



EARLY YEARS FOUNDATION STAGE



KEY DRIVERS	Culture	Conservation	Conflict	Communication
School Vision	<p>At Anston Hillcrest Primary School, we aim to develop empowered individuals who are successful learners and responsible citizens both in school and in the wider world. We are child-centred, inclusive and distinctive and we ‘Make a Difference’.</p> <p>Together we:</p> <ul style="list-style-type: none"> • Strive to provide a happy and safe learning environment where everyone is accepted and has a sense of belonging. • Value the mental health and well-being of all • Create an inclusive culture, with an ambition of success for all. • Provide an ambitious knowledge-based curriculum, enabling children to meet the challenges of an ever-changing, diverse world and for them to confidently - Make a Difference. <p>Our core values of Respect, Resilience, Teamwork, Kindness and Aspiration are crucial to building relationships and steering effective learning. Our children leave as confident and caring young people, ready for the challenges of KS3 and beyond. They are ambitious to achieve more and eager to find out more.</p>			
EYFS INTENT	<p>In the Early Years at Anston Hillcrest we aim for children to become independent and capable learners by providing a structured, balanced curriculum. We use play and direct teaching to aid learning across the seven curriculum areas. We aim to provide an ambitious curriculum that prepares children for the national curriculum expectations and their future. We aim for the best for every child by planning challenging opportunities informed by observation and assessment. We aim for children to develop executive function and self-regulation skills to develop positive learning behaviour and therefore develop good habits to take them through their life.</p>			

IMPLEMENTATION	<p>Planning</p> <p>We plan a challenging and exciting curriculum based on our observation and assessments of children’s needs, interests and stages of development across the seven areas of learning to enable the children to achieve the Early Learning Goals. We create curriculum plans on a two-year cycle based on a series of topics. Each of these topics offers experiences in all seven areas of the learning. Children are taught through adult-directed whole class and small group activities as well as child –initiated play using opportunities provided through a rich learning environment. We follow a progress skills curriculum model in EYFS.</p>	
	<p>Early Reading and Language Development</p> <p>In FS1 we provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for Communication and language’ and ‘Literacy’. These include:</p> <ul style="list-style-type: none"> • sharing high-quality fiction, non-fiction and poems. • Developing their phonological awareness, including understanding of rhyme, alliteration, syllables, initial and voice sounds, and oral blending • Developing a love of stories and rhymes, and learn by heart a bank of familiar favourites • Increasing their vocabulary and confidence to talk • Improving their listening and ability to take part in back-and-forth conversations. <p>We ensure FS1 children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in FS2.</p> <p>In FS2 children begin the Little Wandle Letters and Sounds phonics programme. We teach daily phonics lessons. Children in FS2 are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy. Each child reads as part of a guided reading group three times a week. Working on decoding, prosody and comprehension with a book at the child’s reading level.</p> <p>We read to children every day, we choose these books carefully as we want children to experience a wide range of books that have a variety of themes linked to our curriculum. Children have access to the reading corner and books outside every day in their free choice time and the books are continually refreshed. Children have access to decodable and non-decodable books.</p>	<p>Writing</p> <p>In FS1 different media is used for children to practise mark making. This is carefully modelled to the children and meaning is given to the marks through discussion.</p> <p>In FS2 for Writing, our teaching is based upon the ‘The Drawing Club’ approach. Drawing Club is a 10-minute whole class session that involves sharing a blend or storybooks, story-telling and animations. These are handpicked to provide excitement and enjoyment. New vocabulary is shared with children, we draw, having back and forth conversations to share our ideas. Then we write and develop our phonics knowledge and increase our fine motor control with purpose. Children then attend ‘drawing club’ where they draw and write using their amazing imaginations.</p> <p>Spelling is discretely taught during Little Wandle Letters and Sounds Sessions and is revisited when children apply this in their writing session.</p> <p>Children are given opportunities to mark make and writing in different areas of the indoor and outdoor provision. Resources are available all of the time to encourage independent writing.</p>

	<p>Keep up sessions are planned daily to accelerate children’s progress who are at risk of falling behind. Formative and Summative Assessment are both used to inform these sessions.</p>		
	<p>Maths In FS1 the children take part in a daily maths meeting so they are repeating and practising using numbers in a variety of different ways.</p> <p>In FS2 Maths is taught in a whole class session daily. We use the Number sense programme which develops children’s understanding of cardinality, subitising, partitioning, composition, comparison and numerical patterns. We also use the White Rose Scheme mastery approach to develop the understanding of number, shape, measure and spatial thinking. We provide opportunities for children to practise and apply their knowledge both in the indoor and outdoor provision as well as during adult supported group tasks.</p>	<p>Physical Development FS1 children are provided with a variety of resources and opportunities to develop their fine and gross motor skills. These are accessible both in indoor and outdoor provision. They also take part in squiggle while you wiggle to develop their fine and gross motor skills in preparation for writing. When they have mastered this, they then do a daily dough disco to continue to develop the muscles in their hands. This continues into FS2.</p> <p>The resources and opportunities are progressive dependent on the needs of the individuals. These include large and small construction, a variety of wheeled toys (tricycles, bicycles, scooters etc), climbing equipment, a variety of tools, finger gym activities, puzzles, sports equipment and balance beams to name some.</p> <p>FS2 children access the above opportunities as well as taking part in a one hour PE lesson every week. We follow PE Planning which provides us with a progressive, high quality, engaging curriculum that prepares children for the expectations of the national curriculum in the future.</p>	<p>Expressive Art and Design Children have opportunities to engage with the arts in both indoor and outdoor provision for example on the creative workshop, the painting easels, the music zone, home corner and small world areas. We plan adult directed activities to teach children new skills linked to art and design and allow children to repeat and practise what they have learnt in provision.</p> <p>During each topic children are taught music and/or dance. This enables children to understand musical concepts and movement skills through a repetition-based approach to learning.</p>

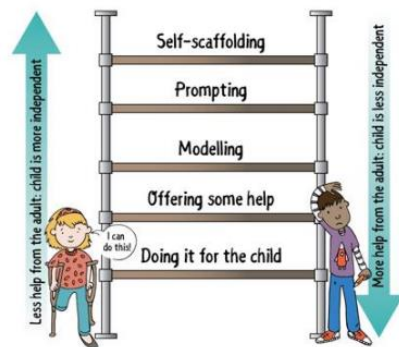
PSED

We use the [Dimensions – Learning means the world curriculum](#) to provide children with lessons which give children the relevant experiences and skills to help them navigate their world and develop positive relationships with themselves and others.

We also teach children incidentally during provision by supporting them in problem solving through talking and restorative practise. We refer to the zones of regulation resources to help children to identify their feelings and respond appropriately using the toolkit provided. We offer children healthy snacks daily where children learn what healthy eating looks like and how to manage their own personal needs independently. Each term we teach children about the importance of oral health using models, visitors and online resources.

Scaffolding

We offer scaffolding and extra support to help every child to access the curriculum and to ensure they make progress through it. Practitioners sensitively reduce their support so that children become more independent in their learning. We recognise that every child will not make the same progress through the curricular goals. We provide all children with support they need in order to participate in the same curriculum.

**Understanding of the World**

We use the Dimensions – Learning means the world curriculum to plan our topic-based learning. We consider what children already know in order to provide a challenging curriculum for our children. We provide children with a range of experiences such as visits to parks and zoos, to meeting important members of society. We teach through a wide selection of books to develop children’s knowledge and understanding of the topic. We specifically plan rich vocabulary which will support children’s language development and later comprehension.

Inclusion

For children with SEND, precise assessment focus on what the child can do, and what the barriers to their learning are. Children with SEND are provided with resources and support to allow them to access the curriculum at a suitable level which meets their needs.

Parent Involvement and Homework

On Entry to Foundation Stage every child is offered a home visit or video call via Zoom if the home visit is not possible. The key purpose of the home visit is to establish a respectful partnership with the parents and a strong relationship with the child. During the home visit and settling-in period, the key person asks parents to share information about their child's interests, communication, confidence and physical health. The key person will use the information shared by parents to add to the child's starting points document. They will also build the child's interests into the planning of the provision.

Every child in Foundation Stage is allocated a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.

In FS1, children take home a wordless reading book to share with parents and carers and a recommended read for parents to read to the children based on a variety of themes to aid discussion.

In FS2, children take home a decodable reading book linked to the Little Wandle phonics phase they are working at. They also take a recommended read as above. Children in FS2 are also encouraged to access spelling shed and maths shed to develop spelling and number sense

We provide support for parents by delivering curriculum evenings, stay and play sessions and guidance about [What to expect in the EYFS: A guide for parents](#) to develop their knowledge and understanding about how they can support their child with their learning. We use tapestry as a tool to develop partnership with parents in support of children's learning. It allows parents to share significant learning with us and us to share significant learning moments with them.

IMPACT	<p>Assessment We are not driven by assessment and tracking. Assessment serves children’s learning and our curriculum. Most assessment is formative, so that it quickly helps us to make a difference to children’s learning. However, we also need to have an overview of children’s progress, so that we can take further actions where needed, and so we can monitor equalities. Our aim is for the system to be proportionate, and to ensure it is not overly burdensome.</p>	
	<p>Summative Assessment When children start in FS1 we assess children’s development against the prime areas of learning in partnerships with parents in order for us to ascertain children’s starting points.</p> <p>When children join in FS2 we assess children using the statutory reception baseline assessment. We also complete a Language Screen assessment to ascertain starting points with regard to language and communication.</p> <p>Each term children are assessed against progression grids and child development grids. This helps us inform our professional judgement about children’s progress and wellbeing. We report whether children are on track, working below or significantly below. We check that individual children and groups of children, are making progress and take prompt action where this is not the case.</p> <p>Early identification of children who need temporary extra help, and children who may have special educational needs allows us to ensure children make the best progress.</p> <p>At the end of the FS2 year, the EYFS profile provides a summary of every child’s development and learning achievements, including whether they have reached a ‘Good Level of Development’ (GLD). Children are assessed against the Early Learning Goals (ELG) by the class teacher - who uses the exemplification materials, and their knowledge of the children to make a ‘best fit’ judgement.</p> <p>The children are assessed as achieving a 1 or 2 against each area of the EYFS curriculum:</p> <ul style="list-style-type: none"> ● 2 = Expected ELG – meeting the expected level ● 1 = Emerging ELG – not yet meeting the expected level <p>Meetings with parents are held in Autumn and Spring Term to discuss children’s progress, achievements and concerns. In Summer term a written report is produced for parent’s outlining children’s progress, achievements and next steps for development.</p>	<p>Formative Assessment Observations are based on significant learning related to the child’s interests, our cycle of learning, core experiences or the curricular goals. Observations also show how children are persisting with difficulties, ignoring distractions (self-regulation) and what children say about their learning (metacognition).</p>

	Assessment	Books	Planning	Observation
<p>MONITORING Takes place half termly by the early reading leader.</p>	<p>The FS Leader and SLT monitor children's progress through Termly pupil progress meetings. Provision maps are produced identifying specific intervention and targeted teaching to support children who are at risk of falling behind.</p>	<p>Book moderation and monitoring of outcomes is used to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners. Tapestry is used to monitor outcomes across both foundation stages classes, books are also used in FS2.</p>	<p>LTP outlines the intent for the topic and then teachers map out the medium-term plan ensuring that the learning is personalised and implemented to suit the learners in the class. The curriculum is adapted to be inclusive for all. Each subject leader evaluates coverage and provides support where required.</p>	<p>Observations take place by the subject leader of children at work, individually, in pairs, in a group and in class during whole class teaching. These are through planned observation and monitoring and learning walks.</p>