



Tollerton Primary School

EYFS

Practice & Provision

This document provides an overview of our aims, principles and provision in the EYFS at Tollerton Primary School. It explains the actions we will take to achieve this and outlines how we implement the **characteristics of effective learning** and the **7 features of effective practice**. As well as this, it details our **curriculum goals** and how they have been designed to be the foundation blocks to the KS1 and KS2 curriculum.



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Aims

"The education of even a very small child does not aim at preparing him for school but for life"

Maria Montessori, 1967

At Tollerton Primary, we regard the EYFS as the foundation to a child's learning journey, through Key Stage 1 and 2 and into Key Stage 3. We believe that the reception year at Tollerton shouldn't be a separate entity to the rest of the school but the introduction to the TPS family. We want our children to enter the next stage of their education ready to tackle the challenges with confidence and a positive mindset. To prepare children for their future, we enable them to explore, investigate, discover, create, practice, rehearse, repeat, revise and consolidate their developing knowledge, skills, understanding and attitudes. During the reception year, all aspects of learning are brought together effectively through adult led, adult guided and child initiated playing with quality interactions from positive role models at the heart of what we do. Our school vision and values underpin all that we do.

At Tollerton Primary School, we believe that every child is an individual with limitless potential, supported by ambitious staff to unlock their talents and confidence.

Strong relationships are the firm foundation on which we build effective partnerships with all members of the school community to do the very best for the children.

We are a welcoming and happy environment where children are seen and heard, recognised and valued. Their happiness and success is at the centre of everything we do.

We aim to offer exciting and challenging educational opportunities which are well-matched to the needs of all in order to develop a lifelong love of learning.

Alongside a commitment to the best educational outcomes, we strive to support children to develop resilience, empathy and honesty through our school values of kindness, respect and ambition.

OUR VALUES



From the beginning of their time with us, children are encouraged to live by our school values as part of their well-being and self-development. We aim to work collaboratively to support our children in this.

We have a good understanding of our families and the community. They are supportive and keen to work with us to develop their children's education but many also juggle full time jobs and busy family lives. We try to identify where support is needed and build relationships with children and their families to work in collaboration. We know that our community lacks diversity and are critically aware that our children need to strengthen their awareness of difference and equality. Through our curriculum and story time we plan to meet the needs of all our children in an age appropriate and informative way.



Principles

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.
EYFS Framework 2021

We base our principles on the four aspects of the EYFS:

A Unique Child

- The diversity of individuals and communities are respected and valued. We foster an inclusive practice.
- We understand that our youngest children are vulnerable. Their safety, wellbeing, both physically and mentally comes before anything else. If their wellbeing is in place, they are ready to learn.
- All children develop in individual ways and at different rates. We understand that all areas of development have equal importance and approach our practice holistically.

Positive Relationships

- Establishing trusting relationships with our children and their families helps understand what our children need to do next on their developmental path. It helps us prepare them for their transition into KS1 and enable them to tackle challenges they may face. We have an 'open door' policy.
- As we build relationships with children it enables us to develop a picture of what they like and what motivates them. This ensures that we can plan and create opportunities which children enjoy and engage in.

Learning and development

- All children are entitled to high quality learning and teaching. This prepares them, not just for their future educational journey at Tollerton but for life as well.
- Through play, children learn at their highest level. We ensure that children have extended periods to engage in play with their peers.
- Children's needs are identified early and we work with their interests in mind so that they can progress in all seven areas of learning and development.
- Different aspects of early learning require different approaches. Maths and phonics are taught sequentially where a solid understanding is required before moving on. Other areas of the curriculum are taught more holistically where children have the opportunity to build on knowledge they know.
- As children learn best through physical and mental challenge, we encourage active learning where possible. We provide opportunities for children to play with ideas in different situations, using various resources.

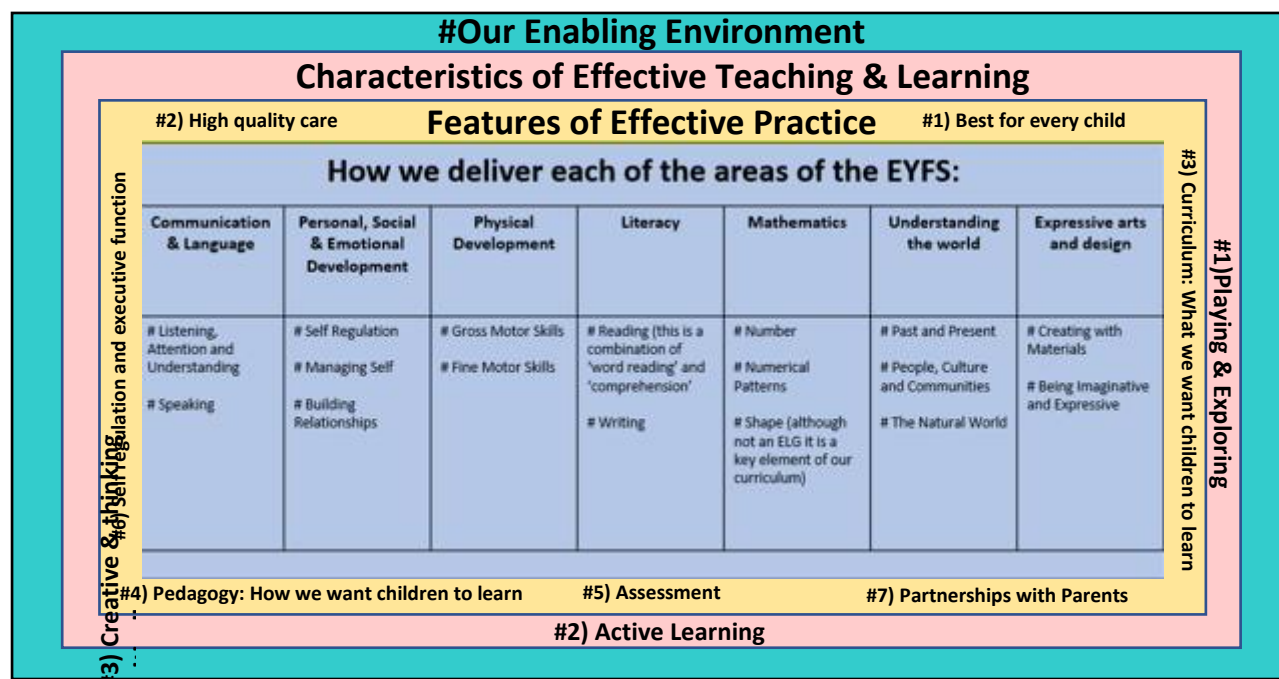
Enabling environments with teaching and support from adults

- Children's happiness and enjoyment is our priority. We start with the child when we plan. We observe, assess and plan experiences and challenges that are achievable. We call it the wheel of assessment.
- Our environment supports children's learning and development through carefully considered safe spaces which encourages them to explore with confidence.
- We understand that children need quality interactions and adults are aware of how they support children through language and questioning to develop thinking.
- We support every child through adult led and adult supported and child - initiated activities. We value each form of teaching with the same importance.
- Where possible we make links with our community and partnerships with individuals and settings. We believe that making a positive contribution to society from a young age will embed values as the children grow.



Overview of Practice and Provision

Our EYFS Practice and Provision (how we implement and deliver our curriculum)



This is a top level overview of the elements of our practice and provision. For each element that has a # there is a more detailed document that sits underneath this overview.



The Characteristics of Effective Learning

“What children learn is important but how children learn is even more important if they are to become learners for life in today’s society. Governments are becoming more aware of the early years as the foundation for future life chances and achievements.”
Helen Moylett, 2011

The characteristics of effective learning are the skills needed to help children learn how to learn. We ensure that they are woven through our curriculum and plan our environment to meet the needs of all children. Below we have mapped out how we aim to meet the children’s needs.

Playing and Exploring Being willing to have a go Finding out and exploring Using what they know in their play		
Building blocks that children will be learning to do	Provision and environment to promote and develop the building blocks	Role and actions of the adult
- Explore their environment and be curious to find out more. - Reach for and accept objects. Make choices and explore different resources and materials. - Plan and think ahead about how they will explore or play with objects. - Show curiosity about objects, events and people. - Guide their own thinking and actions by talking to themselves while playing. - Make independent choices. Do things independently that they have been previously taught. - Bring their own interests and fascinations into early years settings. This helps them to develop their learning. - Respond to new experiences that you bring to their attention. - Use my senses to explore the world.	Stimulating resources are freely available to children and they can access them when they wish Resources are allowed to be used in different and creative ways by children When appropriate guidance on how to engage with a resource or activity is available to pupils Make sure resources are relevant to pupils interests and needs Indoor and outdoor space is flexible and pupils can adapt it and take things from one area to another if needed/appropriate Opportunities for role play are available and promoted with high quality resources and guidance Some areas are calm and orderly to support pupils in concentrating when this is needed First hand experiences are planned for and are frequent element of children’s experiences and activities Small world resources and activities are varied and made attractive to all pupils Exploration tables/areas are created and these are used by adults to develop children’s ability to explore and investigate Game type activities and resources are a key feature/element of continuous provision.	Play alongside children and show own interest in learning and identifying new things Help children to do what they are trying to do without taking over. explain aloud thinking that identifies how to overcome problems Join in with play that children are undertaking, fitting in with their ideas and actively encouraging those who need it Model pretending that objects are something else and how to develop stories and activities Encourage children to try something new Help children identify risks and dangers Offer reassurance and reward when children lack confidence to try new things Pay attention to how individual children are engaging in activities (the challenges they face, their effort, thoughts, approach and enjoyment) Talk about and show examples of how we get better at things by practising them lots and learning from mistakes and when things go wrong



Active Learning Being involved and concentrating Keep on trying Enjoying achieving what they set out to do		
Building blocks that children will be learning to do	Provision and environment to promote and develop the building blocks	Role and actions of the adult
Maintaining focus on their activity for a period of time Showing fascination in things Not being easily distracted Paying attention to details Persisting with activity when challenges occur Showing a belief that more effort or a different approach will pay off Bouncing back after difficulties Showing satisfaction in meeting their own goal Being proud of what they have accomplished and how they accomplished it Enjoy meeting challenges for their own sake not just for external reward or praise	Provide new and unusual things for the children to explore especially those that are linked to their interests Ensure a wide range of play and exploratory areas and activities are available to children Resource these areas with well-chosen resources that will stimulate focused activity and learning Notice what raises children's curiosity and provide stimuli and activities that match to this Ensure children have time and freedom to become deeply involved in activities To provide pictures and videos of the children persevering on tasks and previous activities to act as a motivator Keep significant and key activities and resources out for longer periods of time Ensure there is space for all children to contribute and take part in activities	Support children to choose their own activities and to identify how they will do them Stimulate children's interest through shared attention and to calm overstimulated children Help children to become aware of their own goal to make a plan and to review Describe what you see children trying to do and encourage them to talk about their own approaches and successes Be specific with praise, note effort and concentration and praise persistence and problem-solving Encouraging children to identify how others have been successful and to work together and share ideas Give reasons for doing things and talk about your own learning and the learning that is happening, not just direct children to do things



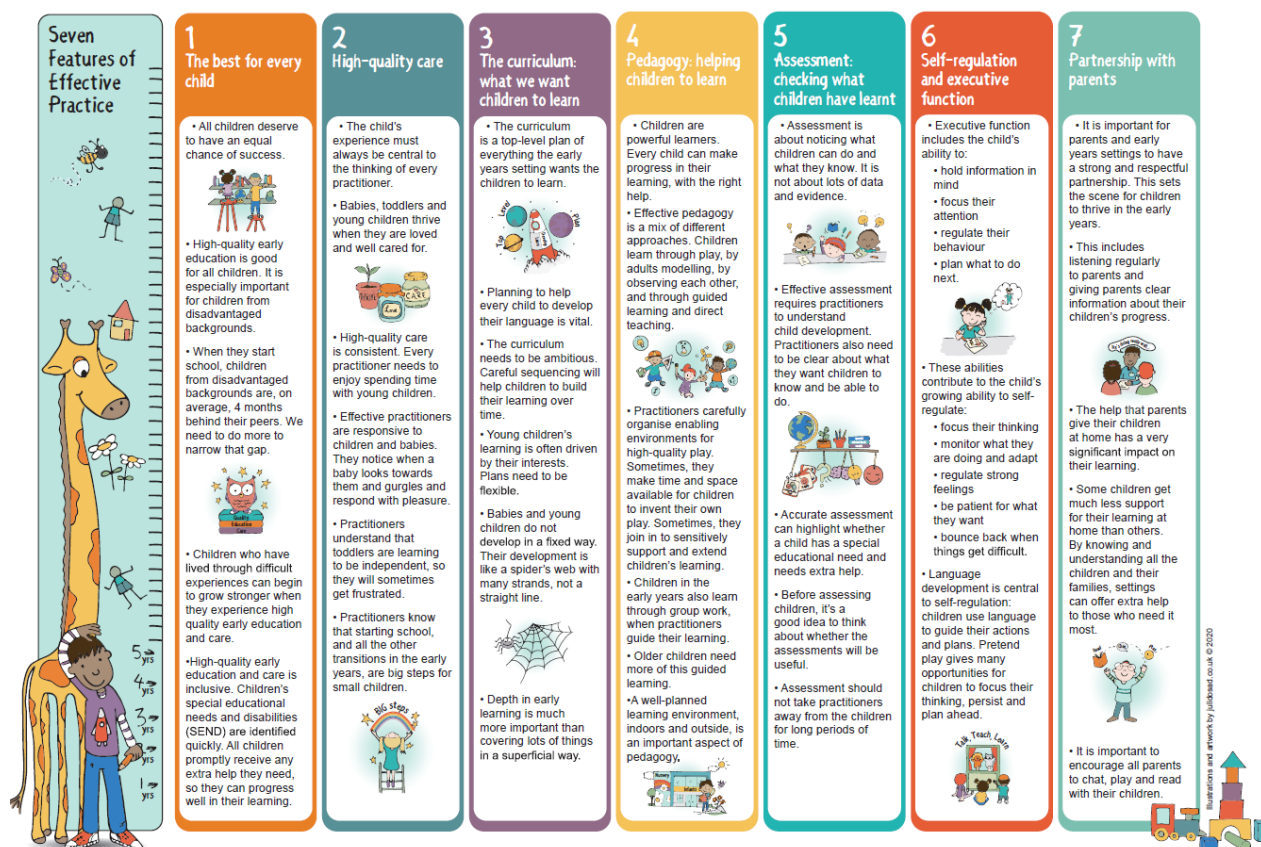
Creating and Thinking Critically

Having their own ideas
Using what they know to learn new things
Choosing ways to do things and finding new ways

Building blocks that children will be learning to do	Provision and environment to promote and develop the building blocks	Role and actions of the adult
Thinking of their own ideas Finding ways to solve problems Finding new ways to do things Making links and noticing patterns and things that are similar Making predictions Testing their own ideas to find out Starting to identify cause and effect Planning: making decisions about how to approach a task, solve a problem and reach a goal Checking how well things are doing part way through Changing their planned approach as necessary Reviewing how well something worked	When planning activity areas and individual activities ensure there is opportunity for children to find their own ways to represent and develop their ideas. Avoid children just reproducing and copying someone else's ideas completely Provide opportunities for children to play with materials and explore them before using them in focus to plan or undertake tasks Provide varied opportunities for play as these enable children to think creativity and flexibly to solve problems and to link ideas. Establish enabling conditions for rich high-quality play such as: space, time, flexible resources, child choice, child control, warm and supportive relationships Develop recognisable and predictable routines to help children to predict and make connections in their own experiences Have established routines that can be flexible but are still always orderly and consistent Provide linked experiences for the year that follow the ideas children are thinking about and have shared in previous activities and days. Display visual mind maps that represent thinking and connections Display pictures and examples of previous learning to help children make relationships and remember prior success and strategies	Use the language of thinking and learning words such as: "think, know, remember, forget, idea, make sense, plan, learn, find out, confused, figure out, and, trying to do" Model being a thinker show that they don't always know an answer or what will happen Explain their curiosity and how sometimes they can be puzzled and need to find out to understand Encourage open-ended thinking by asking questions such as what else is possible Respect children's efforts and ideas and reward them so they feel confident to take a risk with a new idea Talk aloud to help children to think and control what they do. Model self-talk describing their own actions in play and exploration Give children time to talk and think and don't always provide them with an answer immediately if they don't contribute Value the questions and predictions children make Remind children of previous approaches that have been either successful or unsuccessful and encourage them to make connections between what they are doing now and previous experiences Model the creative process showing own thinking about some of the many possible things that could be done as a next step Encourage children to describe problems they are encountering and to help others find solutions Give feedback and help children to review their own actions and learning: talk with them about what they are doing, how they plan to do it, what worked well, and what were they would change next time Model the plan do review process themselves by talking aloud



How we implement the Seven Features of Effective Practice



We treat every child as unique during their learning journey at Tollerton encouraging them to be resilient, capable, confident and self-assured. The Reception class environment facilitates the development of positive relationships with adults and children, and it also enables children to become motivated, confident and independent learners developing important lifelong skills. We also welcome and encourage positive relationships with parents and carers and value their expertise and knowledge of their children.

Children continually have access to resources from the seven areas of learning, and they are actively encouraged to self-select the activities they would like to undertake. This not only enthuses and motivates the children to explore and investigate but also helps them to develop skills of independence, negotiation and problem solving. Children are also taught and encouraged to demonstrate respect and responsibility for their environment and this involves taking care of equipment and resources both indoors and outdoors.

The following table demonstrates where we meet the 7 areas features of effective practice and how we implement them within our setting.



Seven Features of Effective Practice	Key strands of the feature of Effective Practice	What we do at Tollerton School to implement the feature of effective practice
The best for every child	Effective transition into and out of our setting	Liaison with pre schools Meetings with parents Transition sessions/days Welcome to Tollerton School booklet Work with SENCO at pre school settings Work with specialist services for pupils identified with additional needs Initial provision and care plans for any individual pupils with appropriate staffing to enable access and provision for all Early identification and assessment of individual needs Specific units of work in the first half term focussed on developing detailed knowledge of the individual and the development of relationships and routines Progressive approach to provision and expectations that near the end of EYFS prepares children for Yr1 and the national curriculum
	Expectations and aims	Open ended planning and tasks that allow personalisation Clear progression models for core skills and knowledge Knowledge of children and identification of gaps and next steps Effective use of additional funding such as EYFSPP to provide targeted support Any individual support and care plans are in place for the most vulnerable and these act upon the advice of specialist services Provision allows access for all and meets needs of all
High quality care	Consistency of approach and expectations by all adults	High quality professional development (ongoing cpd including appraisal) for all with a focus on child development and the early stages of learning Clear boundaries and routines following school's behaviour and rewards systems and procedures Getting to know the individual and their preferences, needs and interests Modelling and rewarding calm and caring interactions Promotion and support of independence and self care via slowly developing routines, expectations and provision/curriculum activities Food and drink provision supports a healthy lifestyle
	Safeguarding and welfare arrangements and procedures	Rigorous and proactive safeguarding work and procedures for matters such as medication and personal care Safe and secure environment with all health and safety and ratio requirements met Detailed risk assessments where necessary Child protection arrangements in place, known and applied by all Behaviour expectations and systems for reward and sanction are known and applied by all adults Safer recruitment, conduct and induction processes applied for all adults including ensuring staff are suitably qualified and trained (including first aid)
The curriculum, what we want children to learn	Ambitious curriculum, showing depth in what we want the children to learn.	Clarity over the detail of the knowledge we want pupils to learn and the skills they develop Clarity and detail of how the knowledge and skills are reliant on each other and developed in unison Clear and appropriate sequencing to the development of knowledge and skills so that it is cumulative and progressive to ensure it meets end of EYFS expectation Curriculum design reflects key principles of science of learning such as: the need to revisit and retrieve/recall both knowledge and skills numerous times over a long period, the need to ensure cognitive load is not overwhelmed to prevent learning and the development of memory, a focus on explicit instruction of knowledge and skills before moving onto application, and proactively planning to ensure links and relationships across the curriculum are identified and made explicit to support the development of schema. Clear and explicit planning for the development of language and vocabulary Curriculum content and focus reflects the distinctiveness of the schools context and that of the children.
Pedagogy: helping children to learn	Teaching and learning approaches	Deploying and implementing the most appropriate pedagogical approaches dependent on the intended learning and area of development. Mixing different approaches: learning through play, learning by adults modelling, learning by observing each other, learning through guided support and learning via some direct instructional teaching. During the foundation stage there is a planned development and progression in the teaching and learning styles/approaches implemented. This acts to support children in their transition into Yr1 and the more formal approaches used there.

Learning Together for Life



Pedagogy: helping children to learn	Role of adult	See detail within the 'Role and actions of the adult' column on the characteristics of learning document (pink) and also the How we deliver each of the areas of the EYFS documents (blue)
	Enabling Environments (see turquoise columns of Characteristics of Effective Learning documents)	Physical environment and timetabling enables each of the identified teaching and learning approaches to be implemented and delivered by adults. Environment (both inside and outside) is physically organised and presented to promote: high quality play, independent access to resources and activities, opportunities for large and small group teaching/activities, and 1-1 interactions. This environment provides pupils with scaffolds, inspiration and support for the development, learning and application of new knowledge and skills. It is an environment in which pupils feel safe, secure and confident. They have a sense of place and ownership and it both celebrates their successes and inspires them to try new things and independently apply previous learning. Outdoor learning areas reflect indoor learning environments and act to provide pupils with scaffolds, inspiration and support for the development, learning and application of new knowledge and skills. The additional space and equipment enables them to develop a wide range of gross motor skills.
Assessment: checking what children have learnt	Clarity over why we assess	Training and cpd for staff. Whole team understanding of: purpose, child development and benchmarks/expectations. Whole team understanding of what will be done with the assessment findings. Focus on what children can do and what they know
	Clarity, expertise and consistency of how we assess	Training and cpd Moderation Guidance and supporting documentation - I can statements Agreed understanding over how we record and store information from assessments (this does not need to be extensive, laborious or electronic) Discussions related to borderline assessment decisions and sharing of assessment knowledge related to groups and individuals Clarity over assessment being an ongoing process as part of the wide range of teaching and learning interactions with children not just one off focussed tasks or activities (assessment to be part of teaching and learning not taking adults away from this)
	Making effective use of the information we gather by responding effectively and precisely	Ensure school's planning cycle uses assessment findings (our own, previous setting and parents) to identify what all children already know and what they can do. This then informs planning to make sure teaching and learning activities build upon what children can already do (and are interested in) and provide opportunity to teach, and for children to develop, the next steps in all areas of learning and development. Use the range of assessment findings to consider if they are highlighting that a child may have a special educational need and there needs to be a planned response in partnership with others such as school SENCO and specialist agencies. All staff clear on the learning intentions our enabling environments and specific activities are designed to help pupils attain and develop. When working with pupils on focussed activities and playing alongside them we make continuous small assessments that help us identify knowledge and understanding. This 'in the moment' assessment is then used to respond in precise and individualised ways to aid pupils in learning new things, refining their actions and consolidating their existing knowledge and understanding. Use wheel of assessment as guideline for process
	Clarity over how we make, record and track formal summative assessment judgements	Baseline Use of tracking language and systems in line with the Equals Trust Arbour to be used to collate data once a term. RWI to be assessed every half term and details given to the Reading Lead. End of Reception Outcome ELG to be collated on Arbour. Moderated within the MAT.
Self-regulation and executive function	Self regulation	See detail within the characteristics of learning documents (pink) and also the How we deliver each of the areas of the EYFS "self-regulation" and "managing self" documents (blue) Language development is central to self regulation, children use their language to guide their actions and plans. See detail within the How we deliver each of the areas of the EYFS "speaking" documents. Also see details related to the 'role of adults' in all the characteristics of learning documents (pink) and also the How we deliver each of the areas of the EYFS documents.
	Executive function	See detail within the How we deliver each of the areas of the EYFS "listening and attention", "self regulation" and "managing self" documents (blue)



Partnership with parents	Communication and sharing of information and valuing the knowledge parents have and the contribution they make	Transition in: open afternoons, meeting with staff, sharing of videos and pictures, parent information meeting, welcome booklet, meetings with pre school settings, transition visits, sharing of school readiness leaflet. Ongoing throughout EYFS: weekly sharing of learning intentions and what has been taking place, website blogs, class webpage, parents meetings, weekly bulletin/newsletters, day to day communication and sharing of information, displays and notices outside of classroom, stay and play sessions, specialist parent meetings such as 'what is phonics and how we teach it'
	Providing support and guidance to parents	Transition in: parent information meeting, welcome booklet and sharing of school readiness leaflet. Ongoing throughout EYFS: weekly sharing of learning intentions and what has been taking place, home learning activities, displays and notices outside of classroom, stay and play sessions, specialist parent meetings such as 'what is phonics and how we teach it', day to day communication and sharing of information and advice on how to support their child Meetings with parents to respond to individual needs and circumstances (including in partnership with other such as SENCO and outside agencies)



Our Curricular Goals

We have designed our curriculum based on both the EYFS and with our children in mind, considering their experiences, their families, and our local community. We are predominantly a white, mostly affluent village primary and know that children have limited multicultural experiences. Most children have travelled on a plane or been to the coast, they go to clubs and have an enriched life in many ways but generally, they are not exposed to the diversity of life that modern Britain is today. We want them to begin to develop empathy, tolerance and understanding for all cultures and family differences as well as have a good understanding of their own heritage and locality.

We also review our resources and provision to ensure that we are promoting our curricular goals. We audit our provision regularly and consider our own language and representative examples that we provide.

**“The easiest way to create a classroom that promotes diversity is to ensure that classroom and corridors are representative, regardless of the ethnic makeup of your intake”
Bennie Kara 2021**

The next page shows our 7 curricular goals

Our goals are adaptable and can be scaffolded to support the needs of all children. Our curricular goals are shared with our parents and referred to throughout the year. Our curriculum encompasses seven areas of learning and development. All areas of learning and development are important and interconnected. Three areas are particularly important for building a foundation for igniting children’s curiosity and enthusiasm for learning, forming relationships, and thriving.

Communication and Language (C&L)

Personal Development (PSED)

Physical Development (PD)

The Specific Areas below can be developed when children are confidently developing attributes of the Prime areas.

Literacy

Maths

Understanding the world (UTW)

Expressive Arts and Design (EAD)



Reception Curricular Goals

Communication & Language

ASK relevant questions.
CONVERSE in back and forth exchange with adults and children.
EXPRESS ideas and feelings with confidence.



personal Social & Emotional Development

Show **PERSEVERANCE** when trying things.
 Be **AMBITIOUS** and aim high.
 Be **RESPECTFUL** to others and their beliefs.
 Be **KIND** towards everyone.



Physical Development

HOLD a pencil effectively.
USE tools safely.
CLIMB and travel along apparatus confidently.



Literacy

RETELL a story whilst playing.
READ simple sentences in books using phonic knowledge.
WRITE a sentence that has been dictated.



Maths

UNDERSTAND in depth, numbers to 10, including some number bonds.
RECOGNISE patterns of the counting system.
REASON answers using mathematical language.



Understanding the world

KNOW what to do to take care of our environment.
SHOW awareness of our community and local area and how they differ from other places.
UNDERSTAND why farms are so important.
EXPLORE the process of change.



Expressive Arts & Design

CREATE a story, model or image and share the process.
PERFORM to an audience.





Planning & Delivering Curriculum Content

"Young children benefit from a balanced curriculum which includes teaching that's been planned ahead and also makes time for their spontaneous learning. They need organized adult guided learning to bring new ideas and experiences into their lives "

Julian Grenier 2020

We are influenced as practitioners by the work of other practitioners and educationalists who share their knowledge of how young children learn and how we can best teach them. We understand that adult led learning and child initiated learning comes hand in hand and one without the other doesn't support children's needs.

Our provision is a combination three elements – **Adult led**, **Adult initiated** and **child initiated** and gives importance to all three. Our intention is to deliver the curriculum through **shared inputs**, **guided group work** and **continuous provision**. Shared inputs are delivered three times a day for maths, phonics and literacy /topic. **Adult led guided groups** are carefully planned based on children's prior knowledge and are specific needs. We use **Development Matters** as a guide to develop our **building blocks** so we know whether children are making developmental progress and to support the next steps to achieve our goals by the end of the year. We enhance **continuous provision**, based on the children's needs. Children are encouraged to access this independently and by the third term there is an expectation that the enhanced provision is explored by all. We select resources and plan for new learning or consolidation of prior learning. It is through continuous provision that children can develop a schema, immerse themselves in independent, sustained play and build on the characteristics of Effective Learning. See the example of the building blocks which we use as a guide to ensure we are delivering all areas of the EYFS. See separate document (**Delivering the EYFS**) detailing all 17 building blocks.

Building Relationships

ELG Children at the expected level of development at the end of reception will:

work and play cooperatively and take turns with others;

•form positive attachments to adults and friendships with peers;

•show sensitivity to their own needs and those of others.

Reception

Building blocks to building relationships:

- Respond to physical or verbal cue from another child when joining in an activity
- Show physical or verbal cues to ask another child to join in activity
- Have a conversation with others to elaborate play and build on what another child/adult has said
- Ask appropriate questions that link to activity or task
- Developing the ability to see another's point of view
- Understand turn taking and able to wait for a response
- Form positive relationships with adults and peers



Continuous provision:

- **Provision moves children from playing alongside to working with others and offers challenges to solve problems together**
 - **Recognising and name emotions**
 - **Encourage children to work in different groups**
 - Safe environment with consistent routines and expectations
 - Jigsaw Charter with talk rules
 - Organised environment that children familiar and comfortable with eg home corner
 - Provision includes familiar and new activities supported and modelled by an adult to encourage engagement
 - Pretend play planned around children's interests and experiences
- Quiet areas established

Role of adult:

- **Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.**
- **Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are distressed, upset or confused.**
- **Give children strategies of staying calm when frustrated**
- Model positive behaviour to others
- Set clear boundaries and routines
- Be consistent
- Interact calmly and sensitively with children
- Tune in to child's interest, having a conversation with children about what they have noticed, repeat and extend what the child has said to develop language

Oracy, Communication and Curriculum Provision

Our curriculum is built around the understanding that language is the foundation of learning. We recognise that talk underpins children's cognitive development, social development and future success as readers, writers and mathematicians. The development of communication and language is therefore at the heart of our curriculum and provision.

The EYFS Framework states that "the development of children's spoken language underpins all seven areas of learning and development."

Through high-quality interactions, rich experiences and purposeful opportunities for talk, we ensure that every child has the opportunity to become a confident communicator who can express their ideas, explain their thinking and engage meaningfully with others.

Our practice is informed by educational research and the work of respected early years practitioners, including Julie Fisher, Anna Ephgrave, Greg Bottrill and Trisha Lee. We understand that children learn best through a balance of carefully planned adult-led teaching, adult-initiated experiences and child-initiated play. These approaches work together to support children's development and ensure all children can make meaningful connections in their learning.

Daily shared inputs provide direct teaching in phonics, literacy, mathematics and wider curriculum learning. These sessions introduce new vocabulary, model language structures and provide opportunities for children to articulate their ideas and understanding.

Adult-guided group work is carefully planned using ongoing assessment and children's prior knowledge. Adults identify next steps and provide purposeful opportunities for children to rehearse, apply and deepen learning through talk, exploration and practical experiences.

We use Development Matters as a guide to support children's developmental progress and to ensure that strong foundations are established across all areas of learning. Continuous provision is enhanced according to children's needs, interests and current curriculum learning, enabling children to revisit, consolidate and apply new knowledge independently.

We believe that children need opportunities to become deeply involved in sustained play. Through high-quality continuous provision, children develop schemas, build independence, revisit learning and strengthen the Characteristics of Effective Learning: Playing and Exploring, Active Learning, and Creating and Thinking Critically.



Oracy at the Heart of Learning

We recognise that vocabulary, speaking and listening are among the strongest predictors of future academic success. Therefore, oracy is woven through every aspect of our Reception curriculum.

Children are immersed in a language-rich environment where adults carefully model:

Rich vocabulary

Complete sentence structures

Sustained conversations

Active listening

Reasoning and explanation

Storytelling and imaginative language

Adults use high-quality interactions to extend children's thinking through questioning, commenting, modelling and sustained shared thinking.

We deliberately provide opportunities for children to:

Express opinions

Explain their ideas

Retell experiences

Engage in collaborative problem-solving

Build and sustain conversations

Ask and answer questions

Listen attentively to others

In line with the EEF's guidance on oral language development, we understand that purposeful talk and discussion have a significant impact on children's learning. Oracy is viewed not as a separate subject but as the vehicle through which learning takes place.

Storytelling and Helicopter Stories

We place a high value on storytelling as a powerful driver for language development. Every child is supported to become a storyteller.

Through Helicopter Stories, children dictate their own stories to an adult who faithfully records their words. These stories are then acted out by the class, providing meaningful opportunities for children to:

Develop narrative structure

Hear their language valued and celebrated

Build confidence speaking in front of others

Extend vocabulary

Develop imagination and creativity

Strengthen social and emotional development

Children see themselves as authors from the very beginning. As the year progresses, adults gradually withdraw support, enabling children to move from dictated stories towards independently recording their own ideas.

Reading

Reading sits at the centre of our curriculum.

We know that children who develop a love of stories, books and language are more likely to become successful readers. We therefore immerse children in planned high-quality texts, storytelling and book talk throughout the day.

We teach reading through:





Read Write Inc. Phonics

Daily story sessions

Shared reading

Poetry Basket

Book talk

Independent reading opportunities

Children are exposed to ambitious vocabulary through carefully selected texts. Adults explicitly teach and revisit vocabulary, helping children to understand and use new words in meaningful contexts.

Our classroom environment promotes reading for pleasure and encourages children to see themselves as readers. Children vote for favourite stories, revisit familiar texts and develop confidence discussing characters, events and themes.

Through repeated exposure to high-quality literature, children develop:

Vocabulary

Comprehension

Narrative understanding

Oracy skills

Background knowledge

A lifelong love of reading

Writing and Drawing Club

We view writing as a developmental process that begins long before children can form letters independently.

Children are encouraged to communicate ideas through:

Talk

Drawing

Mark making

Storytelling

Role play

Emergent writing

Our writing curriculum is heavily influenced by the belief that children must first have something meaningful to say before they can write it.

Drawing Club provides a highly engaging approach to developing children's communication, language and literacy skills.

Through shared stories, imaginative worlds and purposeful conversations, children are encouraged to:

Develop vocabulary

Generate ideas

Create narratives

Draw representations of their thinking

Talk about their creations

Develop early writing skills

Adults model language, sentence construction and storytelling throughout the process.



We recognise that children often have ideas that exceed their current writing ability. For this reason, adults frequently act as scribes to scaffold learning. By recording children's words, we:

Value children's ideas

Demonstrate the link between spoken and written language

Model sentence structure

Support vocabulary development

Reduce barriers to composition

As children become more confident, adults gradually reduce support so that children increasingly take ownership of recording their own ideas. As stated in Development Matters: "Children need to develop positive attitudes towards and interest in literacy before they can become successful readers and writers."

Mathematics

We believe that mathematics should be meaningful, practical and embedded throughout children's daily experiences.

Mathematical thinking is developed through:

Direct teaching

Continuous provision

Play-based exploration

Problem solving

Mathematical talk



We follow the White Rose Maths scheme to provide a coherent progression of mathematical knowledge and skills.

Central to our mathematics teaching is the use of mathematical language. Adults model and encourage the use of vocabulary such as:

More than

Fewer than

Equal

Compare

Estimate

Pattern

Measure

First, then and now

Children are encouraged to explain their thinking and justify their answers. Adult questioning promotes reasoning by asking:

How do you know?

What do you notice?

Can you explain your thinking?

Is there another way?

We focus on concrete, pictorial and abstract as a way to learn.



Concrete

Children explore mathematical concepts using practical resources and manipulatives.

Pictorial

Children represent their understanding through drawings, pictures and visual representations.

Abstract

Children begin to use symbols and numbers with increasing confidence.

Mathematics is embedded throughout the environment, allowing children to apply learning through authentic experiences. Opportunities for counting, measuring, comparing, sorting, patterning and problem-solving are carefully planned both indoors and outdoors.

The Role of the Adult

Adults are the most significant resource in our Reception classroom. They:

Model high-quality language

Extend vocabulary

Support sustained shared thinking

Facilitate high-quality interactions

Develop children's confidence as communicators

Encourage storytelling and creativity

Scaffold reading, writing and mathematics

Observe children's interests and respond to their needs

Build warm, secure relationships

Through responsive teaching and meaningful interactions, adults ensure that every child feels heard, valued and capable.

By placing oracy, storytelling, vocabulary development, reading, writing and mathematical thinking at the centre of everything we do, we provide children with the strong foundations they need to thrive in Reception, Key Stage 1 and beyond.

Foundation subjects

Through adult led sessions we teach our topic curriculum. We have planned our topics careful to be both age appropriate and engaging. History, Geography and Art have been planned as the introduction to the subject, as the first step for the whole school curriculum. We teach specific topic related skills, during our adult led sessions, for example we learn what a timeline is in History. What a map is in Geography and different artists and the mediums they use in Art. The progress is mapped and KS1 will build on the learning that we do in EYFS. For Music, RE and PSHE we follow different schemes along with the whole school.

See website for curriculum overviews and progression.

Our core Foundation subjects (design by us) focusses on these topics

History	Geography	Art
All about me	Where do I live?	Andy Warhol
Nursery rhymes	On the Farm	Joan Miro
Transport	Waste in the Water	Faith Bebbington / Yayoi Kusama



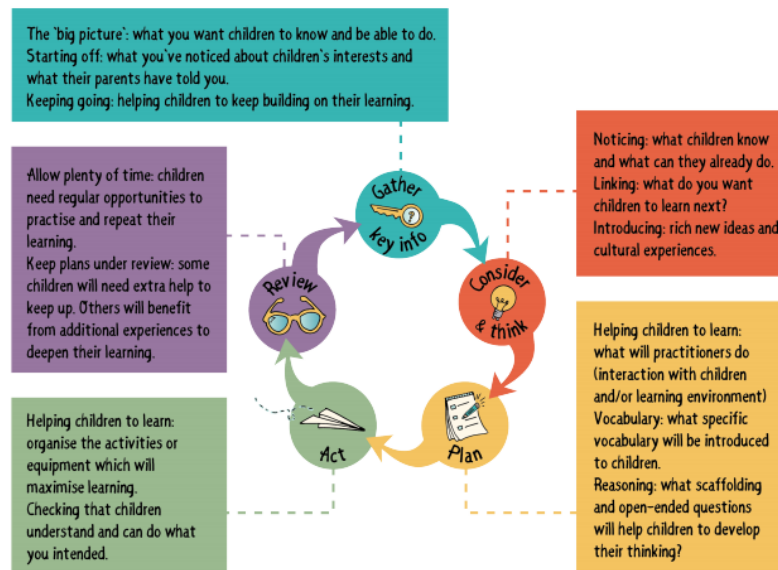
EYFS provision and curriculum integration

How our EYFS provision and curriculum are organised and integrated/matched to school's Yr1-Yr6 curriculum to enable them to be the foundations of the KS1&2 curriculum

EYFS Strand/Area	National Curriculum Subject(s) this is a key foundation for	Explicit progression or coverage for EYFS only	EYFS is shown as a foundation/part of the school's National Curriculum progression or coverage documentation
Listening, Attention and Understanding	English: Speaking & Listening	✓	
Speaking	English: Speaking & Listening English: Grammar	✓	
Self Regulation	PSHE/RSE		Jigsaw Planning
Managing Self	PSHE/RSE		Jigsaw Planning
Building Relationships	PSHE/RSE		Jigsaw Planning / Get Set 4 PE Planning
Gross Motor Skills	PE		Get Set 4 PE Planning
Fine Motor Skills	English: Writing Art DT	✓ Pencil grip progression doc. Mark making progression	Art Plan
Word Reading	English: Reading	✓	RWI
Comprehension	English: Reading	✓	RWI
Writing	English: Writing	✓ Mark making progression	
Number	Maths		White Rose Maths
Numerical Patterns	Maths		White Rose Maths
Past and Present	History		Whole school History Green document
People, Culture and Communities	Geography RE/RSHE		Whole school Geography Green document
The Natural World	Science Geography	✓	Whole school Geography Green document
Creating with materials	Art DT	✓	Whole School Art document
Being Imaginative and Expressive	Art Music PE		Whole School Art Plan Sing UP Get Set 4 PE
Computing (not an ELG or explicit area of EYFS but school has an EYFS computing curriculum. Additionally, it is expected that pupils will be introduced to, and learn to use, appropriate technology through provision that meets other elements of EYFS)		✓	Whole school computing document
Shape (not an ELG but a key element of EYFS maths curriculum)			White Rose Maths



Planning and Assessment Cycle



Through following the cycle above, we are able to begin with learning, starting with the Reception Baseline Assessment.

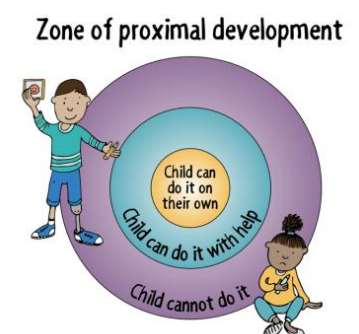
A continuous cycle of observation, assessment and planning is embedded throughout our EYFS provision. In addition to the continuous cycle of observation and formative assessment which informs each child's next steps, summative assessments are carried out for phonic development, the stable order principle in number and an assessment of each child's stage of development for each of the 7 areas of learning. These take place termly and inform planning of subsequent teaching and learning. We assess whether children have met the Early Learning Goals in the Summer term and information is passed to KS1.

"Young children demonstrate language, mathematics, science, creativity, physicality – sometimes all within one activity – and the task of the practitioner is to make sense of what is seen, to recognise any significant steps in learning that may have taken place and to identify where help and support are needed to make further progress"
Jan Dubiel, 2014

Throughout 'continuous provision' observation forms a fundamental aspect of the pedagogy of EYFS at Tollerton Primary School. It is the role of the practitioner to decide how to drive the learning forward.

Observation and responding to children's thinking inform our planning of experiences and opportunities, how we create our environment for thinking, the strategies the adults use to extend learning (modelling, scaffolding, questioning, discussion, shared sustained thinking) and how we capitalise knowledge of children's interests to ensure high levels of engagement.

Vygotsky argued that we should aim our teaching at the child's emerging skills, not at what they can already do. He called this Zone of Proximal Development. When working with our children, we aim to scaffold learning to support their emerging needs, this will be through how our environment is planned to how we play with children within our space.





Circle of Assessment - How we use assessment within EYFS





Parent Partnerships

We value the contribution that our parents and carers make to their child's learning and take every opportunity to work in collaboration with them. Before children start, we invite parents to visit the school with their child so we can get to know them. We ask parents to complete an 'all about me' document and fill in a scrap book with their child in preparation for starting school. We hold a 'Stay and Play' session at the beginning of the year so children can share their learning environment with their parents. We welcome regular communication with parents and use Seesaw to share information and progress about their child and vice versa. As well as Seesaw, we also have a reading diary, where we record reading progress and expect the same from parents. We firmly believe that as we are both the main teachers the children's lives communication needs to be two-way. We meet with parents officially for 2 parents' evenings, once in Autumn and once in Spring but we have an open-door policy. We use Seesaw as a regular communication tool for both specific information as well as weekly news. We have positive feedback from parents on our parent questionnaires regarding partnerships.