South Hill Primary School – Early Years Foundation Stage overview

School vision

All pupils at South Hill flourish through a nurturing environment, which builds confidence and resilience and a lifelong love of learning

Early Years Foundation Stage vision

Children in Early Years are valued as unique individuals.
The stimulating environment is enhanced to reflect their interests.
Our Early Years provision develops the building blocks in learning in preparation for Year 1.

Intent

At South Hill we recognise that all children are individuals, who learn at different rates and come to our setting with their own unique experiences and interests. These are used to plan and deliver learning experiences tailored to the needs of children in each cohort.

Our intent is to deliver an Early Years curriculum:

- **that exposes children to rich language and vocabulary and provides opportunities for the pupils to practise this**
- **give children opportunities to shine in various ways**
- **that allows children to experience a variety of high-quality texts, shared by enthusiastic and engaging adults**
- **that provides children with new and engaging learning experiences, knowledge and concepts, which build upon their interests and needs**
- **that provides children with opportunities to learn and practice new skills**
- **which is ambitious and challenging with scaffolds to enable children to succeed**

Our Curriculum is planned and sequenced using:

- **Foundation Stage Framework**
- **Children's interest, experiences and needs**
- **Assessments of skills and knowledge**
- **Development Matters Guidance**
- **Core texts approach**
- **Festivals and community celebrations**
- **Parent/Carer information**
- **Sequenced forms of work in Phonics, Maths, RE, PSHE, Music.**

Implementation

How we will help children to learn

- Children will learn through a balance of adult directed teaching and child initiated learning.
- Children will be taught specific skills and concepts in small, adult led groups. Opportunities for children to practise these newly learnt skills will be provided in the provision, both indoors and outdoors.
- Our learning environments will be organised in such a way that children are able to develop independence and lead their own play and learning.
- Adults will observe children's play and interact where appropriate - through talking, modelling, questioning, explaining, encouraging and suggesting.
- Children will be challenged and encouraged to problem solve.
- Reading is at the heart of our curriculum. We follow the Read, Write Inc phonics scheme and this is reflected within the provision available.
- In our curriculum, we choose high quality texts to share with children as a basis for learning to teach topics. These high quality texts allow us to explore all areas of learning in a focussed and engaging way.
- We follow the Herts Essentials for Mathematics in Reception, and focus on embedding a deep understanding of the foundations of number and number patterns and encourage the acquisition of mathematical language. Pupils learn through games and tasks using concrete manipulatives, which are then applied to their own learning during exploration.
- We have an inclusive approach so that all children learn together. Children in Reception reflect a wide section of our community and often speak other languages. We value and honour their cultures and heritages and incorporate these into our curriculum eg celebrating different festivals, learning languages, sharing family experiences and food together.
- High quality adult interactions form a cornerstone of our curriculum, thereby facilitating and extending children's knowledge, skills and understanding of the key concepts in the curriculum.
- For children who may need extra support to reach their full potential in the curriculum, we offer various adaptations which can be implemented during their play and learning, by our skilled teachers and teaching assistants.

Impact

At the beginning of the Reception year all children will be assessed using the Reception Baseline Assessment (RBA) as well as our own school baseline assessment. These will be used as starting points to plan and deliver experiences and learning to meet the individual needs of children in the cohort.

Formative assessment continues throughout the year in formal and observational formats eg RWI assessments and teacher interaction.
The impact of the Early Years curriculum will be evidenced through continuous and effective monitoring by the Early Years Leader, EY teachers and SLT through:

- **Action plan**
- **Learning walks**
- **Pupil voice**
- **Staff voice**
- **Parent voice**
- **Lesson studies**
- **Book scrutiny**
- **Staff CPD**
- **Effective planning**

At the end of Reception, all children will be assessed using the Early Years Foundation Stage Profile.
Pupil's will have built and developed the necessary skills, knowledge and understanding to achieve their full potential and our curriculum ambitions.