

Early Years Foundation Stage at Grove Street Primary School



Intent			
All children to have secure foundations of learning through a focus on the Prime areas, particularly emotional regulation and communication and language. All children build positive and trusting relationships with adults and peers.			
All children to have a strong start in phonics (RWI) for reading in Nursery (Summer term) and Reception			
High Expectations	Modelling	Vocabulary & Oracy	Inclusion (SEND, EAL, disadvantaged)
Due to early literacy barriers on entry, we place a great significance on communication, language and reading. All children are expected and able to make progress and reach their full potential, within an ambitious curriculum.	Teachers teach and model the skills needed to succeed as learners by providing modelling commentary, social coaching (resolving conflicts), high quality oral interactions, reading and having high expectations. All adults understand their role in ensuring progress for all children to find the right balance between child-initiated and adult scaffolded interactions, to maximise learning opportunities.	We intend to create an oracy and vocabulary rich environment with high aspirations and using ambitious vocabulary. The development of children's spoken language underpins all seven areas of learning and development. An aspect of oracy is an expectation in all of our lessons. Voice 21 activities are planned from 2 years old onwards.	Early identification is a priority. The needs of all children are supported and catered for in an individualised approach. Where necessary, additional support or resourcing is put in place to ensure equal outcomes for all.
Knowledge, Concepts & Skills		British Values	Cultural Capital
Children develop holistically and make progress from their individual starting points, in particular making exceptional progress in phonics and reading from very low starting points. Learning focuses on a mastery approach to prepare all children for their next transition, explicitly in maths where a focus on fluency begins in our Little Learners (2 year olds). Children learn and develop confidently in highly engaging, inclusive and stimulating environments, supported by adults who instill resilience and independence. Children's learning and development is enriched through a collaborative and effective parent/ practitioner partnership with open and honest dialogue.		We actively promote British Values to enable all children to begin to understand the principles through play and social interactions. A strong emphasis on personal, social and emotional development being the foundation of learning, ensures that British values are implemented across all areas of learning.	The context of our school is carefully considered to ensure that early cultural opportunities are provided, which may otherwise not be experienced, e.g. baking, going to the park. Children experience the awe and wonder of the world in which they live, through the seven areas of learning. Children are exposed to different voices, perspectives and broaden their cultural experiences.

Implementation		
Curriculum (Concepts, Knowledge & Skills)	Reading Across the Curriculum	Vocabulary & Oracy
Reception, Nursery & Little Learners follow Statutory Framework for the Early Years Foundation Stage. Development Matters 2021 is used to support in creating an engaging curriculum, as well as the National Curriculum to support school readiness. Clear progression of knowledge, skills, conceptual understanding and vocabulary across Early Years through progression maps, long term and medium term planning. Visual knowledge organisers that follow class themes e.g. Autumn etc. NCETM teaching for mastery in maths in Reception and fluency in maths planned for from Little Learners onwards. From Little Learners onwards, children learn about the Zones of Regulation and are supported in recognising and managing their emotions. Environments highly value child initiated play that is purposeful and reflects a Reggio inspired approach. Our nurturing environments are enriched with communication friendly spaces and prioritise mental health and well-being.	High quality, systematic approach and synthetic phonics scheme, Read, Write Inc. This is introduced in Nursery and some routines introduced in Little Learners (2's). 1:1 Interventions for bottom 20%. Stories are used to unlock the knowledge, skills and concepts of our curriculum and main themes in our Early Years classrooms. Reading spine and communication and language map to reflect progression in Reading across Early Years. Expectation that early communication, language and literacy skills are a component of each lesson. Reading spine stories lead learning across the curriculum and create opportunities for learning across all areas of development. Subject reading visible in the classrooms - a wealth of opportunities across areas of provision for reading.	Early Years Oracy Champion to lead to ensure progression in Oracy from the earliest possible starting point. NELI Intervention to support low starting points in Communication and Language Planned ambitious vocabulary that corresponds with reading spine stories. Oracy is expected in all lessons, including strategies such as: <ul style="list-style-type: none"> Following established teacher talk guidelines Following established child talk guidelines My turn-your turn Talk Partners Sentence Stems Shared problem-solving sequence Talking Points
Inclusion	Assessment	CPD
SEND Early identification is a priority, all children are discussed as individuals every half term with EYFS Lead, SENCo & HT during pupil progress meetings. Pupil progress meetings focus particularly on the whole child and highlights children within vulnerable groups across Early Years to target support that ensures all children have equal opportunity to progress in their learning and development. Emotional Literacy Support Assistant (ELSA)	Assessment is an integral and ubiquitous component of the curriculum. Whilst FFT data is collected and compiled three times across the year, AFL strategies and principles underpin everything we do. Leuven scales are used to assess well-being and involvement for all children. RBA Baseline Assessment	<ul style="list-style-type: none"> National College Coaching/observations within school Liverpool School Improvement / HMI Alan Torr / Cluster Training needs are reflective of monitoring / staff CPD meetings EY Lead part of Liverpool Hope Research Team
Monitoring	Whole School Early Years / Parental Involvement	Cultural Capital
EY Lead creates a robust monitoring system including pupil voice, walkthroughs including ECERS to focus on environment, staff voice, book looks, peer-peer mentoring and CPD. SSTEW observations completed by EY Lead and MHWB/DH to enhance teaching and learning with a focus on adult interactions to develop communication and language. (Nautilus) Subject leaders have an opportunity to regularly meet with SLT regarding their subject. SIA Deep dive Whilst attendance is not compulsory for some ages in the Early Years, the same expectations for KS1 and KS2 apply, to embed positive routines early and support vulnerable families.	Leaders attend drop ins to understand what their subject looks like in EY's Open door policy - EY Lead visible on entrance to school/ positive relationships. 'Read with me' - engaging parents with the importance of reading with their child and opportunities for teachers to support parents. Class Dojo to communicate and provide home learning/ share learning. Personalised induction days for parents and new children. Parent engagement in school - PEEP sessions/ stay and play/ phonics support. Tapestry online learning to share learning with parents.	<ul style="list-style-type: none"> Trips Visitors or organising visits from community figures such as the police. Authors Inspirational figures Cultural Capital - home life experiences, experiences in the community e.g. baking, gardening, visiting a shop/ post office.
Working Walls / Whole School Displays		Classroom environment and displays to reflect a nurturing, Reggio inspired approach. Displays reflect individuality of children's work and that children are able to access to support long term memory. Subject leaders to ensure boards are updated termly, EY Lead to update attendance board weekly.

Impact		
Pupil Voice	Evidence in Knowledge and Skills	Outcomes
Children are enthusiastic about their learning; they are able to talk about the concepts they have explored. Children are confident to talk about their previous learning and learning across their current and previous year groups and have a positive attitude towards their learning. Children are inspired, engaged and have a natural curiosity and love for learning.	Children are able to develop relationships with their peers and can engage in positive interactions. Children are making rapid progress in their phonics ability and they develop early phonics skills to support reading. Children are confident to express themselves, through talking confidently, utilising ambitious and subject specific language and exploring their imagination through their interests and preferences. Children are able to lead their play. Children develop the capacity to manage their own feelings, as well as developing a sense of right and wrong. Gaps are identified and enriching experiences develop the children's understanding of the world around them and begin to develop skills needed to succeed.	Children are thriving in prime areas of development and Literacy and Maths to reach good level of development and data demonstrates an upward trend each year. Children make excellent progress from their starting points across the curriculum. Children feel safe, calm and happy.