



The Early Years Foundation Stage at Jerry Clay Academy





Striving to be the
best we can be



Intent



At Jerry Clay Academy we are passionate about ensuring our children receive the **BEST START** to their learning with us. The Early Years Foundation Stage is crucial in securing solid foundations that our children continue to build upon throughout their schooling. Our curriculum is designed to encourage independent, inquisitive, resilient and happy learners. We absolutely understand that for learning to be effective there must be a **BALANCE** of child and adult initiated learning. Opportunities are mapped carefully to ensure precise adult intervention ensures that children remember their learning.

Every child is recognised as a unique individual. We take into account children's prior learning and various starting points to develop a holistic engaging curriculum that interlinks across all areas of the EYFS. Our curriculum has been designed to enable children to succeed through cooperative and collaborative learning principles, offering a range of extended child led play and sustained shared thinking. As such, there is a strong emphasis on the Prime Areas of learning; Personal, Social and Emotional Development and Communication and Language. We place language development and early reading at the heart of our curriculum.

We work in partnership with parents, carers and other settings to provide the best possible start, ensuring each individual reaches their full potential. We acknowledge and promote children's interests and strive to embed them in the curriculum to engage, excite and motivate, making learning relevant and meaningful. Our aim is to provide the knowledge and experiences to develop a sense of awe and wonder, creating 'magical moments' to wow and captivate each child. We want children to see themselves as individuals and valued members of their own families, school and local community. We want children to learn that places and people are not all the same, each having similarities and differences which should be celebrated. We aim to develop children's play skills, perseverance and ability to interact with one another showing resilience, tolerance and respect for others whilst having confidence in their own abilities. By the end of the Reception year, our intent is to ensure that all children make excellent progress from their starting points and are equipped with the skills and knowledge to have a smooth transition into Year 1.



Implementation

Our EYFS curriculum follows the statutory guidance EYFS Framework 2021 and is supported by the Development Matters guidance 2021. The Characteristics of effective teaching and learning are also central to all planned learning experiences in our EYFS curriculum. Emphasis is on learning through play, direct practical experience and led by the interests of our children. There is a combination of adult-led, teacher taught sessions as well as a wealth of stimulating continuous provision opportunities encouraging children to develop their learning independently through discovery, exploration, curiosity and challenge. Adults scaffold learning through skilful interactions and effective interjections. Our learning environments are high quality and exciting but most importantly relevant to the needs and age/stage of our children. The internal and external environments are designed to allow children to access resources and the curriculum independently, making their own choices. All environments are adapted regularly to meet the developing needs of the children, providing support and challenge to all.



In planning our EYFS curriculum we have considered what we want our children to learn, know and do. We want them to know about themselves and their place at home, then contrast our locality to other places, countries, learn about the seasons and the science that comes with them (lifecycles in terms of growing plants, and animals) as well as celebrations and key events throughout the year.

Each half term, we use a thematic starting point approach to inspire and bring the seven key curriculum areas to life:-

Prime Areas of learning

Communication and Language – developing a love of language through conversation, storytelling and role play and providing extensive opportunities to use and embed new words in a range of contexts.

Personal, Social and Emotional Development – managing emotions, developing a positive sense of self, positive interactions and conflict resolution.

Physical development – developing core strength, gross and fine motor skills developing proficiency, control and confidence.

These are complimented by the four **Specific Areas of learning**

Literacy -developing language comprehension and auditory processing skills. Alongside this, the formal daily phonics teaching using 'Read Write Inc.'.



Maths – using ‘White Rose Hub Maths’ to develop a mastery of numbers to 10 and developing spatial reasoning skills across all areas of maths including shape, space and measures.

Understanding the World – developing understanding of our culturally, socially, technologically and ecologically diverse world.

Expressive arts and Design – developing artistic and cultural awareness to support imagination and creativity.

Our wider curriculum is taught through the specific learning areas; ‘Understanding of the World’ and ‘Expressive Arts and Design.’ EYFS staff have a good understanding of how ELG’s feed into the National Curriculum through our robust planning and CPD opportunities. In reverse, colleagues throughout the school are also aware of the key ELG’s that link to each foundation subject and the progression of the subject. Exciting, purposeful and contextual activities are planned to build on children’s natural curiosity. For example, building a boat for their favourite toy enables them to think like a ‘Scientist’ and ‘Engineer’ as they explore a range of materials and test out their own ideas.

Our inclusive approach means that all children learn together, but we have a range of additional intervention and support for children who may not be reaching their potential, or are showing a greater depth of understanding and need further challenge. This includes, for example, sessions for developing speech and language, social skills, fine motor skills, phonics, and mathematics. In addition, for those children on EHCPs, bespoke plans have identified that learning may need to take place away from the classroom due to sensory needs and curriculum planning is adapted effectively. Regular monitoring of teaching and learning ensure staff develop excellent subject knowledge. Assessment is ongoing throughout the year. Pupil progress meetings every half term ensure consistency in assessment and planning for all children, identifying those in need of further intervention to accelerate progress. Formal assessments in the Early Years Foundation stage include...

Baseline: Prior to children starting, staff spend time speaking to the child's parents, previous settings and read previous learning journey's to gain an understanding of the whole child and where they are at. During the first half, all staff use ongoing assessments, observations and conversations with the child to develop a baseline assessment. This identifies each individual's starting points in all areas so we can plan experiences to ensure progress.



The RBA (Statutory Reception Baseline Assessment) This assessment focuses on 'Language, Communication and Literacy,' and 'Mathematics.' The purpose of this is to show the progress children make from Reception until the end of KS2. This is completed within the first 6 weeks of beginning the Reception year.

Ongoing Observation and quality interactions: All ongoing observations are used to inform weekly planning and identify children's next steps. This formative assessment does not involve prolonged periods of time away from the children and excessive paper work. Practitioners draw on their knowledge of the child and their own expert professional judgements through discussions with other practitioners, photographs and physical examples such as a child's drawing / making. 'Wow' moments are recorded in Tapestry online learning journals and shared with parents and carers.



Impact

By the end of the Early Years Foundation Stage, all children will have reached their personal best and have achieved at least good progress across all areas of learning, aiming for a good level of development (GLD). Impact is also evident through our successful transitions into Year 1. EYFS staff have a good understanding of how ELG's link to the National Curriculum, and through our robust planning and delivery across the spectrum of subjects – both core and foundation – children leave the EYFS stage with the skills, knowledge and confidence to continue their journey as scientists, historians, artists and geographers.

