

Impact:

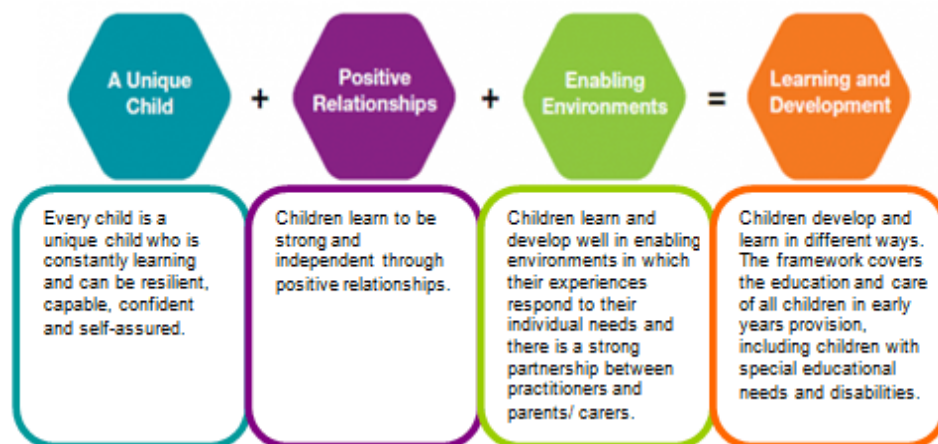
The early-years education we offer our children is based on the following principles:

- It introduces the Falconhurst school drivers: possibilities, well-being, and knowledge of the world.
- It ensures that no child is excluded/disadvantaged and actively promotes cultural competence.
- It offers a structure for learning that has a range of starting points and that builds on what our children already know and can do.
- It uses a range of approaches including focused teaching, child led learning and interest areas.
- It has high expectations for staff, for children and for families to enable each child to develop to their full potential.
- It provides rich and stimulating environments both indoors and out.
- It is a holistic approach, which leads to a continuity of learning and teaching.
- It promotes positive relationships with children and with families.

Implementation:

At Falconhurst, our practice is grounded in the EYFS curriculum, both the Characteristics of Effective Learning and the 7 Areas of Learning. Our curriculum planning includes approaches that are:

- tailored to individual needs
- capitalise on children's interests in order to achieve learning outcomes
- flexible and responsive, with 'in the moment' plans adapting to follow the interests/needs of children and respond to external events
- informed by on-going assessment;
- grounded in the Early Years Foundation Stage (EYFS) framework.



The Characteristics of Effective Learning underpin learning and development across all areas and support the child to remain an effective and motivated learner:

- Playing and exploring – children have opportunities to investigate and experience things, and 'have a go'
- Active learning – children have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.
- Creating and thinking critically – children can develop their own ideas, make links between ideas, and develop strategies for doing things.

The EYFS framework includes seven areas of learning and development. Three of the areas are seen as particularly important and are therefore called the 'prime areas'.

Prime Areas:

Personal, Social and Emotional Development: Making relationships, Managing Feelings & Behaviour, Self-Confidence & Self-Awareness.

Communication and Language: Listening & Attention, Understanding, Speaking.

Physical Development: Moving & Handling, Health & Self-Care.

Specific Areas: The following four areas include essential skills and knowledge for children to participate successfully in society:

Literacy: Reading and Writing.

Mathematics: Numbers, Shape Space and Measure.

Understanding the World: People & Communities, the World, and Technology.

Expressive Arts and Design: Exploring & Using Media and Materials, Being Imaginative.

Continuous Provision

At Falconhurst, we ensure:

- clearly defined learning spaces, such as role play areas, are designed to encourage children to extend and deepen their understanding of the EY curriculum.
- the environment facilitates independence, curiosity and hands on play based learning. Resources are available for children to self-access to develop their own interests, such as magnifiers in investigation our area.
- continuous Provision enables children to explore recent learning, practice new skills and follow their own interests.
- staff enhance Continuous Provision through careful intervention.
- carefully chosen and organised high quality resources and experiences are available for children to access independently across every area of their learning.
- children are encouraged to develop learning experiences, practise and build up ideas and skills, learn how to communicate, and develop self-control. Children are given opportunities to take risks, and think creatively alongside others as well as on their own.

Effective learning builds on and extends what children know and can do. It enables children to learn and progress from a range of starting points, and enables learning to happen in a variety of places in different ways.

Long term planning follows whole school pathways, which gives structure and coherence to the school year. Areas of Learning are interwoven into learning doorways which link to the seasons, seasonal celebrations and experiences, along with the local area and greater world.

Management of session times, the staffing structure and improvements to buildings/outdoor environments are also vital parts of the long-term plans.

Medium term planning addresses particular aspects of the curriculum in more detail for each Learning pathway, building on attainment and planning for progression and greater depth. Areas, such as phonics follow a plan –review cycle, with adult deployment and the learning environment adaptations reflecting ongoing observational assessments and the pathway.

Short term planning identifies learning activities, objectives, differentiation, vocabulary and language foci to meet the needs of the children on a weekly basis, daily or 'in the moment' basis.

Impact:

Within the first weeks of attending the Nursery or Reception classes the adults will get to know the children and assess starting points for children. In the Nursery this will be based on observations of the children and discussions with parents/carers and feeder settings. In Reception this will be through the Baseline assessment system.

Ongoing assessments include on-going observations of children's achievements, interests and learning styles, annotated work, photographs, information from parents/guardians, and more formal assessments, such as for phonics. These assessments enable next steps to be identified, planned for, and met. The observations are shared with families electronically and families invited to contribute.

Our assessment process enables rigorous analysis of data, including the progress of identified groups, identifying gaps, and ensuring challenge and differentiation. These assessments along with teacher knowledge, inform the end of Reception Profile assessments in which attainment is measured against the Early Learning Goals.

At the end of EYFS

The national expectation is for children to achieve a 'Good Level of Development' (GLD) in EYFS profile assessments. At the end of EYFS GLD is when a child achieves 'expected; within all strands within the prime areas of learning as well as all strands within literacy and maths'.

However, every child is unique. Some will exceed this expectation, while others may still be working towards it. Our aim is for all children to progress to their full potential (and at least make good progress from their relative starting points).

End of year reports for both Nursery and Reception children are shared with families and are passed to the child's next teacher as part of our transition arrangements. Reception reports include The EYFS Profile information as part of the end of year report.

