

“We will provide all of our children with a **broad, relevant** and **enriched** curriculum so that they have the **character** to make a **positive** contribution to our society and are **knowledgeable, skilled and ready** for the next phase of their education.”



Early Years Foundation stage

Intent, Implementation, and Impact

The Early years Foundation Stage, EYFS, is the period of education from birth to 5 years. In our Foundation Stage we have a nursery class for 52 part time pupils, 26 in AM and 26 in PM. We accommodate a maximum of 60 pupils in our reception classes.

Intent

At Willowbrook Mead Primary Academy, we greatly value the importance of the early years foundation stage (EYFS) in providing a secure foundation for future learning and development. We strive for the children to become independent learners, whilst building on their communication and language. All staff have high expectations of all children, including SEND and disadvantaged. Our provision allows the children to make independent choices in their learning and develop their self-regulation skills.

Here at Willowbrook Mead, we believe that childhood is a time of play, and through play we discover the excitement of learning, the rewards of achievement and acquire our life skills. The early years setting encourages the children in the development of skills, attitudes and understanding that will help them to live full and satisfying lives and become confident, useful, active members of a diverse and constantly changing society.

Our indoor provision is open ended and allows children to choose their own resources. This is based on Alistair Bryce Clegg’s theory of Subversive teaching ([click here for link](#)). This is the idea that we want to meet the needs of children through their interests and their strengths. Alistair talks about setting up a provision that allows children to explore and be independent. He states ‘children as abstract and learning is abstract, so we need children to explore an environment and listen to teaching that is about their interests’.

We ensure that our indoor and outdoor provision is ‘skill-based’ and invites children to engage and independently choose resources. The timetable is planned so that they have sufficient time to ‘free flow’ and explore the different areas. Staff are trained to identify next steps and enhance the provision where needed.

Our curriculum is progressive, purposeful and provides children with the knowledge and skills to develop in KS 1, KS2 and later in life. We ensure that we plan exciting lessons that create a love of learning in the children and encourage them to become leaders in their learning. We plan daily structured phonics, maths, and topic sessions that link directly to statements from Development Matters and meet the purpose of the educational programmes set out in the statutory guidance.

We prepare children to reach the Early Learning Goals by the end of Foundation stage and ensure that all children make at least good progress from their starting point. Throughout their time in our

“We will provide all of our children with a **broad, relevant** and **enriched** curriculum so that they have the **character** to make a **positive** contribution to our society and are **knowledgeable, skilled and ready** for the next phase of their education.”



EYFS, the children develop a sense of belonging to the school community and are ready to transition into year 1.

Implementation

At Willowbrook Mead Primary Academy we follow the Early Years Statutory framework for teaching and learning of the EYFS curriculum. This ensures there is a broad, balanced progressive learning environment and curriculum. The children will learn new skills, acquire new knowledge and demonstrate understanding through the seven areas of the EYFS curriculum:

- Communication and language
- Physical Development
- Personal, social, and emotional development
- Literacy
- Maths
- Understanding the world
- Expressive arts and design

We base our whole provision and teaching and learning on the following quote from the Ofsted handbook:

“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 account of the equipment 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 monitor their progress.”

Our indoor and outdoor environments support children to be fully engaged in purposeful play of their own choice and interest. We offer children many broad and varied learning opportunities within an enriching environment. Our classrooms promote curiosity, and our children are encouraged to follow their interests, have their own ideas, and independently access the resources available.

In our EYFS classrooms, the children initiate their own learning and adults join and support them in their pursuits. To support genuine choice, we have a self-selection environment setup in each classroom. The resources are always available and accessible to the children, and this is our continuous provision. When planning and resourcing our areas we ensure they will continue the provision for learning even in the absence of an adult. This set-up does not really change to ensure we provide children with a sense of stability. Children can rely on resources always being there,

“We will provide all of our children with a **broad, relevant** and **enriched** curriculum so that they have the **character** to make a **positive** contribution to our society and are **knowledgeable, skilled and ready** for the next phase of their education.”



which in turn builds confidence and independence. However, we do of course reflect and review all areas and if we feel it needs altering to boost engagement then we will adapt where necessary.

Staff have a good understanding of the children’s individual next steps and will ‘enhance’ areas with extra resources to meet these needs. Staff are also very conscious to not interrupt a child’s play. Instead, they will look for opportunities to observe and make assessments without the children being interrupted.

At Willowbrook we use Read, Write Inc Phonics for learning the letter sounds and for developing early reading skills. The children have daily phonics sessions as well as lots of opportunity for reading and writing in the provision. Throughout the foundation stage we employ the principle of emergent writing whereby the children use their knowledge of phonemes to write words and sentences phonetically. Children take reading books home that match their phonics ability, and we encourage reading at home through reading incentives and parent workshops.

The children begin with whole class teaching and split into groups from Spring term. Teachers are responsive to need and are always adapting groups depending on progress and ability.

Maths follows the White Rose scheme. This offers a clear medium-term plan that allows for progression of skills and focuses on securing knowledge of number. It also uses stories to engage children’s interest and provides context to the lesson.

Our long-term plan follows a ‘topic led’ curriculum. Our themes are driven from child-centred topics based on providing our pupils with ‘enticing experiences’ which motivate the children and are deeply rooted in the love of stories and reading. The topic forms part of our ‘sparkle time’ focussed sessions. We have weekly learning objectives that are linked to the topic and impart key facts and learning through interactive and hands on lessons. We also plan enrichment opportunities to ‘bring learning to life’. This includes growing butterflies from caterpillars, visit from zoo lab, and a trip to the farm.

We use Class Dojo to engage with parents and share pictures of our day. We also hold regular parent workshops where parents can attend to find out how to support their children with their learning. Tapestry also allows parents to be kept up to date with their child’s observations.

The EYFS team work tirelessly to ensure that children are surrounded by a kind, caring and happy environment which helps them develop their own personalities in their journey through school. It is a positive place to be where resilience, perseverance and successes are celebrated, and every child feels valued and respected.

Impact

Our children have varied and diverse starting points. Therefore, we have high expectations to ensure that points all children make ‘strong progress’ across all areas of the EYFS curriculum. Progress is evident in books, Tapestry and data.

We measure the percentage of pupils achieving age related expectations throughout the academic year. Class teachers use observations to make formative assessments which inform future planning and ensure that all children build on their current knowledge and skills at a good pace. Summative

“We will provide all of our children with a **broad, relevant** and **enriched** curriculum so that they have the **character** to make a **positive** contribution to our society and are **knowledgeable, skilled and ready** for the next phase of their education.”



assessment compares children’s attainment to age related expectations using month bands in ‘Development Matters’. This is tracked using Target Tracker to ensure rates of progress are at least good for all children, including vulnerable groups such as those with SEND, Pupil Premium or EAL children.

At pupil progress meetings and through ongoing professional dialogue we discuss progress and achievement of all pupils and put targeted interventions in place if needed. We also have cross Trust moderation each term to look at the children’s work and moderate in line with the other early years teachers across the trust.