



## **EYFS Overview Document – The Horbury Way**

Here at Horbury Primary Academy we provide a safe environment in which children can experiment, explore and progress in their own creative ways. The EYFS is the start of our children's school journey, preparing them for their later stages of education and their future success.

### **Intent**

At Horbury Primary Academy we offer an Early Years curriculum that is rich in wonder and memorable experiences. We ensure that all of our children have a broad, satisfying and enjoyable curriculum with a good balance of adult led and child initiated activities, which follow their interests, to ensure the best outcomes for all pupils. We understand that play is an integral part of learning and this is at the heart of our Early Years curriculum. It is our intent that the children who enter our Early Years develop physically, verbally, cognitively and emotionally whilst embedding a positive attitude to school and learning. We ensure they feel safe and secure in readiness to learn. We are passionate about creating opportunities for children to communicate more easily through developing language and communication skills and specifically teaching vocabulary. We believe that all children deserve to be valued as an individual and we are passionate in allowing all children to achieve.

We provide a stimulating environment that provides exciting opportunities, both indoors and outdoors in promoting challenge, exploration, problem solving, adventure and a real love of learning.

We aim for our children to be confident, resilient and independent, to believe in themselves and interact positively with others. This contributes to their growing ability to self-regulate. We endeavour to give the children the Cultural Capital they need for future success i.e. giving each child the best start in life enabling them to achieve future success.

Positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that early year's education has to play in providing firm foundations in order for children to become successful learners.

## **Implementation**

We achieve our curriculum intent by providing high quality teaching and learning in a language rich environment. We value, respect and care for all of our children here at Horbury Primary Academy. Each child is unique and brings an irreplaceable value to our classrooms. We provide a curriculum which is based upon their interests, accessible to them and links to the world around them which they know and understand.

**The principles that guide the work in the EYFS are grouped into 4 themes:**

- a unique child
- positive relationships
- enabling environments
- learning and development

The EYFS curriculum consists of the seven areas of learning and development; three prime and four specific areas.

### **Prime Areas**

- communication and language
- physical development
- personal, social and emotional development

### **Specific areas:**

- literacy
- mathematics
- understanding of the world
- expressive arts and design

We teach a wide range of foundation subjects across the EYFS. Science investigations and curiosity is developed through our 'Understanding the World' themes. Social, moral, spiritual and cultural development, including studying British Values is incorporated into circle times alongside both 'Understanding the World' and 'PSED'. We learn about different cultures and places in the world

many times throughout the year including Chinese New Year, Christmas, Diwali and Eid celebrations. We enjoy finding places on Google Maps and love working out where we live on Google Earth!

We use our children's interests and curiosities to develop our topics every year. In nursery we have a two year rolling topic plan and in Reception a one year topic plan. These topics are developed and led by the children's ever changing interests which keeps learning relevant, current and exciting! This ensures the curriculum here at Horbury Primary Academy is broad, diverse, balanced and stimulating for the children in our care.

During independent learning we are able to encompass new ideas and thoughts there and then, in the moment. The child-centred approach to learning allows staff to harness teachable moments and use these to their advantage. Having continuous provision in our environment allows both staff and children to have resources they need at their fingertips. Pre-planned activities which link to topic and carpet time learning opportunities are given in addition to continuous provision for those children unsure of where their curiosity will take them next. All our practitioners are early years trained, enabling them to observe children in their play whilst identifying and supporting their next steps there and then. We provide a language rich and communication based learning environment, which ensures progression for all. Each child is unique and their targets and next steps will therefore reflect the child's age, developmental readiness and individual needs.

### **Planning:**

Our planning supports and works alongside enhancements and continuous provision. Continuous provision is provided daily and is always accessible. Enhancements are provided to enrich and encourage children to develop their skills at a greater depth. Our flexible approach to planning allows staff to proactively plan around the children's needs, develop on next steps and allow scientific and exploratory play both with and without adult support. Adults use their knowledge of their children and their experience of the EYFS curriculum aims to develop ideas as they come across them without restraint.

Using a combination of effective questioning and narrative commentaries we assess in the moment the child's level of understanding. We then support them with new vocabulary or ideas to develop their understanding or address misconceptions. This ensures each child progresses at the time. Adults in our classroom will use their experience and knowledge of the cohort to decide whether to observe from afar, interact or comment on a child's learning.

The children experience continuous provision independently. Children are provided with many open - ended resources which they are supported and encouraged to use developing their imagination and investigative skills.

### **Assessment**

We use formative and summative assessment to improve children's learning. Our staff carry out observations of the child's exploration, play and thinking. We use a combination of commentary and effective questioning to find information that children know and ask them about it. This gives opportunities for staff to assess a child's understanding in context and making links to other curriculum areas. Our in the moment verbal feedback has the greatest impact on a child's learning.

At Horbury Primary Academy we recognise that all children are unique and develop at their own pace. Therefore, we identify pupils who are less experienced or those with additional needs and we provide the extra support needed to enable them to make good progress. We have a SENCO which is the person who will work in partnership with parents, classroom staff and a range of other agencies to enable children with additional needs to make progress.

Our parents use 'Seesaw' and send in 'wow' cards to share their child's achievements from home. These achievements are celebrated with their friends and teachers.

Phonics and number recognition assessments are done every six weeks to keep a close eye on common misconceptions and progress across the whole class. Small phonic and number groups will then take place to support closing these gaps.

## **Impact**

**In our EYFS you will see high levels of engagement and motivation demonstrated from our children which supports them to become lifelong learners.**

**Our children demonstrate the characteristics of effective learning and are well prepared for the next stage in their learning.**

**Children feel happy and safe and enjoy coming to our school.**

**All children access a balanced and challenging curriculum regardless of their background needs or abilities**

**The percentage of children achieving the GLD within the EYFS is in line with or above the national average**

**Children make good progress from their starting points and are offered a broad curriculum which meets each child's unique needs**

**Children are supported by adults that are well trained and passionate about providing the best education for every child**

We support children's next steps in learning as soon as they arise. When an adult is interacting with a child during independent learning, they talk to them using effective questioning to ask what that child knows, identify an area for development (understanding, misconception, vocabulary, sentence structure etc.) and then enable them to make progress. An adult then helps that child to share their newfound understanding to check progress has been made.

- E.g. Child A is struggling to take their jumper off. An adult says (Show me how you take your jumper off). The child replies "I don't know how to do that" (OK, let me show you. First you could bend your elbow and pull at your sleeve. It works best if you raise your arms in the air). The child tries this. (Well done, I can see you are working really hard to push your elbow down low). "I did it" (Well done, you can now take your own jumper off, fantastic learning!)

## **Parents**

**At Horbury Primary Academy we have strong links with parents.**

We support our parents through regular communication on 'seesaw'. We provide support and guidance in regard to reading, phonics, developmental guidance and links to topics/songs being covered at school

We have an annual phonics and introductory evening to discuss phonics vocabulary and teaching alongside how we assess their children throughout the year. Parents also have access to our website where we provide support material with early reading, phonics and everyday maths ideas.

We encourage parental usage of 'seesaw' and support parents who are not regularly accessing their child's Learning Journal.

## **Behaviour Management**

Our behaviour management policy is based on a positive reinforcement strategy. Children are rewarded for their kind and helpful efforts; having a go and trying hard; and trying new learning opportunities. In our EYFS we use 'Have you filled a bucket today?' This story is used to support children in making the right choices and understanding that their choices can affect others. Also, in nursery children are given pom-poms for tidying up and working as a team, if our pom-pom jar is filled by Friday, we get a whole class treat. We all work together as a team to create great friendships and a caring environment, this is done by choosing children to be the class 'Buddy' for the day.

If children make a choice which is not following our class/ school rules, then they are reminded of our expectations in terms of their behavior and supported. If after two reminders they continue to make the wrong choice, the practitioner will ask the child to come to a calm area and they will be supported to play in an area/activity chosen by the practitioner.

An exception to this is if a child makes a choice which is unsafe or physically injures another child. In this case, they must go straight to the calm area. If the event is serious or happens for a substantial amount of times, the deputy head is informed and the teacher will speak with the child's parents at the end of the day, or via a phone call during the day.

## Phonics

**At Horbury Primary Academy, we believe that the key to our pupils' success is their ability to read so it is our aim to get all children to read well quickly.**

We follow the Systematic Synthetic Phonics programme, **Essential Letters and Sounds**. We ensure fidelity to the programme by following the sequence of the phonic content consistently, from start to finish. This approach enables children to secure optimum progress in their acquisition of phonic knowledge and skills. The principles of ELS are based upon:

- the delivery of whole-class, high-quality first teaching with well-structured daily lesson plans
- the use of consistent terminology by teachers, children and parents
- the use of consistent resources that support effective teaching
- repetition and reinforcement of learning
- regular and manageable assessment to ensure that all children 'keep up' rather than 'catch up'

ELS teaches children to read using a systematic synthetic phonics approach. It is designed to be used as part of an early learning environment that is rich in talk and story, where children experience the joy of books and language whilst rapidly acquiring the skills to become fluent independent readers and writers. ELS teaches children to:

- decode by identifying each sound within a word and blending them together to read fluently
- encode by segmenting each sound to write words accurately.

## ELS Expectations

Year Group	Autumn	Spring	Summer
Nursery	Phase 1	Phase 1	Phase 1
Reception	Phase 2 Phase 3	Phase 3 - 4 Phase 3 - 4	Phase 4 Phase 5 (introduction)
Year 1	Phase 5	Phase 5	All phases

### **Wellcomm**

On entry all children are assessed in their communication and language skills using 'Wellcomm'. This enables us to identify children who may be at risk from a lack of vocabulary and cultural capital. We are supporting these children with extra 1:1 times and using the necessary language to support their development.

### **Mathematics**

We believe that mathematics in the EYFS should be relevant and accessible. In line with the EYFS framework, we understand the importance for our children in developing a strong grounding in number, which is essential so that all our children develop the necessary building blocks to excel mathematically. We teach the children about everyday maths and how exciting maths can be. We use a variety of concrete resources and manipulatives such as pebbles and tens frames to support the children in organizing their counting. Children are shown where these resources are kept and are encouraged to use the resources that they think are appropriate for whatever they are doing. We teach our children using 'Little Big Maths' and 'White Rose Maths'.

### **Safeguarding**

We have procedures in place to ensure that all children are dropped off and picked up by safe adults. We have an 'agreed pickup' list which parents can add to if needed. This includes weekly schedules for agreed local childminders and afterschool provision.

### **Toileting**

Children are reminded and encouraged to go to the toilet independently. If this is not accessible, the steps of going to the toilet are supported by adults. No adult is ever left alone with a child in the toilets. If toileting advice or cleaning is required, the child is encouraged and coached through how to wipe if appropriate.

Occasionally, where an accident is substantial, two adults may work together for safeguarding reasons to clean the child. No adult should go into the cubicle or clean a child unsupervised. Another adult in school may be called upon where staffing numbers are too low to encompass this. Soiled clothing is sent home. Children with consistent accidents are asked to bring in spare clothing. Parents

are ultimately responsible for toilet training their children, yet staff will assist and support when needed.

