting the development of the three characteristics of effective learning. We work in close partnership with parents and carers throughout the year to support their learning and to encourage children to reach their full potential. We also aim to promote a smooth transition from Nursery to Reception and then from Reception to Year 1 by providing children with the knowledge, skills and attitudes they need to succeed throughout their education.

Implementation Statement

Pupils in Nursery and Reception learn through a balance of child-initiated and adult-directed tasks.

Characteristics of Effective Learning

Pupils will be learning skills, acquiring new knowledge and demonstrating their understanding through seven areas of learning and development and will have many opportunities to develop the nine characteristics of effective learning through our 'animal' characters, which are adapted to be accessible, age appropriate and enable the children to develop qualities for successful learning. The children will be supported to use the language around characteristics of effective learning through modelling from practitioners and interactive displays.



Nursery

In Nursery the weekly planning allows for focussed phonics and maths sessions. The children also participate in adult led and child initiated tasks in the continuous provision areas both inside and outdoors.

Reception

In Reception the weekly timetables are carefully structured so that children have rigorous directed teaching in Writing, Mathematics at least four times a week and Phonics sessions every day. We focus on Communication and Language and Personal, Social and Emotional Development throughout all of their learning and have regular Jigsaw sessions with a PSED focus. We also have regular topic sessions to focus Understanding the World and Expressive Arts and Design. The children have adult-directed tasks in small groups where staff can develop their individual targets. This focused group time enables the teacher to systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning.

All EYFS children are provided with a plethora of opportunities to engage in 'exploration' throughout a variety of experiences, which are carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside and outside classrooms and is planned in a cross-curricular way to enable all aspects of the children's development. We promote the characteristic of effective teaching and learning to develop sustained thinking and active learning. Planning is on a half termly basis with a focus on a particular topic however teachers will be led by the children's interests and imagination.

Reading is at the heart of our curriculum. We promote a love of reading across school and the children can access a range of books within the classrooms. Children follow the Chandlers Ridge Academy synthetic systematic phonics programme. It is a structured, systematic approach based on sequenced teaching that reinforces and builds on previous learning of the phonics code. In Nursery the children focus on Phase 1 phonics and in Reception the children focus on Phase 2, 3 and 4. In Reception the children are sent home a fully decodable phonics reading book that is tailored and suited to their phonics level. A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages throughout the delivery of the phonics programme, children's reading attainment is assessed and gaps are addressed quickly and effectively. In Reception our writing scheme focuses on a book or text each week. In Nursery they have a focus book a week which they use to develop C&L skills.

We follow the 'White Rose' Maths Mastery approach in Reception with an emphasis on studying key skills of number, calculation and shape so that pupils develop deep understanding and the acquisition of Mathematical language. Pupils learn through games and tasks using concrete manipulatives which are then rehearsed and applied to their own learning during exploration and in adult directed activities. These collaborative and practical mathematical experiences are carefully designed to help pupils remember the content they have been taught and to support them with integrating their new knowledge across the breadth of their experiences and into larger concepts. Teaching Mathematics in such a kinaesthetic and practical way supports our children to become logical problem solvers that can demonstrate resilience and justification when learning. This approach to teaching Maths ensures children gain progressive mathematical knowledge and skills as they continue their journey through KS1.

In Nursery the children also follow the 'White Rose' Maths Mastery approach focusing on numbers 1-5 learning through games, songs and practical tasks.

Our inclusive approach means that all children learn together, however we also use a range of additional interventions to support, enhance and scaffold children who may not be reaching their potential or to help move on children who are having difficulties making progress. Some examples of this include our additional small group intervention provision in Maths, Phonics and Social and Emotional development. The characteristics of effective learning are viewed as an integral part of all areas of learning and tasks are developed to allow the children to engage with tasks to develop these skills.

In Reception class teacher's make half termly observations on the objectives covered in UW, EAD and PSED and make weekly observations of the objectives covered in maths. Teacher's make notes about the children's writing during each writing session. These observations are used to support teachers make to informative assessments and inform potential next steps for each child, this includes careful consideration of children with SEND or are who are disadvantaged.

Baseline is carried out for Reception children within the first three weeks of starting in September and for Nursery children within 3 weeks of starting school. School use SIMS to record assessments which are completed termly to judge each child's progress in the 7 areas of learning using the EYFS Framework age related expectations. This is used to inform teachers of the progress being made and the children who need targeting. This is reported to members of the SLT during pupil progress meetings.

Our regular monitoring of teaching and learning includes: work scrutinies, learning walks carried by SLT and the EYFS lead. The Early Years lead and teaching staff receive relevant up to date training and keep up to date with important Government/Ofsted focuses and initiatives. In Nursery staff keep a track of the children through a monitoring grid

Impact Statement

The Early Years provision features in the School Improvement Plan 2020-21 which is monitored and evaluated by SLT with input from the EYFS lead. During the first few weeks in Nursery or Reception, 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. We also carry out ongoing observations of the children during adult led and child led tasks. These 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, photographs and physical examples such as a child's drawing / making. Examples of the children's work can be seen in their books and on displays. In Reception Phonic assessments are carried out using phonics our school tracking system every half term to quickly identify pupils that are not making expected progress. This ensures we can see those children who may need further intervention. Assessment in the seven areas of the EYFS framework are completed three times per year. Teachers participate in Progress meetings with SLT to discuss the progress the children are making and where intervention needs to take place. In Summer Term 2, the EYFSP is completed where teacher judge whether the child has met each of the 17 ELG's. They 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 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 as scientists, historians, artists and geographers.