



## EARLY YEARS STRATEGY for 2022-2023



### Intent

#### Vision

At Alverton we want every child's first experience of Nursery, Pre-School 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 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 the Characteristics of Effective Learning and Development Matters, which underpin how 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 sessions, 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 children to develop within the seven areas of learning from Development Matters.

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 topic time, P.E., Music) as well as continuous and enhanced provision times.

Learning begins in the 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.

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, using word walls to encourage and celebrate vocabulary and immersing the children in a range of fiction and non-fiction stories each day where they are read to children with enthusiasm and opportunities for children to participate in and engage in. 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 ability and we even have a real rabbit in our reading corner that the children love to read with!

## 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. They are signed up to the Family App ensuring that they have virtual access to their child's care and education from day one of starting Nursery.

Settling in sessions are bespoke to each child and family.

"Little 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 are transitioned into the Pre-School room by the Nursery staff.

"Little Owls" Room is for children aged 3 and 4. By January there are often two cohorts of children operating in the same space. The Nursery teacher is responsible for the day-to-day running of the Pre-School room and is supported by the Nursery Manager and a team of qualified nursery practitioners.

### Transition into Reception

Parents receive notification that their child has been allocated a place by the County admissions team and a welcome letter is sent on behalf of the school by the Headteacher and EYFS Lead. Parents receive their pack which includes welcome booklets, uniform orders and any other relevant documents through the post. A parent induction evening and Cafe Day are opportunities for new children and parents/carers to visit the classroom environment and meet their teacher and fellow peers. Teachers visit feeder settings to see children in their familiar surroundings. Four induction sessions are held in the summer term for new children to attend. The website is populated with pictures and information.

In September, individual parent consultations are held during the first three days. Small group staggered phased start supports induction.

### Engagement and Involvement of Parents

Within the first full week, parents will be sent out the link to access their child's Tapestry 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.

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

We invite parents to attend any whole school event 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 setting. 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. This is recorded on an internal tracker that is shared with the EYFS Lead and the Deputy Head.

Reception - information is gathered from the Nursery and additional feeder settings on 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 our own tracking system using a red/amber/green coding system. This information is shared within our EYFS team and the Deputy Head and informs future planning, groupings, intervention and resources needed to support the needs of our cohort (strengths, interests, barriers), the lowest 20% children within it and those with SEND.

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

The EYFS Lead moderates the delivery of the RBA by Reception teachers and compares baseline entry data with Nursery end of year data. This is discussed with the Deputy Head.

### **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 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 really engage in a range of stories and the language and vocabulary that comes with it.

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

The Pre-School participate in whole class and group phonics sessions based on Phase 1 of Letters and Sounds and group activities. By the summer term, children who are transitioning to school in September are separated from those that will remain at Nursery for another year. This enables teaching to be tailored to the cohort and begins to include letter recognition as well as phonics games.

### **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. All FS2 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 as needing catch-up will take part in 1:1 or small group Little Wandle intervention sessions each day in the afternoon. 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 Phonics workshops in the Autumn 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 lesson observations of Little Wandle sessions so that Nursery 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 twice a week 1:1 with an adult and 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 system 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 their own learning 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. Children are given specific support tailored to their stage of language development.

#### Alverton EYFS

#### Key Texts Long Term Plan 2022-2023



	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 Room on the Broom	Barry the fish with fingers Gruffalo's child Nativity Story	We're going on a bear hunt. Goldilocks	A squash and a squeeze. When I grow up.	William worm Superworm The Hungry Caterpillar*	Ten slishy splashy fish Snail and the whale
Little Owls (Pre-school)	You choose We're going on a bear hunt We're going on a leaf hunt	Little Red Riding Hood Stick man Nativity Story	It was a cold dark night Owl Babies The Elves and the Shoemaker	The Three Billy Goats Gruff One Little frog We're going to the dentist	The Hungry Caterpillar* Oliver's Garden The Enormous Turnip	Rainbow Fish Look what I found at the seaside!
	All about me!	Let's celebrate!	It's cold outside	Life Cycles	My garden and beyond	Under the sea
Kittiwakes and Curlews (Reception)	Starting School My Class is a family The great big book of families Three Little Pigs	Colour Monster Elmer The Little Red Hen The Christmas Story Dear Father Christmas	The Emperor's Egg Polar Bear Handa's Surprise	Farmer Duck All about Ducks Jack and the Beanstalk	The Hungry Caterpillar* What the ladybird heard The Train Ride	Commotion in the ocean Sharing a shell

The Hungry Caterpillar is going to be a one-off unit where we all engage in the same story across EYFS and come together at the end of the unit for a collaborative event. The unit will show progression of skills and will celebrate learning from toddler to preschool to reception.

#### Approaches to Building Vocabulary

Vocabulary has been identified as an area 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. Reception have a pirate "Steal the Word" wall to encourage children to want to use vocabulary that is challenging and a new discovery to them. 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 have a word of the week that promotes new vocabulary and usually links to our current PSED development.

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 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 VIPERS 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. We vary between children choosing the texts for our story time sessions and the teacher pre-selecting 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. Pre-selected texts are part of our planned dialogic book talk and chosen 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, maths-related activities are planned or linked to the key text or timely events in the calendar. In our Pre-School room, discrete maths lessons are taught three times a week and, on the other two days, follow-on maths activities are led by an adult, ensuring all children have access to the maths input and learning each week. 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. Our maths planning, teaching and activities link to Development Matters to ensure progression of skills are covered across all of EYFS.

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.

### **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 Maths “quick facts” activities which are designed to support the development of the mental fluency skills that underpin much of the mathematics curriculum. We are also mindful of the 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 goes beyond just our maths area but also 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 within their learning environment.

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

Our Nursery teaching is focused around high quality key stories. From this we ensure that all areas of learning are incorporated and that there are plenty of enrichment opportunities planned and delivered around the key texts. 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 an adults as they explore and discover for themselves. Our environment is key to providing the 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 and 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.

In addition to planned adult-led and child-led learning based around the key texts and the seven areas of learning, children in Little Foxes Room 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 story, 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. 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.

### 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, 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, the classes had both filled their reward gem jars in line with our class reward system and enjoyed 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 came from this reward experience and tapped 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 as the children move into Year 1 and beyond. When we are teaching an adult-led session, for example about toys from the past, we will also introduce it as part of History or that observing and exploring ice melting 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".

#### EYFS Long Term Plan

2022-2023



	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>	
Little Foxes (2-3) Little Owls (Pre-school)	Building relationships 	My feelings 	The world outside 	Watch me grow 	What is in the garden? 	What lives in the sea? 
Kittiwakes and Curlews (Reception)	All about me! 	Let's celebrate! 	Wintery Days 	Life Cycles 	My garden and beyond 	Under the sea 

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.

### **Continuous Provision in EYFS**

Our outdoor settings in both Nursery and Reception offer a unique opportunity for children to explore within an enriching environment both inside and outside everyday. Continuous provision is planned for each week with the seven areas of learning in mind as well as the interests of the children and the 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 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 Snack Free flow play Healthy Movers or singing Storytime Lunchtime Freeflow/Sleep time Healthy movers or singing Snack Storytime	Self registration Carpet time (morning songs) Teaching Input (Story based) Own Learning Snacktime Phonics or Maths group input Own Learning Storytime Lunchtime Circle Time Own Learning Snacktime Phonics or Maths activity (older children only) Own Learning Storytime	Reading stories/self register Registration/start of the day board Phonics Own Learning (Reading 1:1) Teaching Input (Literacy) Snack Own Learning (Focus group) Disco Dough (Handwriting group) Reflection/Story Lunchtime Teaching Input (Maths) Own learning (Focus groups) Reflection Circle Time (Topic related) Show and Tell/Story

### **Approaches to Supporting Disadvantaged Pupils and Pupils with SEND in the 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 and targeted support.

Good communication between staff ensures that every member of staff is aware of the needs of the all children in their setting.

In Nursery, a key person system is used which allows staff the opportunity to really know their children, not only their developmental level but their likes, dislikes and their characteristics too. 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 observations.



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

The school and Nursery SENDCos organise meetings with parents and external agencies to access, plan and implement support for children with SEND in the EYFS.

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 specialist Speech and Language TA works individually with children.

Communication between the EYFS Lead, Nursery and school SENDCos supports 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.

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 this is 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 basic skills and meeting any learning 'gaps' as well as having a whole-school priority of children's mental and physical health and wellbeing.

We strive to provide enhanced opportunities to support children in the Communication and Language and PSED 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.

### **Development of Staff Expertise**

Every member of staff within the EYFS team takes part in the whole-school Performance Management cycle. The targets link with the whole-school development plan and the Nursery/EYFS action plans. A reflective and proactive approach to improving teaching and learning is fostered through regular communication and staff meetings and the EYFS staff attend six staff training sessions per year based around the EYFS curriculum, 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 EYFS Lead performance manages all teachers on the team as well as the Nursery Manager. All teachers performance manage their own support staff. The Nursery Manager performance manages the Deputy Nursery Manager, room leaders and the Nursery SENDCo. The Nursery room leaders performance manage their nursery staff.

The EYFS Lead collates and oversees all EYFS data. It is collected On Entry, at the end of the Autumn and Spring terms and for the EYFSP at the end of June. The EYFS Lead 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. This is shared with, and contributed to by, all EYFS teachers and the Deputy Head.

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



The EYFS Lead is part of a small local EYFS cluster group and the TPAT EYFS Lead group where any training, relevant documents and new initiatives are shared with our EYFS staff where necessary.

The EYFS Lead is part of the SLT and attends weekly SLT meetings as well as bi-weekly Nursery management meetings.

The EYFS Lead is undertaking the NPQEYL programme.

### **Safeguarding Arrangements**

The EYFS follows the whole-school procedures for safeguarding, paediatric first aid training and welfare arrangements. The EYFS Lead, EYFS teacher and Nursery Manager 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 Nursery staff are paediatric first aid trained as are the EYFS Lead and Nursery teacher. Our Nursery has been awarded Millie's Mark.

All accidents are reported in line with whole school procedures.

### **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 inquiry. 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. As the year progresses, the focus of the adult-led activities moves from the prime areas of learning onto the specific areas of learning, primarily Reading, Writing and Maths.

Children in Key Stage 1 need the chance to build on best practice experienced in the Foundation Stage. 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 EYFS 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 Wrap Around Care**

The Nursery offer wrap around care for nursery and primary school aged children attending Alverton. Breakfast Club starts at 8am and runs until the start of the school day. Once school children are taken to their classrooms for the start of their school day, any nursery children will then transition into their Little Foxes or Little Owls room. At 3pm, after school club (Hedgehogs) follows a timetable of activities that includes outdoor learning, homework club and a range of indoor activities. Children in Little Foxes transition into after school club at around 4:30pm. Breakfast and late tea meals are provided for those who book them. Parents have the flexibility to book their child in to stay to the after school provision from 3pm until 6pm everyday.

## 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 EYFS Lead, Nursery Manager and Nursery / school SENDCos 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 child development, planning, progression and delivering opportunities for the children, pitched at the appropriate level with challenge to extend their development.

The EYFS Lead 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 and CPD ensures that the EYFS Lead is fully immersed in her role, leading a very good Early Years practice.

In 2022 children entered the EYFS below age-expected standards in most areas. In previous years, the percentage of children who reach their GLD at the end of Reception is usually in line with the national average.

The culmination of Phonics teaching and intervention across Reception and Year 1 led to high phonic screening results in Year 1 in 2022.

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.

Early Years is not only the foundation for a 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. A curriculum that offers opportunities to become curious, take risks, learn new things, explore and 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.

