



Alverton School



Truro and Penwith  
Academy Trust

## EARLY YEARS STRATEGY for 2024-2025



### Intent

#### Vision

At Alverton we want every child's first experience of nursery and school to be positive and memorable. We aim for our EYFS setting to be a place where children are excited to learn, show curiosity and look forward to coming to Alverton where, in a stimulating environment, they feel safe and valued and, by the time they leave the EYFS, are ready for their future learning.

We are proud of our Nursery and Reception settings and believe that we offer all our children in EYFS at Alverton an enriching curriculum which promotes children fully immersing themselves in a love for learning. Our indoor and outdoor environments are inclusive, calm, well-organised and promote independence, ensuring children develop in their confidence and want to challenge themselves, problem solve and take risks. Adults promote high expectations of behaviour and learning, modelling mutual respect and inclusivity. We celebrate with our children when they foster a 'have a go' attitude and encourage them to try new things independently through adult positivity and encouragement, giving our children the support, confidence and resilience to try again so that they can experience what accomplishment feels like. Our dedicated and enthusiastic EYFS team strive to provide a high quality EYFS practice where staff continually evaluate and adapt to meet the needs and interests of the children in the different cohorts that we have each year, so that their learning journey also incorporates what they are currently excited about learning. Our close communication and partnership with parents and carers and our local community is something we value and feel is a real strength at Alverton. Ultimately, we want children at the end of their time in EYFS to be ready to become deeply engaged in their school life as they join Year 1, showing confidence, building on their values, skills and learning as well as being keen to take on new roles and responsibilities, whilst fondly remembering their early years journey at Alverton.

#### Curriculum Overview

Our curriculum centres itself around our vision for the EYFS, the Characteristics of Effective Learning, Development Matters and the Early Years Statutory Framework 2024 which underpin how best children learn and the progression of skills needed to support children achieve the Early Learning Goals at the end of Reception. We provide a careful balance of child-initiated, adult-initiated and adult-led learning so that children can engage in a balanced curriculum, which includes focused planned teaching sessions as well as spontaneous learning opportunities. In addition to our teacher led session, continuous provision and enhancements offer the children enriching learning opportunities throughout their day.

In our Nursery, our curriculum is focused around high-quality key texts that are of relevance to the age and stage of the children and our EYFS long term plan reflects this. Adult-led teaching/activities and enhancements within the provision provide opportunities for all our children to develop in both the prime and specific areas.

In Reception, our curriculum is also centred around Characteristics of Effective Learning and Development Matters. We follow a long term plan and provide a timetable of discrete teaching (Phonics, handwriting, Maths, English, Circle time, topic time, P.E and Music) as well as own learning time during continuous and enhanced provision times.

Learning begins in EYFS and our well-planned curriculum ensures that we are able to adapt our curriculum accordingly, considering our children's strengths and weaknesses and identifying and meeting any learning "gaps" that still remain following Covid and making any adaptations needed to support our children with SEND.

The development of pupils' vocabulary and reading are fundamental across the school and we prioritise this in the EYFS too, promoting and modelling rich vocabulary by all adults whether it is topic-related or conversational. We use floor books to record and celebrate the rich vocabulary used by our children at that moment. All our children have the opportunity to explore a range of fiction and non-fiction stories each day where they are read to children with enthusiasm and are encouraged to participate in and engage in all aspects of reading these texts (for example, predicting what the story is about, retrieving newly learnt information from the text, clarifying what some words mean to describe different characters and talking about the illustrations too.) In Reception in addition to this, we also teach phonics sessions daily, hear children read 1:1 and provide interventions for phonics and those identified as our daily readers. Children's reading books are closely matched to their phonic ability and we welcome and value our parents who come in to hear our children read too.

## Implementation

### Transition into Nursery

Children from the age of 2 are able to join Alverton Woodland Nursery.

Parents receive a guided tour of the facilities and are given a welcome pack and information to support their child settling in. They are signed up to the FAMILY app which enables parents to have additional virtual access to their child's care and record of development from day one of starting in nursery.

Settling in sessions are bespoke to each child and family.

'Foxes' Room is for children aged 2-3 years and is staffed by qualified nursery practitioners who are responsible for planning and assessment and provide a rich and stimulating environment for the children in their care. When children are ready after their 3rd birthday they transition into our Pre-School room.

'Little Owls' Room is for children aged 3 and 4. The Nursery teacher is responsible for the day-to-day running of the Pre-School room and is supported by two nursery room leads and a team of qualified nursery practitioners.

### Transition into Reception

Parents receive notification that their child has been allocated a place by our admin team and a welcome letter is sent on behalf of the school by the Headteacher and Head of Early Years. Parents receive a pack which includes a welcome booklet, uniform orders and any other relevant documents. A parent induction evening and tour of the Reception classroom environment is an opportunity for new children and parents/carers to see their new classroom and meet their teacher and fellow peers. Teachers visit feeder settings to see children in their familiar surroundings and to speak with nursery staff about the children. Three induction sessions are held in the summer term for new children to attend as part of our "stay and play" sessions and they are given a booklet with pictures of their teacher, their classroom and things they will need to bring with them on their first day. Our website is also populated with pictures and information. We offer additional support for families with EAL (e.g. offering support with filling out the registration/uniform ordering forms, clarifying the stages of the school transition process)

In September, individual parent consultations are held during the first three days. Small group staggered phased starts supports our induction. This is carefully planned to support all our children and particularly those with SEND who may need a bespoke phased start.

### Engagement and Involvement of Parents

Within the first full week, parents will be sent out the link to access their child's FAMILY account and, from then onwards, every Friday they will be sent a weekly class newsletter. It will contain details of the learning from the week as well as photos and key information to support their child's learning or events taking place in school. The class teachers will be present as the children come in each morning and at the end of day handover so that parents have consistent communication with our class teachers.

In the Autumn term, we will hold two parent phonics workshops as well as face to face 1:1 parent consultations.

We invite parents to attend any whole school events for parents throughout the year (Harvest Festival, Christmas/Summer Fair, coffee morning with FOAS etc). We ask parents to offer their time to support with hearing our children read within the school day and to act as an additional adult on school trips/visits.

## **Baseline Arrangements**

Nursery - Information is shared as part of transition between “Little Foxes” and “Little Owls” when children move up internally within the nursery rooms. Baseline data at the end of the Autumn half-term is collated from a mix of adult-led activities and observations. This informs future planning and highlights those in need of intervention support or a referral for external SEND support. This is recorded on an internal assessment tracker document and is shared with the Head of Early Years and SLT during our pupil progress meetings.

Reception - information is gathered from the Nursery and additional feeder settings during visits and from parents at consultation meetings.

We complete the statutory Reception Baseline Assessment within the first six weeks of the Autumn term as well as our own internal baseline assessment. Our internal baseline assessment includes a mix of adult-led activities and observations that give us a more in-depth and accurate picture of where the children are. This takes place during the first six weeks and quickly identifies children who are in need of intervention support. This baseline data is recorded on an internal assessment tracker document and is shared with the Head of Early Years and SLT during our pupil progress meetings. It is also used to inform future planning, groupings, intervention and resources needed to support the needs of our cohort (strengths, interests, barriers), the lowest 20% children within it, those with SEND and those who are eligible for the Pupil Premium.

## **Arrangements for Quality Assurance of Baseline**

Head of EYFS moderates the delivery of the RBA by Reception teachers.

Head of EYFS and Deputy Head compare baseline entry data with Nursery end of year data.

## **Approaches to Developing Early Language Skills, including Phonics in Nursery**

Planning is centred around high-quality texts that include traditional tales, modern classics and children’s interests. The planned stories on the long term plan may sometimes vary to fit around the current interests and engagement of the children within the cohort or even the wider world events or sudden change in weather!

A range of adult-led and child-led activities link to the focus text and the seven areas of learning. We focus on learning the stories/key phrases by heart, modelling and immersing the children in a range of rich vocabulary and giving time for children to develop a love and in-depth knowledge of the characters, plot and sequencing of the stories so that they can recall, predict and memorise them. This supports them to really engage in a range of stories and the language and vocabulary that comes with it, building up a bank of stories they know and love to revisit.

Adults model vocabulary linked to the children’s learning as well as conversational vocabulary linked to the transitions within the day and their stage of communication and language.

Pre-School participate in daily Little Wandle ‘Foundations for Phonics’ sessions where they are taught phonemic awareness and oral blending every day to build children’s focused listening and attention. These short sessions introduce the picture cards and involve short games and activities. When children from the toddler room move up to preschool in January, they separate during these sessions and engage in singing nursery rhymes and letter and sounds phonics phase 1 games and activities. This enables our children to have the best start in their phonics journey as they move to reception to continue with their phonic development.

## **Approaches to Developing Early Language Skills, including Phonics in Reception**

Little Wandle Revised Letter and Sounds is a rigorous and systematic phonic scheme that is used across EYFS and KS1. Our EYFS teaching staff are trained to deliver the Little Wandle programme including the interventions and assessments. Reception children participate in daily whole class phonic sessions and those identified needing catch-up will attend 1:1 or small group Little Wandle intervention sessions each day at an alternative time. All EYFS children are assessed at the end of each term in line with the Little Wandle assessment schedule and this clearly informs adults of those who are not making expected levels of progress and therefore need intervention support. Parents are invited to attend parent phonics workshops in the autumn and spring term so that they have an understanding of how to support their

children with their reading, especially at the early stages when they are pronouncing sounds and blending. All EYFS staff across Nursery and Reception participate in in-house CPD and informal lesson observations of Little Wandle sessions so that all our EYFS staff are aware of the progression in Phonics and how Little Wandle is used to facilitate it.

Every child in Reception will read at least once a week 1:1 with an adult and teachers ensure that their reading books are carefully matched to their current phonic phase. A rigorous book system enables children to move onto books that are progressive as they move on in their phonic learning. Children who are reading below expected levels or who are not making expected levels of progress join our daily readers intervention where they will read with an adult daily.

This is in line with our whole school approach where confidence and fluency in reading are prioritised in all year groups and we actively encourage a love of reading; the EYFS and Key Stage 1 ensure that children obtain the phonics, reading and communication skills needed to access the curriculum as they progress further through the school and we ensure that we address any gaps in pupils' reading skills.

In the Autumn Term, topics/activities are planned to ensure children are given lots of opportunities to talk about themselves, their families, likes and dislikes. This gives them the confidence to talk and use language to communicate and interact with their new peers. Adults support vocabulary and language throughout all their interactions with the children, scaffolding where needed and using questioning to extend the children's use and understanding of vocabulary and language. Daily reflection times give the children an opportunity to talk about the own learning they have just experienced and Show and Tell sessions give children the chance to be proud and excited to verbally share things that are important to them, listening to each other and interacting with questions and comments.

1:1 support is given to children who need additional support with their speech and language. This is delivered by our specialist Speech and Language TA as 1:1 structured sessions. Throughout the week, children are also given specific support tailored to their stage of language development and any children who have specific speech and language targets that have been set by the external speech and language team, have intervention support by EYFS staff.



Averton EYFS



Key Texts Long Term Plan 2024–2025

	Autumn		Spring		Summer	
	<b>"F" is for family, friendships, feelings and special festivals</b>		<b>"O" is for Our World and Other Places</b>		<b>"M" is for Mini beasts, Maps and Moving on</b>	
	Building relationships	My feelings	The world outside	Watch me grow	What is in the garden?	What lives in the sea?
Little Foxes (2-3)	Dear Zoo Barry the fish Room on the Broom	Gruffalo's child Nativity Story	We're going on a bear hunt Oh Dear Old MacDonald	A squash and a squeeze. Edd's Egg	Runaway Pea Superworm	Ten Little Pirates Singing Mermaid
Little Owls (Pre-school)	You choose Super Duper You My pet Goldfish Will you be my friend? The Three Pigs We're going on a leaf hunt	Hug / Elmer The Gingerbread Man Stick man We're going on a sleigh ride Nativity Story	The polar bear and the snow cloud It was a cold, dark night Owl Babies The Tree Billy Goats Gruff	Goldilocks and the three bears One Little frog The Odd Egg We're going to the dentist	The Hungry Caterpillar William Worm The Enormous Turnip	Rainbow Fish Look what I found at the seaside!
	All about me!	Let's celebrate!	Hot and cold climates	Oh the places we will go...	My garden and beyond	Under the sea
Kittiwakes and Curlews (Reception)	Starting School My Class is a family Titch Rosie's Walk Tree	Colour Monster The Little Red Hen The Christmas Story	The Emperor's Egg Polar bear, polar bear what do you see. Penguin/polar bear non-fiction books Rainforest animals Rumble in the jungle	Little red riding hood Jack and the beanstalk Castles and dragons George and the dragon The egg drop	What the ladybird heard Minibeast non-fiction books	Commotion in the ocean Mister Seahorse

### **Approaches to Building Vocabulary**

Vocabulary is one of the areas of focus across the whole school on our school development plan. All staff are aware of the need to promote, model and teach vocabulary on a daily basis to our children to support their vocabulary development. We celebrate all the vocabulary used in our floor books so that we can look back on our vocabulary learning journey across the year. We explore vocabulary as part of our daily VIPER reading sessions and throughout the day, where opportunities arise, staff promote new vocabulary and consolidate the use of newly learnt vocabulary whilst engaging in an activity or in conversational opportunities too.

Reading and writing opportunities, engaging environments and resources across all the areas inside and outside promote children's use of a rich vocabulary throughout their learning. In whole class story time or VIPER sessions, as we read or reflect on a text/song/nursery rhyme, we explore specific parts of the text and engage in activities that may include sounding out words, talking about their meaning, finding alternative words, using inference, recall, prediction, explanation and comprehension linked with our whole school VIPER comprehension approach. As well as having a book corner with books that are changed each term, to add variety and spark interest, we also have a basket of texts that link to our topic both fiction and non-fiction. We vary between children choosing the texts for our story time sessions and the teacher preselecting a text that will support or enhance the children's development across all areas, or in line with calendar or current events that are relevant to what our children are experiencing. This all contributes towards our aim to promote a love for reading.

### **Approaches to Building Early Mathematical Skills in Nursery**

Daily routines include rote counting, counting songs and rhymes, counting of things that cannot be moved and number recognition. Children estimate and look at numerical patterns.

In our Toddler room, some maths-related activities are planned or linked to the key text or timely events in the calendar. Our continuous provision always allows for opportunities for discrete maths teaching and for children to explore activities which may encompass some maths skills and development as part of the engagement in that area of provision. In our Pre-School room, discrete maths sessions are taught in small groups, linked to their stage in their maths development and in line with the Development Matters and our long term maths progression plan. Concepts are shared through books, rhymes and practical activities. Practical maths activities and games that link to the concept being explored are available for the children to access freely within continuous provision too.

Numbers are displayed in the environment in different places and children have free access to a wide range of flexible resources which cover lots of mathematical concepts and opportunities for child-led, open-ended maths learning.

### **Approaches to Building Early Mathematical Skills in Reception**

Discrete maths sessions are taught every day and small group activities follow the teaching input as well as linked activities as part of continuous provision. This supports them to regularly revisit, practise and apply these crucial early maths skills so that they become embedded and fluent.

Reception children participate in daily morning Maths "quick facts" activities which are designed to support the development of the mental fluency skills that underpin much of the mathematics curriculum. We also follow and incorporate the NCTEM six key areas of early mathematics learning, which collectively provide a platform for everything children will encounter as they progress through their maths learning at primary school.

Cardinality and Counting  
Comparison  
Composition  
Pattern  
Shape and Space  
Measures

Maths resources and an interactive maths display area are freely available for children to access and use themselves during their own learning. This is not only exclusive to only our maths area as we ensure there are maths resources available to access within other areas of provision too. For example, opportunities to explore capacity within our sand/water area, problem solving in our construction areas, our start of the

day board encourages counting, time sequencing through our morning songs linked to the days and months and our daily transitional songs include counting forwards and backwards too. There are many other example of this and children's voice which we record and celebrate in our Maths floor book. For example, in a maths adult-led input, a child stated "I noticed that when 1 jumped onto 2, it equalled 3".

Practitioners are skilled at using questioning and provoking sustained thinking around maths and problem solving not only within the discrete maths sessions but when opportunities arise through the day.

Children are actively encouraged to mark make as part of their maths development and opportunities and resources are provided to support maths mark making and recording within any area of their learning environment.

### **Approaches to All Other Early Years Teaching in Nursery**

Nursery teaching is focused around high quality key texts linked to our long term plan. From this we ensure that all areas of provision are well resourced with plenty of enrichment opportunities to support children's development in both the prime and specific areas. Alongside this, we want all children to have the opportunity to follow their own interests and own lines of inquiry. We ensure that children are well supported by adults as they explore and discover for themselves. Our environment is key to providing our children with meaningful learning experiences. Independence and resourcefulness are encouraged by making resources available to the children all of the time. This way, they are able to select and use resources independently, find what they need to extend their play, taking responsibility and ownership by learning where everything goes and by helping to put things away at the end of the sessions as part of our daily routine. There is also flexibility to adapt our curriculum to meet the current interests and / or needs of the cohort of children at that time, should it enrich and or support the children's development.

In addition to planned adult-led and child-led learning based around the key texts and seven areas of learning, children in Foxes Room (Toddler 2-3) are supported to separate from their carers, form relationships with others and begin to self regulate their feelings and emotions. They have open access to an indoor and outdoor learning environment which is stimulating, well-resourced and enhanced with engaging activities. Learning and enhancements can also come directly from the children's own interests, and playful opportunities to extend children's understanding through stories, sensory experiences and real life experiences are readily taken.

In Little Owls Pre-School room, learning is planned around a key text, usually lasting about two weeks. Early reading and writing opportunities are planned alongside exploration of mathematical ideas and concepts that link to the story, as well as activities that link to PSED, UTW, C and L, PD and EAD. The planning links to an overview long term plan to ensure progression of skills are covered and incorporated. There are also lots of additional enrichment opportunities within the planning that link in with our outdoor woodland setting, our school calendar, seasons and the wider world as well as opportunities for one-off events where visitors are invited into the Nursery or we embark on a trip experience. Children are encouraged and supported to follow their own interests and the classroom and outdoor areas are well-resourced and equipped to enhance and extend the children's play. We also make use of our community room as a space for our group sessions and our sensory room for any children who benefit from a sensory break.

### **Approaches to All Other Early Years Teaching in Reception**

We follow a topic approach where short topics are planned around knowledge and understanding of the world, giving children the opportunity to learn about themselves and others, our local area and the wider world, seasons, changes, people and jobs around them and events in the calendar. The topics are relevant and within their context of understanding so that the children are able to actively access and engage in their learning. They explore their surroundings, use all of their senses and are actively encouraged to ask questions so that the children's own lines of inquiry can be followed. We want our children to be enthusiastic and inspired learners, taking the day's learning home with them and then bringing things from home that link to what they have been doing at school not because we have asked them, but because they have initiated it themselves. Some of our planned learning includes visitors coming into school, trips, one-off wow days, a special reward time and links with whole school events. For example, once a term, we spend an afternoon sitting around the campfire, talking to each other, singing songs, sharing a story, talking about the fire in terms of safety, sharing words to describe what we were experiencing linked to our senses and enjoying eating toast that we had cooked. So much is gained from this experience and taps into so many developmental areas of learning.

Planning across the EYFS is sequenced and progressive, building on prior knowledge and acknowledging future learning. We want our whole curriculum to be an enriching and positive memorable experience that can be built on when children move into Year 1 and beyond. For example, when we are teaching an adult-led session, e.g. about toys from the past, we will also introduce it as part of History; and in an activity that involves observing and exploring ice melting, we will tell the children it is part of a subject called Science, so that children are getting used to the subject names ready for Year 1.

The ‘Golden Thread’ which runs through our whole-school curriculum is that: “we endeavour to give the children the academic knowledge, skills (especially reading) and cultural capital they need to allow them to progress confidently onto their future learning and into the world”.

Children have Own Learning Time where they are encouraged to think about what they want to do, what they want to use, where they want to do it and who might be involved with them. Children are confident, empowered and motivated in their own learning because they see that it is valued. Their efforts are celebrated in reflection sessions and, where it lends itself, children are encouraged to think of ways to improve their work through extended questioning and positive critique. Children do not have traditional “break” time with the rest of the school so that the flow of learning is not interrupted.



**EYFS Long Term Plan**  
**2024 - 2025**

	Autumn		Spring		Summer	
	"F" is for family, friendships, feelings and special festivals		"O" is for Our World and Other Places		"M" is for Mini beasts, Maps and Moving on	
Little Foxes (2-3) Little Owls (Pre-school)	Building relationships 	My feelings 	The world outside 	Watch me grow 	What is in the garden? 	The seaside 
Kittiwakes and Curlews (Reception)	All about me! 	Let's celebrate! 	Hot and cold climates 	My interests 	My garden and beyond 	Under the sea 

**Continuous Provision in EYFS**

Our outdoor settings in both Nursery and Reception offer a unique opportunity for children to learn and play within an enriching environment both inside and outside everyday. Continuous provision is planned for each week in line with the prime and specific areas of learning in mind, the interests of the children and the next steps of individual children and the overall needs and abilities of the current cohorts. Our EYFS staff are all involved in this and are constantly reviewing and incorporating their ideas, adapting the continuous provision to suit the ‘now’ in children’s development. The areas are visually engaging, well organised, safe and inclusive, ensuring everybody can access the opportunities within them. Adults who engage in these experiences with children use questioning to extend thinking, develop vocabulary and promote development. They may also use modelling where necessary to support and extend the learning if it is relevant or necessary.

## Timetable

Toddler Room	Pre-school Room	Reception
Little Foxes	Little Owls	Kittiwakes and Curlews
Settling in Storytime Free flow play Social time focus groups Snacktime Free flow play Healthy Movers or singing Storytime Lunchtime Free flow play/Sleep time Healthy movers or singing Snacktime Storytime	Self registration Free flow play Carpet time (morning songs) Teaching Input (Story based) Group sessions/Snacktime Free flow play Phonics/Singing/Story Lunchtime Free flow play Circle Time or PD Group sessions Snacktime Storytime	Morning Activity/self register Registration/start of the day board Phonics Own Learning (Reading 1:1) Teaching Input (Literacy) Snack Own Learning (Focus group) Reflection Time/ Handwriting group VIPER Lunchtime Teaching Input (Maths) Own learning (Focus groups) Reflection Time Circle Time (Topic related) Show and Tell/Story

## Approaches to Supporting Disadvantaged and SEND Pupils in EYFS

Quality first teaching enables children to access differentiated learning.

Children are identified early through our baseline assessments and support is put in place through interventions, targeted support and working with outside agencies. (e.g. FSW, EY Area SENDCO, Ed Psych etc)

Good communication between staff ensures that every member of staff is aware of the needs of all the children in their setting. Our rigorous EYFS specific induction ensures new staff joining the team mid way through the year are up to date with relevant policies and procedures and have the knowledge of all the children and their current needs prior to working with them.

In Nursery we all ensure we know the needs of all our children but we also adopt a key person system (3.34 Early Years Statutory Framework 2024) which allows staff the opportunity to support specific children with their developmental journey, observing and recording their developmental progression, focusing on activities to support their next steps and communicating with parents via our FAMILY app their learning journey and milestones of achievements across the prime and specific areas of development. This gives parents reassurance knowing their child has a named key person and is someone who they can communicate with during parent consultations and via FAMILY observation posts. They also support parents engage with more specialist support if appropriate (e.g. EAL parents filling in forms for school applications, SEND support, links with Family Support Workers or Health Visitors)

The Head of EYFS and Nursery Lead work closely with the school and Nursery SENDCO to forge close partnerships with parents so that they can signpost parents to further support or help.

The school and nursery SENDCO organise meetings with parents and external agencies to access, plan and implement support for children who have SEND in EYFS at the earliest stages. We also provide support for children who are disadvantaged.

Children who are identified as at risk of not making progress or not reaching ELGs are identified and are supported with interventions individually or within a small group, in a way that is accessible and appropriate to their need or situation.

Our in school specialist Speech and Language TA works individually with children.

Strong communication between the Head of EYFS, reception and nursery staff and the nursery and school SENDCO all supports the transition between pre-school and reception for children who are disadvantaged or have SEND.

Staff CPD training includes at least one SEND EYFS training session per year in addition to whole school SEND CPD training. There are further opportunities on an individual level as a target outcome of some of the staff's performance management and supervision meetings and own staff target setting.

Whole-school initiatives, approaches and resources are used to support all our EYFS disadvantaged children or children with SEND.

### **Personalised Approaches**

Children needing additional or different approaches to learning are identified early as part of our baseline and early links and communication with parents. This need is also often identified through practical observations, spending time with our children and getting to know them whilst playing alongside or with them. As well as working closely with parents, targeted interventions or more adult-initiated time with the child may be required to support their development and level of progress.

Following Covid-19, we increased our focus on supporting children's development in the areas of Communication and Language and PSED as well as working closely with parents to support them, support their child at home with local network links, groups, activities to do with their child at home and parent workshops. This links to our whole-school priority of children's mental and physical health and wellbeing.

Within our day at nursery or school, we strive to provide enhanced opportunities to support children in the Communication and Language, PSED and Physical Development areas of learning. This may be through our snack times, conversational language, using visuals to support the timetable so children know what is happening as part of the routines, modelling language and conversation during lunchtimes and throughout play, modelling turn-taking and sharing as well as encouraging listening in circle time activities and within social contexts. Our environment and the resources we provide support both open-ended and child-led fine motor and gross motor development.

### **Development of Staff Expertise**

Every member of staff within the EYFS team takes part in the whole-school Performance Management cycle. The one target links with the whole-school development plan and the Nursery/EYFS action plans and the other is derived by the member of staff, using a self reflection toolkit and their own CPD aspirations. A reflective and proactive approach to improving teaching and learning is fostered through regular communication and staff meetings. The EYFS staff attend staff training sessions throughout the year based on the EYFS Curriculum, EYFS Statutory Framework, safeguarding, SEND and school priorities. Further training opportunities are provided to support individualised staff development too as well as attending safeguarding, paediatric first aid and other statutory training.

### **Leadership of Early Years**

The Head of Early Years leads the performance management cycle for the reception teachers, nursery lead and deputy lead. All teachers performance manage their own support staff. The nursery teacher, nursery lead and nursery deputy lead performance manage the nursery SENDCO and nursery staff.

The Head of EYFS collates and analyses all EYFS data submitted through the year as part of the pupil progress meetings led by the SLT. It is collected on entry, at the end of the Autumn term, mid year in Spring and in the summer term (Reception - for the EYFSP at the end of June). The Head of EYFS analyses the entry data and has discussions with the teachers and room leads, forming an action plan from this in line with the whole school development plan. The new year EYFS action plan aims are shared with the whole school and nursery staff at the first staff training day for the new academic year.

The Head of EYFS oversees the curriculum for Nursery and Reception as well as leading in-house training.

The Head of EYFS is part of a small local EYFS cluster group, has links with the Early Years Cornwall Council team, Early Years South West Stronger Practice Hub, the National Early Excellence and the TPAT EYFS Leads team where any training, relevant documents and new initiatives are shared with our EYFS staff where necessary.

The Head of EYFS is part of the SLT and meets regularly with the EYFS Link Governor.

The Head of EYFS is undertaking the NPQEYL programme.

### **Safeguarding Arrangements**

The EYFS adheres to the requirements set out in the Early Years Foundation Stage Framework (4th January 2024) and the whole school procedures for safeguarding, paediatric training and welfare arrangements. The Head of EYFS, reception teacher, nursery lead and deputy and nursery SENDCO are qualified Level 3 in safeguarding. All other staff who work in the setting are trained Level 2 in safeguarding. The EYFS have protocols for drop offs and pick-ups ensuring all children are safely delivered to their parent/carer at the end of sessions or the day.

All EYFS staff are all paediatric first aid trained (3.31 Early Years Foundation Stage Framework (4th January 2024)). Our Nursery has been awarded Millie's Mark.

All accidents are reported in line with whole school policies and procedures and in relation to the statutory requirements set out in the Early Years Statutory framework 4th January 2024.

### **Transition from Reception to Year 1**

In the EYFS, children are encouraged to be as independent as possible in their learning by accessing the resources they need for themselves and following their own lines of enquiry. Their learning is carefully scaffolded through the sensitive intervention of questioning by adults in the setting as well as through adult-led and directed activities.

Children in Key Stage 1 need the chance to build on best practice experienced in the Early Years Foundation Stage, which carefully balances adult directed tasks with learning that children initiate and develop themselves. We want our children to experience a smooth and effective transition so that pace and quality of learning is maintained to ensure that excellent progress is made by all children.

During transition into Year 1 in the autumn term, lessons will be flexible to ease the children into the new more formal curriculum of Year 1. Children in Year 1 will still have the opportunity to develop personal independence, independent learning, the ability to choose activities and resources and their decision-making skills. They will work towards the appropriate targets for their stage of development.

Transition is based upon the information from the Foundation Stage staff with regards to the children's needs and interests. There are opportunities for children to meet their new teacher and visit their new class in the summer term so that the beginning of the autumn term is both exciting and familiar.

Where certain sessions are taught discretely, such as phonics, maths, reading, RE, PSED, PE etc, we mention the Year 1 subject names and how their current learning will extend into the next year.

Transition simply aims to move the children from the EYFS to KS1 as smoothly as possible whilst maintaining motivation and providing challenges to move the children's learning forwards.

### **Nursery and Reception Wrap Around Care**

The nursery offer wrap around care for nursery aged children attending Alverton. Breakfast club opens at 8am until 9am where parents have the flexibility to drop their child off around the school drop off time but before the nursery 9am morning session start time. At breakfast club, children are offered a range of healthy breakfast food options and are based in their toddler or preschool room settings where they can engage in free flow play. At 3pm, children who remain in the nursery continue to access the free flow play. Wrap around care starts at 4pm until 6pm with the option of booking a late tea meal which is a healthy hot meal option. Children in Little Foxes transition into the preschool room around 4:30pm to join the wrap around preschoolers. Parents have the flexibility to book their child in to breakfast club and after school wrap around everyday all year round. The nursery is open 8am until 6pm all year except two weeks at Christmas and one week during August.

Alverton School offer breakfast club from 7:45am for all school aged children and after school club from 3:15pm until 5:15pm. After school clubs run throughout the year and these include clubs led by teaching staff and DT Coaching. Our before and after school care meets the requirements set out in 3.50 Early

Years Statutory Framework January 4th 2024 for reception aged children who attend breakfast and after school club.

## Impact

The EYFS provision at Alverton spans from a child's second birthday until they are five.

The EYFS team show dedication, passion and enthusiasm for Early Years development and children build strong and positive relationships with adults. This enables all children to be happy, inspired, feel safe and enjoy their very first experiences of nursery and school at Alverton. Staff in the EYFS are well supported and there is a continued drive by all for excellence in the EYFS.

The Head of Early Years, EYFS teachers, nursery leadership and nursery / school SENDCO work in partnership to ensure that children who need additional support or access to services (e.g. Early Help Hub) are quickly identified so that support can be put in place for them and their families.

Staff are knowledgeable about early years child development, planning, progression and delivering opportunities for the children, pitched at the appropriate level with challenge to extend their development.

The Head of EYFS ensures that the curriculum is progressive and sequenced, addressing whole school priorities and the needs and abilities within the current cohorts. Regular time spent between the nursery and reception classes, learning walks, action plans, support from SLT, network links and CPD ensures that the Head of EYFS is fully immersed in her role, leading a very good early years practice who continue to review and reflect on their practice and setting.

The percentage of children who reach their GLD at the end of Reception is usually in line with the national average.

The embedded Phonics teaching and intervention across Nursery and Reception creates strong foundations for phonics for children in year 1 and beyond.

Children continue into Year 1 with firm foundations and a love for learning.

Parents are involved with their children's learning journey from the very beginning of their time at Nursery. Focus child meetings and parent consultations ensure that parents are made aware of exactly what their child's strengths are and what areas they need to support their children in so that they can achieve their full potential. Links with the local community are strong and we are proud to host community parent workshops and external community projects in our nursery setting.

Early Years is not only the foundation for child's learning but their first experiences of education. It is critical that this is a positive and enriching experience, creating strong relationships between children, parents and staff from the very beginning. Our vision and curriculum offers opportunities to become curious, take risks, learn new things, explore and happily create, happens in our EYFS settings and gives children the confidence and ability to dream big and strive to achieve their dreams, building on the foundations that we have provided for them at Alverton.

