



Early Years

At Brampton Village Primary School, it is our intent that children who enter the Early Years Foundation Stage (EYFS) begin their lifelong learning journey by developing physically, verbally, cognitively, socially and emotionally. Our aim is to create a learning environment and build relationships which support, enhance and invite a child's curiosity, confidence and individual competency to flourish regardless of backgrounds, circumstances or needs. In EYFS, every child is recognised as a unique individual and we celebrate and welcome differences within our school community. The EYFS curriculum is designed to recognise children's prior learning from previous settings and their experiences at home, provide first hand learning experiences, whilst allowing the children to build resilience, ambition and integrity. Throughout their time in EYFS, the children develop a sense of belonging to our school community, ready to transition to Year 1 the following academic year.

Our whole school 6R's reflect the EYFS Characteristics of Effective Learning and so children are supported and encouraged to develop key learning skills to help them to become successful learners. Following personal interests and individual needs, allows us to plan and provide opportunities throughout our EYFS curriculum to support children's learning and development and achieve their next steps. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We provide enhancement opportunities to engage learning and believe that our first experiences of school should be happy and positive, enabling us to develop children's confidence and skills to make decisions and self-evaluate, make connections and become lifelong learners .

At Brampton, we offer a curriculum that is child-centred and that is based upon first hand experiences and themes which engage the children. 'High quality' texts are at the heart of these themes and we encourage active learning to ensure the children are motivated and interested. We take time to get to know children's interests and their likes to support learning. We follow the Early Years Statutory Framework for the Early Years Foundation Stage, updated March 31st 2021, by the DfE. This framework specifies the requirement for learning and development in the Early Years and provides prime and specific areas of learning we must cover in our curriculum. All areas of the EYFS curriculum are followed and planned for to ensure there is a broad, balanced and progressive learning environment and curriculum. The children will learn new skills, acquire new knowledge and demonstrate understanding through the seven areas of the EYFS curriculum.

- Personal, Social and Emotional Development
- Physical Development,
- Communication and Language,
- Literacy,
- Mathematics,
- Understanding the World,
- Expressive Arts and Design

These 7 areas are used to plan children's learning and activities. Planning for this curriculum is designed to be flexible so that a child's unique interests are tuned into and supported. Within each of the seven areas there is a skills progression document which shows how key skills are developed over time.

A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children have the ability to practise using and developing taught skills independently throughout the year on a daily basis. Continuous provision principles begin in EYFS and support children to develop key life skills such as independence, innovation, creativity, enquiry, analysis and problem solving. During the school day, children will have an opportunity to work independently, work collaboratively with their friends and with members of staff. Daily guided activities are also planned to cover different areas of the EYFS curriculum and allow children to develop their next steps in learning. Through observation and discussion, areas of need and next steps are identified for all children to ensure good progress is made. There are also a range of stimulating and engaging activities which the children can access independently and a variety of opportunities for child-initiated play. In planning and guiding children's activities we reflect on the different ways that children learn and reflect these in our practise. Staff in the EYFS make observations of the children's learning to ensure their next steps are met. These are collected in each child's online Evidence Me account and paper learning journals. We regularly assess where the children are, using 'Development Matters' and then ensure our planning, adult interaction and learning environment; including continuous provision, support children to reach their next steps. Where possible we will include interventions for groups or individuals if and when necessary. Children in EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. Our outdoor areas are used all year round and in most weather conditions. Children at Brampton have the opportunity to take part in 'Forest School' sessions in our woodland area each week where we make dens, build fires, use rope swings, complete mini-beast hunts and use the natural resources.

We aim to develop a strong link with parents, keeping them informed regularly to ensure children's transition into school and through the EYFS is happy and allows them to reach their potential with the support needed. This includes transition days, pre-school and home visits, stay and play sessions, parent workshops including phonics and maths, reports and parent consultations as well as more frequent informal communication to suit individual families. We also support the transition into Key Stage 1 for both child and parents. We prepare children for Year 1 with visits to their new class, meeting the teacher and ensuring the environments are similar at the end of EYFS and the start of Year 1. Parents have the opportunity to meet with new teachers and visit their child's new learning environment. They also complete 'moving on' activities with their child throughout the summer term. These aim to support the transition for all.

We strive to ensure that our children's progress across the EYFS curriculum is good from their varied starting points. We also strive for children to reach the Early Learning Goals at the end of Reception and to be at least in line with National Expectations. Observations, work and photographs in children's learning journeys support all areas of the EYFS curriculum. The impact of our curriculum is measured by assessment procedures which allow us to measure outcomes against all schools nationally. We measure the percentage of pupils achieving age related expectations throughout the academic year, put supportive interventions in place if and when needed. Observations are used to make formative assessments which inform future planning and ensure that all children build on their current knowledge and skills at a good pace. Summative assessment compares children attainment to age related expectations using month bands in Development Matters. Our assessment judgements have been moderated both in school and externally with local schools. We also partake in local authority moderation which has validated our school judgements. The impact of our curriculum will also be measured by how effectively it helps our pupils develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens. We endeavour for pupils to be Key Stage 1 ready and have our school values embedded by the time they leave reception, preparing them for their future.