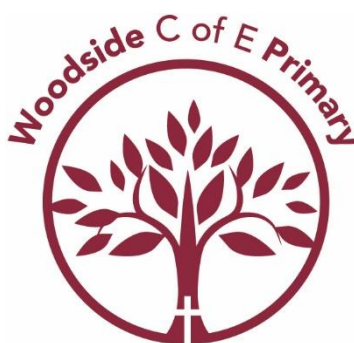


'Live life in all its' fullness'



Early Years Foundation Stage Vision

***"The ladder of education can never be secure unless that first rung is firmly in place".
Rosemary Peacocke***

Intent-Why do we teach what we teach?

At Woodside we believe that the Early Years Foundation Stage is crucial in securing solid foundations that children build upon throughout school. It is our intent that every child who enters our EYFS will develop emotionally, verbally, physically, and cognitively whilst embarking upon a lifelong love of learning.

We recognise that all children are unique and so our curriculum is designed to be distinctive to each cohort; driven by their individual needs and interests. We begin each school year by looking at each child's individual needs and their different starting points, this then allows us to carefully adapt our curriculum.

Our children are immersed in an exciting and ambitious curriculum in the seven areas of learning outlined in the Statutory Framework for the Early Years Foundation Stage. It is designed to provide motivating, first hand experiences which enable every child to learn more and remember more. Our curriculum is planned using the educational programmes stated in the Statutory Framework for the EYFS with guidance from Birth to 5 matters. It is designed to develop new skills as well as building on existing knowledge and always has the children's interests and needs at its heart. This will ensure that all children make at least good progress from their starting points and are equipped with the skills and knowledge to have a smooth transition into Year 1.

Implementation-How do we teach what we teach?

At Woodside we want our children to feel happy, safe, and secure and aim to provide an environment that allows children to develop a sense of well-being so that they feel confident in our school. We truly value creating a community where strong relationships are valued. We ensure that we work in partnership with our parents, carers, and other settings to provide the best start at Woodside, ensuring that every child reaches their full potential from their differing starting points.

It is our intent to develop a curriculum that is deep rooted in our community but ambitious and sensitively planned to meet every child's needs. It allows the children to develop deep knowledge

and skills about the world they live in through key enquiry questions, high quality texts, resources and experiences which prepares them in readiness for Key Stage One.

It is delivered through a careful balance of direct and uninterrupted opportunities to explore, practise, and extend skills and knowledge independently through continuous and enhanced provision.

Our learning environments are developed to promote independence, inclusivity, communication, imagination, and creativity both inside and outside. The learning environments are accessible, well-organised and promote all areas and aspects of learning. They are seen as the “third teacher” and are carefully designed to support developing needs, interests, and skills. They are continually evaluated to ensure that learning areas and resources are stimulating, engaging and accessible to all children. The learning environment is enhanced by highly skilled practitioners who guide and move learning forward sensitively through high quality interactions and sustained, shared thinking. Adults “teach” through modelling, suggesting, providing vocabulary or resources, explaining, or encouraging. If a child encounters a challenge, they will be supported to persevere and find solutions.

Children receive a rich daily diet of carefully sequences Phonics and Maths through Little Wandle which is a Department for Education validated Systematic, Synthetic Phonics Scheme and the Mastery in Number programme designed by the National Centre for Excellence in the Teaching of Mathematics.

Reading is at the heart of our curriculum and our aim is to encourage a love of reading right from the start. Children receive daily sessions of systematic, synthetic phonics using the Little Wandle scheme from Autumn 1 Week 2. They take home a “Reading for Pleasure” book along with a book that is matched to their phonetic ability. A love of reading is fostered through our “fab” books which are carefully selected stories that are repeatedly read throughout a half term, Book Bingo where children are encouraged to read a wide variety of books at home with their parents and carers. Children are also encouraged to select their own texts to enjoy throughout the day from our “book nook” and by strategically having books throughout the learning environment.

We develop learning journey displays for each week or half term and evidence learning and pupil voice through floor books. This enables children to retain key information that they have gained throughout the year in all learning areas.

Impact- How do we know what the pupils have learnt and how well they have learnt it?

Accurate, rigorous, and ongoing assessments enable EYFS practitioners to plan learning to ensure that children know more and remember more over time.

Ongoing observations and interactions are key to effective assessment. Staff use their knowledge of child development and consult guidance documents such as Birth to 5 Matters to ensure that the children are receiving what they need developmentally and educationally throughout the year.

Statutory baseline and school baseline assessments are carried out within six weeks of the children starting. Assessment periods at key points throughout the year ensure rigorous scrutiny and allows us to assess the impact of teaching and evaluate its impact on pupil progress. We take part in regular moderation sessions within our consortium cluster and BDMAT academy trust.

Any children not on track to achieve their ELG will be provided with extra support. Evidence of learning includes practitioner's knowledge of the child, pupil voice, floor books and records. Where learning and development needs are identified then these are addressed through direct teaching, high-quality interactions, or intervention.

Communication is assessed in Autumn 2 using WELLCOMM to determine each child's use and understanding of language. Phonics and Number is assessed half termly using assessment materials from Little Wandle and NCETM. Assessments and observations are evaluated to identify gaps in learning and interventions are put in place to quickly support learning. Children with significant learning needs are identified early and parents informed. Children with significant, additional needs follow a SEND plan, do and review process which is reviewed every half term.

At the end of Reception, children are assessed against the Early Learning Goals to determine needs for Key Stage One. Our active play-based curriculum balanced effectively with adult planned focus activities ensures that children at Woodside have a rich diet of learning experiences which ensures that they flourish and are well prepared for their next steps in education.