Early Years Foundation Stage

Intent, Implementation, Impact

Curriculum Intent:
At Beechview Academy, it is our **intent** that all children develop physically, orally, cognitively and emotionally in an environment which values all cultures, communities and individuals. We aim for our children to be confident and independent, to believe in themselves and to interact positively with others. Nurturing the children at Beechview Academy is a central element of our whole school curriculum. We build warm and positive relationships between children and staff by using consistent routines throughout the school day and by developing strong relationships with our parents and families. We understand that play is an integral part of how children learn and this is at the heart of our Early Years curriculum. We believe that the correct balance of uninterrupted, child-initiated play and play which is facilitated by adults, ensures the best outcomes for all pupils. We plan for adult-led whole class and small group learning experiences, linked to both the Prime and Specific areas of the Early Years Framework. We recognise the crucial role of the Early Years in providing a secure foundation for all children, on which the rest of their learning experiences can be built on. We aim to foster a life-long passion for learning through our vibrant indoor and outdoor provision, visits from the local community, trips to our surrounding areas and Forest School sessions. We are confident that these experiences enhance and develop children's natural curiosity and imagination.
Curriculum Implementation:
At Beechview Academy we prioritise creating a 'Language Rich' environment through the use of nursery rhymes, Fiction and Non-Fiction texts, poetry and by providing time for quality interactions between adults and between peers. Trained staff ensure that interactions are positive and progressive, enabling children to consistently acquire new language in order to become confident communicators. Children are encouraged to become early readers through enjoyment of a range of texts, as well as the systematic teaching of phonics through the Read, Write Inc Phonics Scheme. We develop children's mathematical thinking through direct teaching using the (NCETM Mastering Number / WhiteRose Maths) and through practical exploration of concepts. Our aim is for children to become confident Mathematicians who are able to apply what they have learnt to real life experiences. Our indoor and outdoor Early Years environments are adapted in order to reflect the children's interests and to progress as they move through the year. The children are supported to learn how to work together, how to manage and discuss their feelings, and how to ask questions through skilled, adult-facilitated play. Our outdoor Early Years environments have been created and developed to strengthen children's core muscles through physical play, using climbing equipment and deconstructed building resources. The children develop their independence when assessing risks and navigating spaces safely. Children spend quality time outdoors in their natural environment in all weathers. They flourish through the sensory opportunities available in our mud kitchen, sand pit and water trays. We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents receive regular updates on Class Dojo to inform them of what their child is learning in school and to explain how they can support this at home. Class Dojo enables parents to contact their child's Class Teacher directly, to ask questions or clarify any

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misunderstandings. Parents have the option to share photographs and videos of home, developing their communication and language skills by sharing these experiences with their peers. We invite Parents into school for a Stay and Play session each term.
Children are assessed throughout Nursery and Reception in relation to their progress towards the Early Learning Goals (ELGs). We use the Early Years Framework and Birth to 5 Matters to support our observations of the children and to plan our adult-led learning experiences and continuous provision enhancements. The in-depth knowledge of the children acquired through our ongoing assessments ensure that staff are able to plan next steps and address misconceptions rapidly.

Curriculum Impact:

Our Early Years curriculum and its delivery ensures that children make good progress from their own individual starting points. It is essential that our curriculum meets the needs of all children, including those who are disadvantaged or children with SEND. Each member of staff within the Early Years uses ongoing observational assessment to identify children's starting points and to plan experiences to ensure that progress is made. Formal assessments are updated on Sonar each term to track the progress of each child. This information is used to inform the Senior Leadership Team of the steps of progress made in Nursery and Reception and to plan valuable learning experiences which build on prior knowledge. Children develop their characteristics of effective learning and are able to apply their knowledge to a range of situations, making links and explaining their own ideas and understanding. Children are confident to take risks and discuss their successes or disappointments with peers or adults, drawing on their experiences to improve or adjust what they are doing.