



## *Holmesdale Early Years Foundation Stage*

*“Play is the work of the child” ~ Maria Montessori*

### **INTENT**

At Holmesdale Infant School, Our vision is **To Be the Best Me I Can Possibly Be**. The teaching of British values is underpinned by our **RESPECTFUL** approach. Our early years curriculum is shaped by these values and our key curriculum drivers of **CURIOSITY**, **INDEPENDENCE** and **COMMUNICATION**. Our drivers are designed to inspire our children, leading to high levels of motivation independence and active learning through high quality communication and collaboration. The aim of the Early Years Foundation Stage is to;

- Nurture and develop the **unique child** by providing care and support in a happy, safe, rich, stimulating and creative learning environment so that every child can reach their full potential
- To provide a curriculum which is exciting and motivates all children to love **learning** whilst learning to take risks. We want our children to be inquisitive learners eager to learn or know things and be **CURIOSUS**. By nurturing the awe and wonder in early childhood we can help develop 'thinkers and doers' of tomorrow. We want them to challenge themselves, be reflective and develop their **INDEPENDENCE** as learners. Our children will be resilient and resourceful enabling them to solve problems, take on challenges and have a '**can do attitude**'
- To deliver a curriculum which has **COMMUNICATION** at the core, as this will develop high levels of oracy. By being exposed to a rich and wide vocabulary, this will enable them to become confident at explaining their own ideas and thinking and be able to collaborate and respond to others within school and the wider community both now and in the future.
- To deliver an inclusive curriculum which considers the **unique child** and balances adult led and child-initiated learning
- To build upon what children already know and the experiences, knowledge and skills they have previously. To work closely and collaboratively with parents in order to develop a true reflection of the whole child
- To deliver a curriculum that is inspirational and ambitious and designed to give all pupils, the knowledge, self-belief and enriching opportunities they require to become life -long learners
- To provide an **enabling environment**, indoors and outdoors, which evolve with the needs of the children
- To create an environment where children develop resilience, friendships and **positive relationships**
- To provide children with the knowledge, skills, confidence and independence to enter the next stage in the education journey.



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*“The environment must be rich in motives which lend interest to activity and invite the child to conduct his own experiences” ~  
Maria Montessori*

### **IMPLEMENTATION**

#### **At Holmesdale Infant School...**

- We follow the **Early Years Statutory Framework (September 2021)**. This Framework specifies the requirement for learning and development in the Early Years and provides prime and specific areas of learning we must cover in our curriculum
- **Prime Areas:** Personal, Social and Emotional Development ~ Physical Development ~ Communication and Language development
- **Specific Areas:** Literacy ~ Mathematics ~ Understanding the World ~ Expressive Arts and Design
- In **Literacy** we use talk 4 writing which further embeds core speaking and listening skills. We teach a high quality daily phonic lessons following the schools chosen SSP (Little Wandle Phonic)
- In **Mathematics** we follow the White Rose scheme of work and the NCETM for Fluency.
- We incorporate the **characteristics of effective learning (COEL)** into all teaching and learning experiences and report to parents about these within our annual reports
- The children are taught the skills required in the EYFS through half-termly topics which are coherently planned to build upon the children’s current knowledge, skills and understanding by a cumulative sequence of lessons
- We place a high importance on developing communication skills and love of reading through the sharing of stories, songs, rhymes and poems and these are threaded throughout our curriculum
- Staff model and scaffold children’s learning to ensure that all children make progress
- Ongoing assessments and gaps in learning is fed back into medium and short -term planning
- We encourage parental engagement through our evidence me platform.



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*“No significant learning occurs without a significant relationship” ~ James Comer*

### **IMPACT**

Through the delivery of a well-planned, adult /child-led, exciting, challenging and inspirational curriculum the impact will be that our pupils will leave the Early Years Foundation Stage as independent learners, with transferrable skills needed to start Key Stage One. Pupil achievement ~ the acquisition of knowledge and skills - is assessed with close reference to Development Matters: Non-statutory curriculum guidance for the Early Years Foundation Stage (Department for Education, 2021). We measure pupil achievement and progress in a number of ways:

- Teacher observations and judgements / questioning in class / pupil outcomes from focused learning activities / assessments that support teacher assessment, such as phonics and half termly assessments
- Our assessments take place throughout the year: baseline assessments (carried out once children have settled into their new setting) on-going teacher assessments (taking place throughout the year) and end of year assessment, where we report on whether the children have achieved their Early learning Goals (ELGs). These are the goals the children are expected to achieve by the end of their Reception (Early Years Foundation Stage) year as set out in the Statutory Framework for the Early Years Foundation Stage and in Early years Foundation Stage Profile. Schools have to report to the DfE whether pupils have achieved a Good Level of Development (GLD) at the end of the Reception Year.

#### **We know it is making a difference because our;**

- Children will have made good progress from their own individual starting points
- Children will have developed **INDEPENDENCE** self- help skills and have confidence to ask for help when needed
- Children will have developed knowledge and skills which they can confidently use in the next phase of their academic journey
- Children will have positive attitudes to learning which will be demonstrated through high levels of **CURIOSITY**, concentration and enjoyment.
- Children will listen intently and respond positively to adults and each other, clearly **COMMUNICATING** their ideas and thinking
- Children will be able to work independently and collaboratively
- Children will be resilient learners who are keen to learn and are proud of their achievements
- Children will have developed a love of reading and will apply their phonics knowledge when reading and writing
- Children will have acquired an understanding of early numbers
- Positive and effective relationships will be established between home and school to support each child in reaching their full