

Curriculum Statement

EYFS



Hooked on Thinking

Working With and For Local Families



Intent – The EYFS at Hindhayes

Recent research used to inform practice: **Bold Beginnings 2017** In schools where outcomes were above the National Average at age 5, leaders and staff focussed resolutely on doing certain elements of the Reception curriculum exceptionally well “making language a priority, embedding spoken language, vocabulary development and listening comprehension into all aspects of work, teaching reading in a systematic and structures way, building up children’s phonic knowledge and skills explicitly, providing regular story times where children could be taught to understand what they had heard, teaching writing composition by building on children’s spoken language and the comprehension of stories, teaching spelling and handwriting directly, deepening children’s understanding of mathematical concepts rather than moving them on too quickly to formal calculations and written algorithms, securing children’s personal, social and emotional readiness to learn, including resilience, perseverance, concentration, the ability to listen, to take turns and to cooperate”. **EEF – Developing early writing. EEF Developing mathematics in the Early Years and Key Stage 1. Closing the attainment gap – Daniel Sobel (2018). Learning without Labels – Marc Rowland (2017) , Narrowing the Vocabulary Gap – Alex Quiggle (2018). Boys will be brilliant Linda Tallent and Gary Wilson 2016, Getting Ready to Write Alister Bryce-Clegg (2013), The Communication Friendly Spaces Approach– Elizabeth Jarman (2009)**

The EYFS at Hindhayes

Baseline and on entry assessments have shown that many children are working below Age Related Expectation on entry to school. In response to this, the provision at Hindhayes is carefully structured and planned to diminish differences for children, whilst at the same time promoting best progress. The work of the Early Years team is fully supported by the SLT, is rooted in high quality play provision both inside and outside the class and is responsive to the individual needs of children. The learning environment both indoors and out allows children to play and explore, to take part in active learning and to develop the skills they need to create and think critically. A bespoke Early Years SEF allows the SLT to monitor the strengths and weaknesses of early years provision. An Early Years County Moderator on the staff ensures that end of year standards are in line with National Expectations. Rigorous teaching of early reading, writing and maths ensures that most children leave the EYFS ready to access the year 1 curriculum and some exceed end of year expectations.

Implementation

The features of good practice that relate to our school’s Foundation Stage are:

The partnership between teachers, support staff and parents which enables our children to feel secure and have a sense of well-being. The understanding that the Foundation Stage teachers have of how children develop and how this can be supported through teaching and provision. The planning and provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities. The identification of children’s progress and future learning needs through observations and assessments of individuals. The support for learning through wide and varied use of an exceptional outdoors provision including forest school and access to a play worker.

We plan a learning environment both indoors and outdoors that encourages a positive attitude to learning. Experiences, materials and equipment used reflect both the community that the children come from and the wider world. Children are encouraged to make their own selection of the activities on offer, as well as participate in adult led or adult initiated activities. We believe that this layering of opportunities encourages independent learning.

The early-years education that we offer is based on the following key principles:

It builds on what the children already know

It ensures that no child is excluded or disadvantaged and ensures that teaching build adequately on from prior learning.

It offers a structure for learning that has a range of starting points, content that matches the needs of young children and activities that provide opportunities for learning both indoors and outdoors whilst providing a challenging curriculum.

It is led by experienced and highly skilled teaching and support staff who have sufficient ambition and high expectations for all children. Through play our children will explore and develop learning experiences what will help them to make sense of the world. They will practice and build their ideas, learn how to control themselves and begin to understand the need for boundaries and rules. They will have opportunities to think creatively alongside other children and adults and also independently. Children will be able to communicate with other as they investigate problems in planned and unplanned play activities and can express fears or re-live anxious experiences in a controlled, safe and monitored situations.

Play is supported in our outdoor area by a highly skilled Play Worker. Play is supported by our Play Policy and has been developed through consultation with OPAL (Outdoor Play And Learning), a national organisation.

Developing Cultural Capital in the EYFS

The development of Cultural Capital for children in the EYFS is part of all curriculum areas at Hindhayes. We recognise the importance of broadening children’s wider and ‘hands on’ experiences and have a drive to introduce them to the very best that the world has to offer. Hinhayes bespoke Awe and Wonder information Leaflet outlines many of these activities. Central to this work is an inspiring outdoor area with a pebbly beach, bridge, tunnel, fossils, a pond and planting, a well-developed Forest School area with a mud kitchen, yurt and wobbly bridge, a well-stocked, inviting and accessible library and bespoke nurture hub. See Deep Dive for EYFS for further information around Cultural Capital.

Impact

The percentages of children working at ARE at the end of the EYFS 2019 was 66% a 10% increase than those identified on entry.

The gap between disadvantaged and non-disadvantaged children has been reduced by 15% over the last 3 years.

The schools SEP has encouraged other schools to visit Hindhayes to look at the outdoor play provision.

Other schools have been to observe Sounds-Write teaching.

