



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	Implementation	Impact
<p>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.</p> <p>Our intent is to deliver an Early Years curriculum:</p> <ul style="list-style-type: none"> • 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 <p>Our Curriculum is planned and sequenced using:</p> <ul style="list-style-type: none"> • Development Matters • Core texts approach • Children’s interest, experiences and needs • Festivals and community celebrations • Parent/Carer information • Adult knowledge • Sequenced forms of work in Phonics and Maths <p>We have developed the following ambitions, which are unique to South Hill:</p> <ul style="list-style-type: none"> • Communicators • Collaborators • Calculators • Community 	<p><u>How we will help children to learn</u></p> <ul style="list-style-type: none"> • 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. However, we run a number of interventions to provide scaffolds and support for those children who may not be reaching their potential. These additional interventions include ‘Time to Talk’, supporting children with low communication and language skills. We also provide enhancements for those children whose learning needs to be moved on. 	<p>At the beginning of the Reception year all children will be assessed using the Reception Baseline Assessment (RBA) as well as our own 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.</p> <p>High quality adult interactions will take place on a daily basis, where adults are able to scaffold learning in the moment in order to help children achieve their goals.</p> <p>At the end of Reception, all children will be assessed using the Early Years Foundation Stage Profile.</p> <p>Pupil’s will have built and developed the necessary skills in order to have achieved our curriculum ambitions.</p> <p>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:</p> <ul style="list-style-type: none"> • Action plan • Learning walks • Pupil voice • Staff voice • Parent voice • Lesson studies • Book scrutiny • Staff CPD • Effective planning