



The Foundation Stage at Botley C of E Primary School

Intent

At Botley C of E Primary School, we understand and value that every single child is a unique individual with different interests, passions and strengths. Our curriculum is designed to ensure that children are immersed in a wealth of knowledge, experiences and opportunities that are engaging and exciting, and which support the development of every child.

We aim to:

- Provide an engaging and well-thought-out curriculum which supports the learning of all children
- Prepare the children for the future with a secure and solid foundation of knowledge
- Plan for our children's interests where appropriate and provide opportunities throughout our EYFS curriculum to support learning, consolidate and deepen knowledge and ensure children meet their next steps
- Have high expectations of all children and support them to have high expectations of themselves
- Create and adapt a safe and stimulating learning environment that helps children achieve their potential and support those who need additional help in order to maximise their chances of achieving both the Early Learning Goals and/or their own personal targets
- Provide children with opportunities to develop their sense of well-being and the ability to regulate their feelings so that they feel confident and are equipped with all the tools they need to transition to Year 1 effectively
- Ensure staff in the Reception unit have up-to-date knowledge of the curriculum and expectations
- Work in partnership with parents to create a home-school relationship which benefits and supports the child

Implement

Our curriculum follows the Early Years Statutory Framework for the Early Years Foundation Stage, effective from September 2021. This document specifies the requirements for learning and development in the EYFS and provides the prime and specific areas of learning we must cover in our curriculum. These are: Communication and Language, Literacy, Maths, Understanding the World, Expressive Arts and Design, Physical Development and Personal, Social and Emotional Development, with the core areas being Communication and Language, Personal, Social and Emotional Development and Physical Development.

Through our on-going assessment and knowledge of each child we plan exciting and engaging opportunities and activities that will move the children's learning forward. We also take learning into the children's play to ensure further engagement. We meet regularly as a team to discuss all children's progress and gaps which may need addressing moving forward. Staff are supported by the EYFS lead to manage different aspects of the curriculum or different objectives at different times, giving them opportunity to get to know all children, and their strengths and areas for improvement, well. Staff are supported in how to deepen knowledge and challenge children through their learning and play, using question stems alongside other resources.

Staff are trained to consistently encourage and motivate children within their learning. Children are supported to be proud of themselves and their achievements, which they are able to share during daily de-brief sessions. In the later part of the school year, children are also encouraged to take part in challenge activities, using feedback from peers and adults to ensure they are trying their best and to build independence. Children will build the skills to begin to challenge themselves, make goals and recognise

what they can achieve. Learning and achievements are also shared with parents through SeeSaw, which forms part of the child's learning journey.

We have created our learning environment to include engaging and interesting resources and areas for the children to explore. Our environment set up will stay largely the same throughout the year to ensure children feel safe and comfortable in their classrooms. However, we are flexible with our environment and adapt/add enhancements to enable children to be supported and challenged within their learning. Children are allowed to access all 3 areas of our environment (Bumblebee classroom, Dragonfly classroom and the outside area) in a 'free-flow' manner, enabling them to build up independence quickly and give them maximum opportunities. This independence and ability to make choices is supported both by staff and the routines and procedures the children follow.

Children are provided with various opportunities to develop and explore their personal, emotional and social skills. Emotions, regulation, well-being and positive social interaction are explicitly taught in lessons and PSHE sessions, and through stories and discussions. Children are then assisted in managing social and emotional behaviour through in-the-moment interactions and support from adults.

Through regular team meetings and communications, staff in our unit have up-to-date knowledge of our EYFS curriculum and the expectations we have for our children. Staff are encouraged to continue their professional development through reading and courses, and the EYFS lead and teacher share any good practice and information from their own CPD. New staff are introduced, by the EYFS lead and the Headteacher, to vital training in areas such as early reading and phonics. EYFS staff are also expected to read and follow the Botley Early Years handbook.

At Botley Primary School, we highly value a positive partnership with parents of the children in our unit. Beginning with home visits, we cultivate an open and supportive relationship with parents so that they are in the best position to support their child through their reception year and further through their education. We take opportunities to invite parents in to school to share events and experiences with their child, and also provide information evenings led by the EYFS lead, to share valuable information on how to support their children in areas such as early reading, maths and phonics.

Impact

We have high expectations that children will make strong progress from their own individual starting points against all areas of the EYFS curriculum. The impact of our visions, teaching and curriculum for Reception will be children who:

- Have a secure, solid foundation of knowledge to build upon in the future
- Have a curiosity and love for learning
- Have confidence in themselves and are keen to try new things
- Develop and build upon the characteristics for effective learning
- Have strong communication skills, both written and verbal
- Show good stewardship and are respectful and tolerant of others
- Have high expectations of themselves and what they can achieve
- Understand and regulate feelings and emotions and be mindful of others' needs
- Show determination and have a positive mindset towards learning
- Are encouraged at home by parents who feel confident with how to support their child