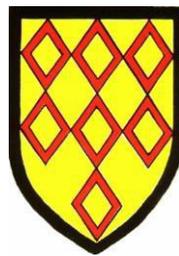


Nyewood CE Infant School

**“SMILING, CARING AND LEARNING
TOGETHER ON A JOURNEY WITH GOD”**



Provision in EYFS and Key Stage 1 Policy

Policy Date: November 2021

Review Date: November 2022

Overview

At Nyewood CE Infant School we want to enable our children to become happy, confident and independent learners enabling them to take an active role in God's world.

Through our curriculum, we offer each child a range of exciting and meaningful learning experiences to develop individual skills and talents; encouraging each child to see themselves as a lifelong learner. Learning through play is a key, underpinning principle of our school. It is the most memorable way to learn, both as children and adults. Play allows us to experiment with new language, investigate our environment, organise our learning, practise newly acquired skills and concepts as well as experiencing both success and failure. Children need to be given the time and space to explore, create, experience, discuss and express their ideas in many ways, encouraging self-confidence, which, in turn, leads to independence.

Most of the children's learning is centred on their interests or a topic/theme, as this approach gives more meaning to their learning and all the requirements of the Early Years Foundation Stage and National Curriculum. Across the school, staff plan together to offer a range of exciting learning experiences which allow children to acquire, apply and develop new skills and concepts. These values underpin our teaching and learning.

Provision in Early Years Foundation Stage

At Nyewood Infant School we believe that children need to be given the time and space to explore, create, experience, discuss and express their ideas and interests in many ways, encouraging self-confidence, which, in turn, leads to independence.

Learning through play is a key, underpinning principle of our school. It is the most memorable way to learn, both as children and adults. Play allows us to experiment with new language, investigate our environment, organise our learning, practise newly acquired skills and concepts as well as experiencing both success and failure.

Effective planning is the key to making children's learning exciting, varied and progressive, which is why we have adopted the 'In the Moment' planning model. This planning model puts into practice the key principles of the EYFS. It is always informed by observations we make of the children, in order to understand the individual needs, interests, and stage of development of each child. This information is then used to provide challenging and enjoyable learning experiences that enable children to develop and learn effectively. In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. In order to do this, staff are expected to focus strongly on the 3 prime areas (Communication and language; Physical development; Personal, social and emotional development). All staff who work in the Early Years are committed to working together and are involved in the 'In the Moment' planning process.

Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

The 'In the Moment' Planning Model supports the Four Key Principles of the EYFS:

A Unique Child

We recognise that every child is a competent learner who can be resilient, independent and self-assured. We recognise that children develop in individual ways and at varying rates. In the Moment planning allows the Early Years Team to drive each child's learning and adult/child interactions in a way that is bespoke to their individual needs at any given point in time.

Positive relationships

We understand the impact we have as role-models to our young learners and aim to develop secure, caring, respectful and professional relationships with our children and their families. Our Christian ethos encompasses all we do to form positive relationships throughout our Nyewood Family. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement at the point of teaching, as well as celebration and rewards to encourage and develop a positive attitude to themselves, each other and their learning.

Enabling environments

We recognise that the environment plays a key role in supporting and extending the children's development. Early Years is set up in areas of learning where children are able to find and locate equipment and resources independently to support their self-chosen activities. We call this our 'Continuous Provision'.

Learning and development

Most of the school day is spent interacting with the children through play-based activities and making observations. Through this, we assess the child's interests, stages of development and learning needs and provide feedback, challenge and extension to their chosen activity in any given moment. These shared experiences then inform teachers of the resources and provision required for subsequent sessions to move learning on. We call this our 'Enhanced Provision'.

Over the course of a week the children are taught inputs in whole class groups under six of the seven areas of learning:

- Personal, Social and Emotional Development (PSED – Self-regulation, Managing Self and Building Relationships)
- Physical Development (Gross Motor and fine Motor)
- Literacy (Comprehension, Word Reading and Writing)
- Mathematics (Number and Numerical patterns)
- Understanding the World (Past and Present, People, Culture and Communities, The Natural World)
- Expressive Arts and Design (Creating with Materials, Being Imaginative and Expressive)

The objectives for these inputs are carefully considered for the time in the school year, the developmental needs of the class and the content is based upon the children's interests where possible.

Communication and Language encompasses everything we do and is modelled through all subject inputs and feeds into all aspects of the school day, thus exposing our children to a broad vocabulary and language-rich learning environment.

As well as this, the children are taught daily Phonics. The school has written its own scheme of learning for phonics based on the assessment of children's needs and the context of the school. This scheme uses Jolly Phonics as the vehicle for learning whilst following the Letters and Sounds order for teaching. In addition to this, one to one reading takes place every day, with each child being heard read **at least** once a fortnight.

At the beginning of each week, the environment is set out to reflect the week's learning intentions in each area and these then adapt or evolve taking on the children's interest as the week progresses.

The Early Years curriculum is split into three Prime Areas of learning which feed into all aspects of the children's self-chosen activities:

- Communication and language – Children are provided with opportunities to experience a language-rich environment through adult modelling and signage, to develop their confidence and skills in expressing themselves through role-play and discussion, both 1:1, group and whole class, and to listen in a range of situations such as in inputs, worship, play and discussion.
- Physical development – Children have access to a range of fine and gross motor activities throughout the school day such as balance bikes, obstacle courses, large construction equipment, funky fingers activities, as well as creative and mark making opportunities. They are encouraged to be active and interactive; and to develop their co-ordination, control and movement. Children are also helped to understand the importance of physical activity and to make healthy choices in relation to food and hygiene.
- Personal, social and emotional development – Through weekly circle times, our children are encouraged to develop a sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities. This is also supported by whole school systems such as Class Dojo, Class Star Chart, and Celebration Worship.

Additionally, there are four Specific Areas of Learning:

- Literacy – Children have access to a wide range of reading materials (e.g. books, poems, classroom signage both printed and handwritten) to ignite their interest. Every area of Early Years has an area where children can mark-make whether this is with pencil, chalk, paint or mud.
- Mathematics – Children are provided with resources to develop and improve their skills in counting, understanding and using numbers, simple calculation and to describe shapes, space and measures initially linked to the week's mathematics objective but equally driven by the child's own mathematical interests.
- Understanding the world – Children are guided to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment linked to the week's learning intention as well as through the continuous provision.
- Expressive arts and design – Children are encouraged to explore and play with a wide range of media and materials, as well as providing opportunities for sharing their thoughts, ideas and feelings through a variety of activities in art, music, dance, role-play and design and technology.

Religious Education (for both EYFS and KS1)

See Key Stage 1 section below for information about Religious Education in EYFS.

For more information on the EYFS Framework, please follow the link below.

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Key Stage 1 (Years 1 and 2)

The children in Years 1 and 2 are guided by the National Curriculum; progressing through the objectives according to each child's stage of development.

The National Curriculum requires that all schools offer a curriculum which is broad and balanced and it is this which underpins the school curriculum here at Nyewood. The core purpose of our school curriculum is to promote children's spiritual, moral, cultural, mental and physical development and to prepare our children for opportunities, responsibilities and experiences in their next stage in life.

Our curriculum encompasses every experience our children have as part of their time here at Nyewood as well as the subjects they are explicitly taught. At Key Stage 1 the following core subjects are taught, in line with the expectations of the National Curriculum, and equip children with the skills which underpin their learning across the curriculum:

- English (reading, writing and speaking and listening)
- Mathematics
- Science

Reading

The teaching of reading is integral as part of children's learning and development. Phonics is taught every morning at Nyewood. The school has written its own scheme of learning for phonics based on the assessment of children's needs and the context of the school. This scheme uses Jolly Phonics as the vehicle for learning whilst following the Letters and Sounds order for teaching. The teaching of phonics at Nyewood systematically teaches synthetic phonics in a fun and exciting way.

Reading is taught through reading lessons and takes place 4 times each week. These are based on one of the Super Six reading skills: Predicting, Questioning, Summarising, Making Connections, Monitoring and Visualising. In addition to this, one to one reading takes place every day, with each child being heard read **at least** once a fortnight.

Writing

Writing is primarily taught through writing lessons, which take place 4 times each week and is underpinned by our phonics program. Our planning ensures that children build their writing skills through engaging and exciting text drivers. First children will experience role-play and oracy opportunities, followed by a chance to practise core writing skills. This then leads to planning, guided writing and finally, independent application, in order to write their final piece.

In addition to this, once a fortnight the children complete an unaided piece of writing that is away from the point of teaching. This then leads teacher's planning as it allows them to assess the children's next steps. In addition, children are also given many opportunities to take part in independent writing learning, where they choose what they would like to write about and do this however they wish.

Speaking and listening

There are many speaking and learning opportunities throughout day at Nyewood. The role play and oracy opportunities provided in the writing lessons allow children to build upon their speaking and listening skills. In addition, there are various opportunities throughout the day in all aspects of learning that develop children's skills in speaking and listening.

Mathematics

Mathematics is primarily taught through mathematics lessons, which take place 4 times each week. In addition, mathematics is covered across the week through mathematics meetings or other subject areas using a cross-curricular approach. We follow the National Curriculum and cover all aspects of mathematics, including number, shape and measures. As well as this, we use White Rose to further the children's reasoning and problem solving skills, creating a deeper understanding. Our children learn to solve mathematical problems through the use of concrete objects, before progressing to solving these pictorially. Once our children have a secure understanding of the concept through the use of concrete resources and visual images, they are then able to move on to the abstract stage. They use abstract symbols to model problems, using their knowledge of the concrete and pictorial stages as a support to further their understanding.

Once a fortnight the children take part in a problem solving session. Children can choose how to solve the problem themselves, with a wealth of equipment to choose from to help them. In addition, children are also given many opportunities to take part in independent mathematics learning, where they choose what mathematics they would like to complete.

Science

At Nyewood, we follow the National Curriculum for science. The children are taught about each area of science across the year, including plants, animals including humans, habitats, materials and seasons. Working scientifically is taught and covered through each of these areas, with one science investigation being planned for, delivered and evaluated as part of these areas of learning.

Religious Education (EYFS and KS1)

As a Church of England Voluntary Aided school Religious Education is also a core subject. This is taught for at least 5% of curriculum time per week. In line with the National curriculum, we also offer a daily act of collective worship.

Pupils will learn about Christianity as the main religious tradition in this country, using Understanding Christianity, but also about the teaching and practices of some of the other principal world religions represented in the country, including Judaism and Hinduism. Religious Education is taught through a combination of classroom learning and learning linked to assemblies and collective worship. This work is co-ordinated to ensure the highest quality of learning experiences for the pupils and to cover the requirements of the West Sussex Agreed Syllabus 2015. Children are engaged and challenged in RE through the exploration of core concepts and questions, as laid out by the statement of entitlement.

https://cofechichestereducation.contentfiles.net/media/documents/document/2019/03/RE_Statement_of_Entitlement_for_Church_schools_February_2019.pdf

Foundation subjects

As well as the core subjects, children are taught the following foundation subjects:

- Art and Design
- Computing
- Design and Technology
- Geography
- History
- Music
- Physical Education

In addition, and as a requirement of the National Curriculum, the school makes provision for personal, social, health and economic education (PSHE). This includes relationships and sex education (RSE).

Where possible, with the exception of PE and PSHE, the school plans and provides lessons for the foundation subjects based on a theme or topic of learning. This gives more purpose to the learning and children are able to apply skills learnt in context. PE is taught as a stand alone subject following school PE planning, however there are skills within these sessions that are transferrable to their every day lives here at Nyewood. PSHE is planned to ensure that it covers the new RSE curriculum, however it is flexible enough to map in additional opportunities based on children's current needs.

At Nyewood we believe in providing children with a wide range of inspiring, stimulating learning experiences which make their time here as memorable as possible.

For more information on the National Curriculum for England please follow the link below.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf