



EYFS Little Acorns

In Little Acorns Class we aim to

- Engage children in a lifelong love of learning. Encourage them to become independent, resourceful and resilient learners.
- Create a nourishing, enabling and stimulating environment rooted in god's love.
- Have consistently high expectations of ourselves and each other.
- Work in close partnership with parents and carers.
- Provide a broad, balanced, and creative curriculum which extends children's cultural capital while building upon existing knowledge, experiences and interests.
- Develop deep roots for future learning and life at Hayton Primary School.

Planning

Starting with the EYFS statutory framework, we use development matters and our knowledge of our children and unique setting to guide us when creating Long Term Plans for both Nursery and Reception. These plans are based on themes and are then broken down into half termly plans which are used to inform detailed weekly planning. Weekly plans are evaluated, adapted and tweaked daily as we respond to the needs and interests of the children.

To ensure high quality, progressive teaching we use White Rose Math's and NCETM Math's Mastery programs when planning Mathematics and Essential Letters and Sounds as our systematic synthetic Phonics programme. We use Literacy Counts as a basis to explore high quality texts and encourage early writing in Literacy.

Inclusion

Our curriculum is planned to be accessible for all children and offers opportunities for deeper thinking and challenge where appropriate. We get to know the children very well and understand that they all have different starting points. Children make progress from this point which is carefully monitored throughout their time in Little Acorns class.

To ensure that all children make good progress we have different strategies in place which happen daily such as extra scaffolding, targeted interventions, group interventions and additional adult support such as NELI or ELS phonic interventions.

Assessment

Baseline assessments are carried out during the first few weeks at school and with input from parents to identify individual starting points for learning. The DFE Baseline is completed.

Practitioners use their knowledge of children and professional judgement alongside observations from staff members and parents on Tapestry, books and assessment meetings to identify progress half termly. This is recorded on our school tracking system.

Children who are not 'On Track' are identified quickly and interventions are put into place immediately. They are then regularly reviewed by practitioners. Teaching and learning are revisited and reworked in light of assessments.

Children are given individual 'Future Focus' targets which are shared with parents and carers. Staff and carers regularly support children in reaching these targets and they are assessed and updated at least half termly.

At the end of the Reception year, children are assessed against the Early Learning Goals and the EYFSP is completed. Children will be assessed as Emerging or Expected

Monitoring

We regularly meet to discuss, assess and review our practice and hold half termly team meetings to discuss our assessments and observations of the pupils and any changes or adaptations we would like to make.

Our Early Years lead teacher monitors teaching and learning to improve standards and outcomes and collaborates with colleagues in other local Early Years settings, both within and outside of the BASC cluster.

Our staff are encouraged to develop their understanding of EYFS and child development and take opportunities for training that are relevant to their practice.

Continuous Provision

We are very lucky to offer a wonderful, big and varied environment for the pupils in Little Acorns Class. Children have continuous access to our 'Secret Garden' which is home to trees, plants, a greenhouse, a cozy cabin and 3 free range ducks. We carefully plan our provision both indoor and outdoor to allow children to develop skills, consolidate learning, expand thinking and extend speech and vocabulary. Through a combination of child-initiated play, planned provision and 'in the moment' planning, we can respond to children's interests and extend their learning.