



<b>Teacher Subject Knowledge</b>	<p>Staff have developed a knowledge of the progression from FI into Year 1 to ensure children are gaining and developing the skills and knowledge required to have a strong basis for learning in school and have mapped out what the children should know by when during their time in EYFS.</p> <p>Staff are knowledgeable about the EYFS curriculum and importance of learning through play and take part in CPD to continue to develop their knowledge and skills.</p> <p>All EYFS staff receive phonics training on how to teach systematic synthetic phonics and how to ensure children practise their reading from books that match their phonic knowledge. Staff use the phonics progression document to understand the skills and knowledge the children need and by what points in the year. Phonics resources have been produced to ensure a consistent approach to teaching and that pupils have access to these when learning. Teachers provide information to parents on how to help their child to read through support videos, parent phonics workshop, parent meetings, information booklets, weekly phonics homework, parent reading mornings and parents' evenings.</p> <p>Books and stories are at the heart of the EYFS curriculum and staff share stories with children every day to introduce new ideas, concepts, learning and vocabulary. Stories are also used as a way to hook children into a theme or focus their learning and staff have developed ways to excite and engage pupils in storytelling sessions through their verve and use of props/puppets.</p> <p>Staff receive training and updates on the teaching of mathematics to ensure teaching focuses on children gaining fluency in using and understanding numbers and that the mastery approach is embedded.</p>
<b>Subject Matter</b>	<p>The EYFS curriculum is based on stories and learning through doing and play. Research has been carried out to carefully select texts to ensure there is progression through EYFS and that a range of rhymes, poems, traditional, fairy tale, diverse, modern and classic stories are included with the use of non-fiction to support fact finding. The reading spine is reviewed annually to take into account children's interests, research, current priorities nationally and in school.</p> <p>Staff have developed a curriculum that ensures children have hands on learning experiences to stimulate interest with many visitors into school and that Understanding of the World is a focus to develop knowledge and vocabulary meet the children's cultural capital. Children are offered opportunities to put what they have been taught into practise through enhancements in the classroom and outdoor environments and through guided adult led activities. A range of inspirational and diverse characters and roles in the community are promoted throughout the year through visitors and stories to support pupil's aspiration.</p> <p>The spiral curriculum approach of revisiting and building on concepts, knowledge and skills, throughout Foundation 1 and Foundation 2 ensures children have opportunities to master what they are learning and progress appropriately to prepare them for Key Stage 1. Daily discussions take place around what the children have been learning to</p>

	<p>provide them with opportunities to remember and recall. The Learning Books in F1 and F2 give children opportunities to remember and recap their learning. In addition, taught time sessions always start by revisiting previous learning so that children can train their brains to recall and make links.</p> <p>The curriculum is delivered through a balance of teacher led, adult directed and child initiated learning time. The progressive approach to learning is used through parts of our curriculum where the adult is the facilitator to the child's learning and responds to what they need for their personalised learning journey by observing the child and working alongside them in their play and enhancing the environment. Children take part in whole class/group input times led by a teacher or TA to deliver knowledge or skills and then children will have opportunities to put that into practise through the provision or activities set up. Rainbow Challenges are set up each week for children to build on and consolidate the taught skills and knowledge, as well as support them in becoming independent learners.</p>
<b>Leadership</b>	<p>Leaders carry out regular monitoring through learning walks, observations, pupil voice, data analysis and staff voice. Leaders work with all staff to develop staff knowledge and understanding of EYFS and provide relevant internal or external CPD from identified next steps from monitoring, staff voice and in accordance with the school improvement plan.</p> <p>Leaders carry out research for ways to develop the EYFS and build on what we have in place to develop pupil's independence with their learning and our provision.</p> <p>Staff meetings, INSET days and family meetings are used to provide support, as well as organised visits to other schools and settings to look at good practice and work with other colleagues. Key messages, new initiatives, updates from external training are disseminated to all staff by school leaders.</p> <p>Half termly internal and termly external moderation takes place to ensure staff's judgements at assessing the children are accurate and consistent.</p>
<b>Teaching</b>	<p>The EYFS curriculum is designed to help and support children with remembering long term what they have been taught and this is done through the spiral curriculum approach and revisiting previous learning, but building on it each time throughout F1 and F2. Children are taught to integrate new knowledge into concepts they already have and to make links. The Characteristics of Effective Learning are taught to the children through stories with a focus on characters in order for the children to understand how they learn. The language around learning is modelled by staff and links made to the learning characters to teach children about how they learn. Ongoing, daily assessments take place by staff through observations to develop a strong knowledge and picture of where the children are at with their learning and how as a staff we need to respond to provide the children with their next steps. Significant learning moments are recorded using electronic systems where appropriate and work collected to provide evidence of the children's achievements. This is monitored by leaders and data is analysed to consider the level the children are working at and the progress being made. Interventions are set up to support pupils working below age related expectations or pupils who are at risk of not meeting end of year expectations. In F1, these focus on communication</p>

	and language. In F2, interventions take place for phonics, reading, maths, language development, writing and fine motor skills.
<b>Environment</b>	<p>Staff have worked to create an environment indoors and outdoors that support the aims of the curriculum and have worked on ensuring progression of knowledge and skills through continuous provision areas from F1, into F2 and then Year 1. To ensure children are gaining a fluency in using and understanding numbers, staff have developed the provision to allow pupils to demonstrate mathematics in areas other than the maths focus area and through daily routines. Reading and writing opportunities are additionally available in all areas within the setting and are promoted by staff. Resources are carefully selected and enhancements to the environment are made to meet the children's learning needs, respond to their next steps or interests and promote a focus or theme to develop opportunities to learn. A lot of research has been carried out by staff into provision and environments and models of good practice at other settings observed in order to create an environment that meets the curriculum intentions at Priestsic.</p> <p>Displays are used to celebrate children's achievements and document their progress in their learning, as well as provide shared talking points between adults and children.</p>
<b>Teaching through the Environment</b>	<p>EYFS staff are continually working on and developing the environment they have created for the pupils to ensure it meets the pupil's learning needs and allow them to focus on their learning. In F2, the children are encouraged each week to complete the Rainbow Challenges to consolidate skills and knowledge taught, develop their independence, display different learning styles and engage with a range of curriculum areas and activities. Teaching materials and books selected reflect the school's ambitious curriculum and staff's high expectations for all pupils. All staff aim to provide children with the required skills and knowledge for future learning.</p> <p>Staff interact and work alongside pupils in their play with a focus on developing language and vocabulary. Through these interactions and observations, staff gain an insight into pupil's knowledge and skills to understand and be able to plan for pupils next steps. Staff use the environment for some interventions to support pupils with accessing the areas and developing their next steps.</p>
<b>Personal Development</b>	<p>One of our curriculum drivers is wellbeing and many of our pupils have complex emotional needs. Therefore, staff teach children about the ways to keep fit and healthy and why it is important to eat, drink, rest, exercise and be kind to each other. This is carefully planned from F1 to F2 with clear sequencing for progression into Key Stage 1. Daily time is dedicated to this where children are provided with a piece of fruit and milk or water and discussion takes place around keeping healthy and our wellbeing. Children are taught about the school values and these are focussed on for children to understand how to display these with the use of stories to enhance language and vocabulary. The outdoor environment is used to provide opportunities to develop physical skills along with hall time sessions. Children are taught about ways to stay safe and who can help them in different situations. Children learn about people who can help them and a range of visitors come into school to work with the children, such as, a dentist, optician, nurse, police officer, fire officer. These visitors also support the development of children's aspiration. Staff give children knowledge and language for different emotions and ways to deal with these. Staff</p>

	<p>provide children with challenging activities to work on resilience and encourage children to not give up and find ways to negotiate with their peers and solve problems. They are taught about tolerance, respect and diversity through weekly 'culture' session about children in their class/group. A range of celebrations are focussed on throughout the year and an understanding of diversity of different cultures and traditions is taught by learning about life in other countries and parts of England, as well as, through stories and non-fiction texts.</p>
--	--