

EY Overview: 2021 - 2023

Elements		Actions 2020-2022
Coordinator Governor lead	Jenna Wittman	Reviewed and Updated Spring 2021
How do you plan, design and implement the curriculum?	<p><i>sufficiently challenging, meaningful learning, the content, sequencing and logical progression, intent, implement and impact, develop, consolidate, deepen learning, systematic and effective.</i></p> <p><u>Intent</u></p> <p>SEE: Children learning through use of a well planned and enabling environment with clear 'intent' on planning for adult led and independent activities. Longer term plans outline content, sequence and progression of skills and knowledge (curriculum overview). Long term planning for children's journey in learning a particular skill/ concept. Knowledge organisers that outline skills and knowledge around particular subjects/ topics shared with parents. Adults recording observational assessments that feed into plans. Adults work with small groups to 'teach' skills and knowledge and then give them opportunities to consolidate and deepen this independently.</p> <p>HEAR: Adults differentiating their questioning and interactions to meet a child's level of development. Adults interact skillfully to facilitate, challenge, Support or extend children's learning whilst engaged in play-based learning. Children using vocab and skills that reflect the knowledge being taught and that has been taught in the past. Children asking and wondering 'what if ...'</p> <p>FEEL: A strong sense of purpose in the children who show focus as they are engaged in meaningful learning with adults who are sensitive partners.</p> <p><u>Implementation</u></p> <p>SEE: Children highly engaged and motivated showing deep levels of concentration. Adults noting levels of engagement on observations and acting where levels are low. Children accessing a highly stimulating and enabling</p>	<p>Subject progression of skills - Support subject leaders with inclusion of early skills and concepts. Create a progression of skills for each area linked to EYFS. First draft for each subject completed Autumn 2020. With ELGs and DM changing Autumn 2021, these documents will need to be updated inline with changes.</p> <p>Create knowledge organisers for each term.</p> <p>Create a sequenced progression for areas of continuous provision including books and plan a child's journey.</p> <p>Complete checklist to evaluate school against the 2019 Ofsted framework (The Key Document).</p> <p>Create a sequenced progression for Phonics, Reading, Writing.</p> <p><u>Impact</u></p> <ul style="list-style-type: none"> ■ Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life. ■ The curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning. ■ Staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources are chosen to meet the children's needs and promote learning.

	<p>environment full of open ended resources that promote creating and thinking. New vocab displayed to remind staff to use this in a play context: previously learnt vocab also focused on to ensure in long term memory.</p> <p>HEAR: Children and staff using new vocab and revisiting previously learnt vocab. Adults using open ended questioning and sustained, shared thinking. Children talking in talk partners as well as hands up to develop their discussion skills. Adults modelling thinking, problem solving and self challenge. Children using vocab such as 'tricky' or 'too easy' as they self assess.</p> <p>FEEL: A sense of excitement by resources on offer, they will make you want to engage. A buzz of activity and sense of purpose from children. Adults engaged in positive relationships with children.</p>	
<p>How does your curriculum and care practice meet the needs of the range of children who attend, particularly any children with SEND and disadvantage?</p>	<p><i>no limits or barriers to achievements, ambitious, knowledge, self-belief and cultural capital needed to succeed in life.</i></p>	<p><u>Impact</u></p> <ul style="list-style-type: none"> ■ The school has the same academic ambitions for almost all children. For children with particular needs, such as those with SEND, their curriculum is designed to be ambitious and to meet their needs.
<p>How do you know about children's progress from their starting points and their readiness for the next stage of their education?</p>	<p><i>baseline, coherently planned and sequenced, builds on what children know and can do, sufficient knowledge and skills for their future learning, the Profile, characteristics of effective learning.</i></p> <p><u>Implementation</u></p> <p>Teaching should not be taken to imply a 'top down' or formal way of working. It is a broad term that covers the many different ways in which adults help young children learn. It includes: their interactions with children during planned and child-initiated play and activities, communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. It takes</p>	<p>Develop assessment recording (Venn Diagram rather than Gap Graph) to highlight children on track/ not on track and show evidence of support to move children on.</p> <p><u>Impact</u></p> <ul style="list-style-type: none"> ■ Children benefit from meaningful learning across the curriculum. ■ Staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children. Staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge. ■ Staff present information clearly to children, promoting appropriate discussion

	<p>account of the equipment that adults provide and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do, as well as taking account of their interests and dispositions to learn (characteristics of effective learning), and how practitioners use this information to plan children's next steps in learning and to monitor their progress.</p>	<p>about the subject matter being taught. They communicate well to check children's understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, they respond and adapt their teaching as necessary.</p> <p>■ Children are ready for the next stage of education, especially Year 1. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. By the end of Reception, children achieve well, particularly those children with lower starting points.</p>
<p>How do you ensure that children feel safe and secure, stimulated and happy?</p>	<p><i>emotional security, development of their character, attentive to needs, importance of food, drink, rest, exercise, kindness, manage risks and challenges, pedagogy is child-centered, learning through planned and purposeful play, planned from interests, outdoor learning.</i></p>	<p><u>Impact</u>; Linked to SDP:</p> <p>■ The curriculum and care practices promote and support children's emotional security and development of their character. Leaders and staff are particularly attentive to the youngest children's needs.</p> <p>■ By the end of Reception, children have the personal, physical and social skills they need to succeed in the next stage of their education.</p> <p>■ Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children are developing their resilience to setbacks and take pride in their achievements.</p> <p>■ Children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others. They are developing a sense of right from wrong.</p> <p>■ Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically.</p>
<p>Do you have a strong focus on characteristics of effective teaching and learning?</p>	<p><i>highly motivated and are eager to join in, share, cooperate, self-control, respect, keep on trying hard, resilience, co-operation.</i></p> <p><u>Implementation</u></p> <p>SEE:</p> <ul style="list-style-type: none"> - Recognition Sunshine - Dojos earned for Learning Behaviours - Planning format for Maths 	<p><u>Impact</u></p> <p>■ Staff are knowledgeable about the teaching of early mathematics. They ensure that children have sufficient practice to be confident in using and understanding numbers. The mathematics curriculum provides a strong basis for more complex learning later on. Over the EYFS, teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger</p>

	<p>HEAR:</p> <ul style="list-style-type: none"> - Children referring to being in the learning pit. - Children using terminology such as 'up level', 'I tried' and 'practice pink'. - Children referring to achieveosaurs such as 'stickosaurus', 'tryatops' and 'solveasaurus rex'. 	<p>concepts. This is checked well by staff and leaders.</p>
<p>Do you have a strong focus on communication and language and literacy?</p>	<p><i>systematic phonics, books match phonic knowledge, singing songs, nursery rhymes and playing games, love of reading, vocabulary, word gap.</i></p> <p><u>Intent</u></p> <p>SEE: Adults teaching children to read systematically by using synthetic phonics and books to match the children's phonic knowledge. Early support when delays or deprivation are observed. Through Tapestry, home learning environments support reading for pleasure and foster a love of language.</p> <p>HEAR: Children singing songs, nursery rhymes and playing games that enable acquisition of new vocab through real experiences and resources. Adults using statements to model speaking in sentences e.g. it looks like you are enjoying that apple.</p> <p>FEEL: A love of reading - Children reading aloud, re-telling stories and rhymes using phrases from books and using resources to create their own narratives.</p>	<p>Create a sequenced progression - Reference ECAT and I Can</p> <p><u>Impact</u></p> <ul style="list-style-type: none"> ■ There is a sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively and, in Reception, secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers. ■ The school's approach to teaching early reading and synthetic phonics is systematic and ensures that most children learn to read words and simple sentences accurately by the end of Reception. ■ Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary. ■ Staff provide information for parents about their children progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child's learning at home, including detail about the school's method of teaching reading and how to help their children learn to read. ■ Children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency.