



The Early Years Foundation Stage [EYFS]

Bradshaw Hall Primary School

2021-2022

EYFS Curriculum Intent

VISION

In the EYFS at Bradshaw Hall we provide an environment, curriculum and experiences that enable every child to become a successful learner, a responsible citizen and a confident individual. All children develop and learn as we respond to their needs as unique individuals through positive relationships with their peers and staff.

In the Early Years Foundation Stage at Bradshaw Hall Primary, our mission is to provide **an enabling environment which promotes the learning and development of every child attending our setting**. Our EYFS curriculum is designed to **allow children to develop the knowledge and learning behaviours that they need to succeed in life**. Children's learning is led through a balance of discrete, adult-led sessions and carefully planned continuous provision where children have the opportunity to investigate and apply their learning using our stimulating indoor and outdoor environments. It is our aim that children will leave the EYFS as **confident, independent and reflective learners**.

At Bradshaw Hall, we provide a high-quality EYFS education giving children a secure and confident start to their school life. We are committed to nurturing a lifelong love of learning alongside the aims of the EYFS statutory framework. We strive for high standards, consider the development of the whole child and seek to foster resilience and independence.

We aim to provide the essential knowledge that children need to prepare them for their future success and to give children the best possible start to their early education. We provide inviting classroom environments indoors and outdoors to stimulate learners and engage them in developing the three 'Characteristics of Effective Learning' as set out within the EYFS.

Our Golden Aims and Principles begin in EYFS. They are:

Our school GOLDEN AIMS are for all children to be:

- Successful learners- to make progress and achieve
- Confident individuals-to lead happy, successful lives
- Responsible citizens-to be a valued member of the school and community

Our GOLDEN PRINCIPLES show the children how they can achieve the golden aims:

I am Responsible:

- I work at an appropriate noise level
- I look after the school property and the community
- My behaviour is the same for all adults
- I help the teacher to focus on learning

I am Resilient:

- I keep trying in hard situations
- I try to keep calm even when I feel angry
- I try my best even in my weaker subjects
- I work well with any member of the school community

I show Respect:

- I actively listen when the teacher is speaking
- I value everybody equally
- I try to understand peoples' differences
- I am positive towards other people

I Learn Well:

- I think independently
- I try to be creative
- I reflect on my successes and disappointments
- I can work with others
- I can organise my time, ideas and resources
- I participate fully
- I have personal targets

EYFS Curriculum Intent

The EYFS curriculum at Bradshaw Hall is carefully sequenced and ambitious. It is designed to develop the knowledge and learning behaviours that the children need to succeed in the next stage of their education and in life. Children's learning is led through a balance of discrete, adult-led sessions and carefully planned continuous provision. Within 'Discovery Time' children have the opportunity to investigate and apply their learning using our enabling indoor and outdoor environments.

We carefully plan our EYFS curriculum to meet the following aims:

- Foster a love for learning which inspires curiosity.
- Provide experiences of awe and wonder.
- Ensure all children have access to high quality learning opportunities.
- Provide parents/carers with the opportunity to develop their child's learning at home.
- Develop knowledge and understanding of the community and wider world.

Staffing & Organisation: At Bradshaw Hall we have one Nursery class which caters for 34 children and two reception class' totalling 60 children.

Nursery:

Nursery class teacher: Claire Platt

Nursery teaching assistants: Lisa Powell, Chris Campbell, Jodie Best

Reception:

Reception class teacher/EYFS lead: Jen Green

Reception class teacher: Sophie Felstead

Reception teaching assistants: Gill Barlow, Kerry Clarke, Jodie Best

EYFS Curriculum Implementation

- Quality first teaching across all areas of the curriculum.
- Stimulating learning environments indoors and outdoors.
- Well planned and organised continuous provision which allows the children to learn through play.
- A carefully planned balance of adult-led and child-initiated learning opportunities.
- We promote a love of learning through real life experiences and opportunities to build on prior learning.
- Close links with local nurseries which support a smooth and settled transition into school.
- Strong parental partnerships which empower parents to support their child's learning at home.
- Systematic approaches to teaching reading to ensure all children learn to read. High quality phonics teaching is started as soon as children begin reception.
- Opportunities for children and families to develop a love of reading. Planned opportunities for outdoor learning through 'Forest Schools'.

Play is an essential part of our curriculum

Staff are mindful in how they support children by balancing their practice between

- Play which is child led: freely engaged in and enjoyed by children
- Play which is sensitively supported and extended by adults
- Play which is guided towards specific educational outcomes

Plan-Do-Review

We practice plan- do- review cycles with our children. This enables staff to set challenges and model learning opportunities prior to children accessing core and enhanced provision. Plan- do- review enables children to develop their characteristics of effective learning such as generating their own ideas, sourcing their own resources, developing concentration and perseverance and critiquing their learning.

Plan- staff support children in planning their play. Give suggestions and challenges, talking through their plans. Thinking ahead about their plans and resources can help children block out any distractions and focus their attention.

Do- staff support children by scaffolding, modelling, adding vocabulary, setting challenges, praise and adding teachable moments.

Review- staff support children in critiquing their learning reviewing what went well, what they could do different next time.

EYFS Curriculum Implementation

Scaffolding

Staff are mindful not to 'interrupt' children's play through over questioning and moving them onto an adult directed task. Staff complete adult directed group work at the start and end of discovery sessions in order to stop children's self-directed play being disrupted.

Self-scaffold- These children are independent and can play, problem solve and review their own learning. Staff should- observe and give children time and space to think and try different ways.

Prompting- These children need guidance to work towards self-scaffold. Staff should- prompt and encourage without telling children what to do. How do you think you could... what do you need to...?

Modelling – These children are stuck. They need adults to teach them a new skill. Prompts don't work. Staff should- demonstrate/model how to do the task then ask the child to immediately practice. This is a two and fro process with the goal being the child being able to gain skills and confidence to continue to practice with increasing independence.

Offering some help- These children are unable to succeed independently. Staff should- offer some help to complete the task collaboratively in order to stop the child giving up. For example, I'll do this bit, you do that bit.

Doing it for the child- These Children are not able to do something. Staff should- do it for the child and encourage them to join in.

EYFS Curriculum Impact

- ✓ High levels of engagement and motivation demonstrated from children which supports them to become lifelong learners.
- ✓ Confident and capable readers who demonstrate a love of reading.
- ✓ Evidence of strong links with parents.
- ✓ Children demonstrate the characteristics of effective learning and are well prepared for the next stage in their learning.
- ✓ Children feel happy and safe and enjoy coming to school.
- ✓ All children access a balanced and challenging curriculum regardless of their background, needs or abilities.
- ✓ Children make strong progress from their starting points and are offered a broad curriculum which meets each child's unique needs.
- ✓ Children are supported by adults that are well trained and passionate about providing the best education for every child.
Historically the percentage of children achieving the GLD within the EYFSP is in line with or above the national average.

Learning in the EYFS

Play, Scaffolding, Modelling, Observing, Direct Teaching, Guided Learning

In our classroom, you may see children playing alone or with their peers, deciding on resources and choosing how to spend their time. You may see a child playing and listening to an adult, who is modelling how to achieve something or teaching a new skill that interests the child.

Adults may scaffold a child's play. This involves taking their play to higher levels of learning, entering the play as a cocreator and helping to provoke a framework for the children to go from "what they know" to "what else they could know". Scaffolding enables a child to solve a problem, carry out a task or achieve a goal which is just beyond his or her abilities. During play, where foundational social and emotional skills are developed, scaffolding is a bridge to new skill levels using three key ingredients; modelling the skill, giving clues and asking questions while the child is trying out a new skill, and then as the child approaches mastery, withdrawing the support.

The EYFS statutory framework does not prescribe a particular teaching approach.

"Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults."

At Bradshaw Hall our curriculum is carefully sequenced across the year to enable children to build and develop their skills over time. We carefully plan what the children learn in the classroom through direct teaching and through a well-planned and resourced core environment. We enhance our environment to spark interest and curiosity of our intended learning and to give time and space for children to further explore intended learning through their play. We also value the unique child and enhance our environment around children's interests.

Each day, we stimulate children's interests, respond to each child's emerging needs and guide their development through warm, positive interactions coupled with secure routines for play and learning.

As the children develop and their skills progress throughout the year, we use more direct teaching and modelling and plan specific sequences of lessons. These strategies help us to focus on teaching the essential skills and knowledge in the specific areas of learning so that the children can develop the skills and confidence required for the end of the year.

Seven Key Features of Effective Practice in EYFS

The best for every child

- At Bradshaw Hall children will be given an equal chance of success.
- We ensure that all children have access to high quality early education. We pay particular attention to those children from disadvantaged backgrounds to ensure we can 'narrow the gap'.
- We provide high-quality early education and care which is inclusive for all children. Children's special educational needs and disabilities (SEND) are identified quickly. All children promptly receive any extra help they need, so they can progress well in their learning.

High-quality care

- Our practitioners ensure the children's experience is the central focus of thinking.
- We ensure our young children are well cared for to enable them to thrive.
- High-quality care is consistent. All practitioners enjoy spending time with young children and this is reflected in their interactions with children.
- Practitioners are responsive to children and ensure they form effective and positive relationships with all children.
- Practitioners support children to develop their independence.



Seven Key Features of Effective Practice in EYFS

The curriculum

- The curriculum is well planned to ensure we identify 'what we want' the children at to learn.
- We ensure planning helps every child to develop their language skills.
- The curriculum is ambitious. Careful sequencing will help children to build their learning over time.
- Planning is flexible to ensure children's interests are used to drive the children's learning and development.
- We ensure that depth in early learning is achieved through spending time embedding the children's learning.

Pedagogy

- Every child is enabled to make progress in their learning, with the right help.
- We utilise different approaches to learning to ensure all children make progress. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching.
- Practitioners carefully organise enabling environments for high-quality play.
- Children in our early years also learn through group work, when practitioners guide their learning.
- As the children develop throughout the year they are given more guided learning.
- We have a well-planned learning environment, indoors and outdoors.



Seven Key Features of Effective Practice in EYFS

Assessment

- Assessments are completed to inform planning and support the practitioners in identifying children who need additional support.
- Assessment is based upon a secure knowledge of child development.
- Practitioners have a clear expectation about what children need to know and how best to support them in developing their learning.
- Accurate assessment is used to highlight whether a child has a special educational need or needs extra help.
- Tapestry is used as a valuable tool to provide a link for parents/carers.

Self-regulation

As part of our 'Personal, Social, Emotional Development' teaching provision we support each child's ability to:

- ❖ hold information in mind
- ❖ focus their attention
- ❖ think flexibly
- ❖ inhibit impulsive behaviour.

These abilities contribute to the child's growing ability to self-regulate:

concentrate their thinking

- ❖ plan what to do next
- ❖ monitor what they are doing and adapt
- ❖ regulate strong feelings
- ❖ be patient for what they want
- ❖ bounce back when things get difficult.

Seven Key Features of Effective Practice in EYFS

Partnerships with parents

- We ensure that parents/carers have a strong and respectful partnership in the early years which enables children to thrive.
- We listen regularly to parents and give parents clear information about their children's progress through face to face opportunities and electronically via Tapestry.
- We provide a weekly update via Tapestry to inform parents of what their child has been learning at school and how they can best support their child's learning at home.
- Parents are encouraged to support their child's learning and development at home as this has a significant impact on their child's learning.
- We take the time to 'get to know' and understand the children and their families enabling us to offer support as needed.
- We carry out home visits/setting visits before the children start at Bradshaw Hall. This provides the foundation for strong and effective partnerships with parents.

- Parents/carers are invited into school for a 'Stay and Play' session with their child prior to starting school. This provides parents/carers with the opportunity to familiarise themselves with the classroom environment and meet other parents.
- Parents/carers are given the opportunity throughout the year to engage in the wider school community.
- Parents/carers are fully involved in their child's learning and development through the use of Tapestry, which is regularly updated.
- Parents are invited into school for regular parents' evenings to provide an update about their child's learning and progress.
- Children with SEND or additional needs have in-depth 'shared conversations' to ensure targets and progress are shared.
- We are flexible in our approach to communicating with parents/carers and adapt our communication methods to suit different preferences.

EYFS Statutory Framework

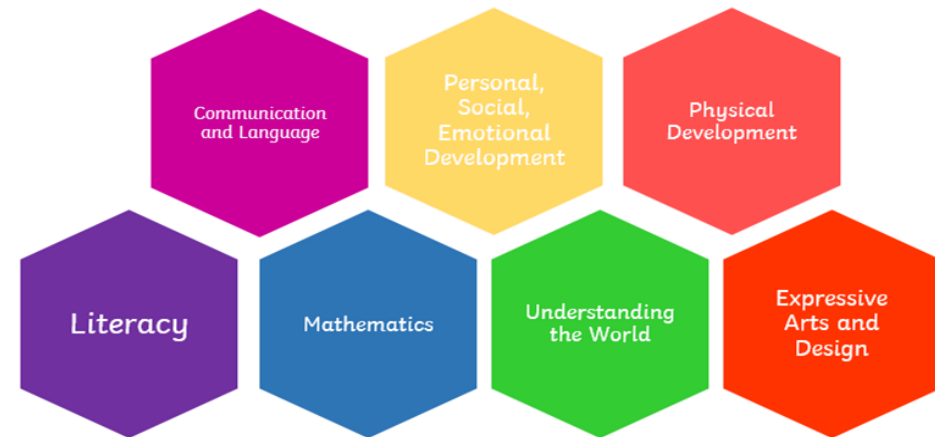
Characteristics of Effective Learning describe behaviours **Areas of Learning and Development** children use in order to learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development.

The three characteristics of effective teaching and learning are:

Playing and exploring – children investigate and experience things, and ‘have a go’.

Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

Creating and thinking critically- children have and develop their own ideas, make links between ideas, and develop strategies for doing things.



Prime areas of development and learning lay the vital foundations in the early years. The three prime areas are: CL, PSED and PD. The four specific areas are: L, M,



When we give every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow.

Development Matters [DfE, 2021]