Newport Infant and Nursery School

Intent

The Early Years are crucial to enable children to develop into resilient, independent learners who are creative and think critically and thus become school ready, becoming a Ready Eddie learner. Through the Foundation Stage curriculum, we believe children have the right to reach their full potential and be the best that they can be.

In the Early Years we aim to:

- Provide learning experiences that cater for the needs and interests of the children in each cohort
- To ensure that children receive an ambitious curriculum that develops inquisitive and independent learners,
- To ensure that all learners reach their potential through, identifying those who need additional support
- Provide a fun, engaging and awe provoking learning experience, that enthuses each child to learn
- To develop an environment where children can rehearse and consolidate new knowledge and skills

Our curriculum has been strategically developed to ensure that throughout the year children are developing their knowledge in order to achieve the curriculum outcomes for the end of the year; These are outlined in our curriculum document. Our curriculum begins at 2 and is progressive across the Early Years and Beyond. The curriculum journey in Reception year builds upon the experiences, knowledge and skills gained during Nursery and lays building blocks on which knowledge and skills are developed in Year One and Two. The curriculum in Newport Infant and Nursery School is developed with *our* children in mind, with a focus upon *our* community.

Implementation

Our Early Years begins at 2 years and ends in the child's Reception year. Our ethos is that children learn best through active learning, learning through play. Play helps children to learn and develop through doing and talking, which research has shown to be the means by which young children think. Our

setting is equipped with a wide range of resources across a variety of learning zones that supports the seven areas of the EYFS curriculum. These are skilfully developed and planned for by staff to provide meaningful experiences and create learning opportunities for pupils across an engaging and enhanced environment both inside and out.

Adults work alongside children during their play and active learning modelling skills, encouraging independence, giving them chance to rehearse and embed newly acquired knowledge and skills, whilst providing opportunities to scaffold learning, deepen understanding and challenge thinking. Alongside our enabling environment we ensure the children learn through a careful balance of both child led and adult led activities.

A strong over-arching theme drives the learning and provides real life contexts for children to develop skills and knowledge about their world. This theme, along with the children's interests and needs, is reflected in the environment, which is enhanced to create awe and wonder, and to enthuse children to engage in and to begin to extend their own learning, embedding this skill by Reception year. There is a clear focus on stories, poetry, vocabulary, communication and language – all integral skills that enable learning across all areas. Vocabulary in stories and books is explore weekly and identified in our wonderful words approach.

We develop our language and communication targeting children through StokeSay screening and implementing Talk Boost sessions. We begin this in Nursery and the talk boost approach is followed through the whole school. We deliver phonics through RWI, delivering daily sessions from 3 years onwards, and additional targeted support for children where needed. When children begin to take part in guided and individual reading sessions our reading is linked to the RWI scheme. Maths is delivered daily, and children have opportunities to develop their number sense daily through the well-planned environment.

We believe that all children at Newport Infant Foundation Stage matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when we are planning for their learning. Staff set realistic and challenging expectation addressing and identifying the needs of our children. Using our professional judgement and understanding of child development, practitioners identify children who are not on track and intervene quickly and effectively, ensuring early identification. Children who seem to be at risk are monitored more closely and given support through our *helping hands* approach., so that the right decisions can be made about what sort of extra help is needed. Within Nursery offer Listen with Lucy and Bucket as an intervention approach.

We assess the children termly against our curriculum outcomes supported by Development Matters. Any children who are not inline with age expectations are targeted and pupil progress meetings with staff take place to ensure high impact of interventions and future planning. Through our helping hands, Nursery children have targeted steps that are reviewed regularly, Reception are targeted through the helping hands approach, ensuring all staff are aware of children who need focus in different areas of learning.

We endeavour to adapt our offer to meet the needs of each cohort, offering additional support and learning opportunities for those who need it, catering for the unique child. We review and reflect our EYFS offer against the seven features of effective practice outlined in the Early Years Statutory Framework (2023).

Impact

We aim to ensure children leave the Foundation Stage ready for the next year ahead. Through an ambitious, broad and balanced curriculum, the children will leave the Foundation Stage enthused to learn with a rich vocabulary, deep knowledge of stories and be equipped with the Ready Eddie learning attitudes and characteristics that will enable them to become successful learners.

Using a range of assessment strategies alongside good practitioner knowledge, the children are assessed against the curriculum outcomes and the Early years Profile at the end of the year. We expect all children to make more than expected progress against their starting points. These outcomes are monitored and moderated by the EYFS lead through a robust quality assured procedure.

We strive to develop readers and writers who are phonically able and independent, mathematicians who have a deep number sense, and learners who have experiences that develop a rich sense of the world around them. We aim to create happy children, who are good citizens and friends, and who truly love to learn