

**LEARNING  
WITHOUT LIMITS**



Successful learners  
Confident individuals  
Responsible Citizens

Ladybrook Primary School

**EYFS**

# Why are we so passionate about Early Years?

- EYFS Principles
- Impact of learning in the Early Years
- Progress from Nursery to the end of Reception



# Our school intention for EYFS

## Ambitious Curriculum

Every child deserves the best possible start in life and the support that enables them to fulfil their potential



Our children will learn and develop through...

- High quality teaching and play.
- Quality interactions with adults
- A range of teacher led and child-initiated learning experiences
- Adults prioritising the development of speech, language and communication skills.
- Early literacy skills being promoted teaching sessions and across all areas of learning.
- Being challenged to reach their full potential such as in Maths
- Formative accurate assessments from starting in Nursery and Reception and frequently over the year to inform planning and identify needs.
- Smooth transitions with previous settings and early years professionals.

We aim to provide the best for every child, giving them all an equal chance to success. Our high-quality early education and care is inclusive and special educational needs are identified quickly.



# • How have we sequenced learning from EYFS to Year 6? Why?

## Photos of indoor and outdoor environment being used by children/ trips

Our **clear sequence** for learning begins in Nursery and Reception where we have designed a rich early years' curriculum inspired by high quality picture books.

Broad themes for a half term / term are shared between the 2 classes.

**Vocabulary** is introduced, modelled and repeated through planned learning opportunities to embed its use

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Name</b>	Marvellous Me	N - Once upon a time R - Let's Celebrate	Make it	Make it	Growing things	Growing things
<b>Main stories Cycle 1</b>	3 little Pigs (T4W)  N - You choose book	N - Princess /stick stories R - Celebration/stick stories	Gingerbread man (T4W) N - Harry's home out/The way back home (houses and journeys)	Harry and his <u>bucket full of dinosaurs</u>  1 week transport	Supertato/Superworm (N.I) Nur-Jasper's Beanstalk 1 week - People who help us and Dental Nurse visit	What the ladybird heard (N.I)  1 <sup>st</sup> week - All around the world
<b>Main stories Cycle 2</b>	Goldilocks (T4W) N - You choose book	N - Princess /stick stories  R - Celebration/stick stories	The Runaway Pancake  N - Harry's home  R - Martha Maps it out/The way back home (buildings and journeys)	Naughty Bus	Oliver's Vegetables/ The Enormous Turnip	The Hungry Caterpillar/ farm stories  1 <sup>st</sup> week - All around the world
<b>Geography Objectives</b>  NURSERY  RECEPTION	Begin to understand the need to respect and care for the natural environment and all living things (3-4 yr olds)  Walks around the school grounds e.g listening walk. Outdoor play in	Begin to understand the need to respect and care for the natural environment and all living things (3-4 yr olds)  <b>Outdoor play, Visit Forest School. Talk about members of their immediate family and Explore the natural world</b>	Begin to understand the need to respect and care for the natural environment and all living things (3-4 yr olds)  Walk around school grounds looking at buildings	<b>Explore the natural world around them. (Rec)</b>  <b>Describe what they see, hear and feel whilst outside. (Rec)</b>	Begin to understand the need to respect and care for the natural environment and all living things (3-4 yr olds)  <b>Growing plants in the EYFS garden area. Explore the natural world around them. (Rec)</b>	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos (3-4yr olds)  <b>Discuss holidays and places the children have been</b>



# How do we ensure inclusion in EYFS?

- Resourcing
- Adaption of teaching
- Celebrating diversity
- All About Me Profiles and parents contributions to Learning Walls and Learning Journeys
- We use Birth to 5 Matters and WellComm to identify individual needs early and for SEND support plans



# What policy decisions have we made about EYFS?

- EYFS is recognised as a separate Key Stage.
- Teaching and classroom organisation must facilitate high levels of engagement and attainment in learning.
- Quality interactions between staff and children are key to ensuring all children make good progress.
- Communication, Language and Early Literacy skills are a priority within our teaching and continuous provision across all areas of learning.
- Investment in high quality resourcing indoors and outdoors.
- Opportunities to experience wider school events and outside visits when appropriate.
- “Assess, plan and do” cycle in place.
- Balance of teacher directed and child-led activities.
- Balance of indoor and outdoor learning.
- Development Matters document used for planning.

# Monitoring the Quality of Education in EYFS

\*Audits to be repeated October 2024

## Early Childhood Environment Rating Scale (ECERS-3) October 2022

- The audit was completed over 3 sessions a.m and p.m. All staff were observed including N.W, H.R, J.S, R.R, J.B. Two TA's new to the role, although have worked in EYFS covering TA absence or as Lunch time supervisors.
- The audit covered 6 broad areas and the scores were all within the excellent range.:
- Space and Furnishings 7
- Personal Care routines 6
- Language and Literacy 6
- Learning Activities 6
- Interaction 7
- Program structure 7
- The highest score is 7, so we had 3 areas to improve on to achieve 100% grade 7 scores.
- To be repeated 2024-25



# How have we reviewed and adapted our practice since the new curriculum for EYFS introduced in September 21?

- **Staff training in new EYFS curriculum 2021 delivered to EYFS staff, Whole school staff and Governing Body**
- **EYFS working with whole school subject leaders:** SOLO Taxonomy / Jonathan Lear for whole school from EYFS to Year 6
- **Staff Training:** Communication and Language, Literacy, Quality Interactions, Diversity, Autism training, PDA training
- **Use of outside Expertise:** Helen Grimsditch- Stocport EYFS consultant, Anne Smith- Stockport Early Years Send consultant, Sharon Stewart-Sockport Primary Inclusion Team

# Communication and Language

- Quality interactions worked on in EYFS training-used videos of ourselves in 2022
- Communication and Language prompts in different areas of learning 2021-22.
- Quality Interactions revisited in Spring 2024 with EYFS staff

## **EYFS: What do we need to see when adults are having quality interactions with children?**

- Engaging in dialogue with children
- Watching, listening and responding to children
- Modelling language well
- Reading aloud and telling stories to children
- Encouraging children to sing songs, nursery rhymes and play musical games
- Encouraging children to express their thoughts and use new words
- Supporting independence and confidence
- Encouraging children to speculate and test ideas through trial and error
- Enabling children to explore and solve problems
- Behaving as an excellent role model for children
- Supporting children to recognise and respond to their own physical needs
- Attending to children's personal needs
- Dealing with children's care arrangements, including intimate care, the levels of privacy afforded to children and the supervision arrangements when undertaking personal hygiene tasks.

# Early Literacy

- Adults to read stories with children
- Sing rhymes and songs
- Promote Literacy in all areas
- Writing shed outdoors
- Reading den outdoors
- Phase one phonics-Nursery
- Floppy's Phonics
- Keyword recognition and spelling
- Emergent writing
- Adults model reading and writing skills

# Safeguarding


- All staff responsible and have yearly training
- Correct ratios of staff to children in Nursery 1:13
- Regular risk assessments- broken equipment removed by any staff who find it
- Outdoors checked on a daily basis and some equipment not available when wet and slippy.
- School business manager informed of any dangers which require action such as replacement parts for trim trail.
- Gates locked by EYFS staff
- Parents inform us who is picking up children-home/school diary
- Intimate care policy

# What does progression look like in EYFS?

**EYFSP Benchmark (AOLs)** 2024

URN/ Estab. Setting Name	Eligible	GLD <sup>1,2</sup>	Avg. No. Exp. ELGs <sup>2</sup>	ACHIEVED EXPECTED									
				COM	PSE	PHY	Prime Goals	LIT	MAT	UTW	EXP	Specific Goals	All Goals
- Local Authority	3,259	68.7%	14.3	80.6%	83.5%	84.8%	76.1%	70.9%	78.5%	82.9%	86.5%	68.5%	67.4%
2049 Ladybrook Primary School	29	72.4%	13.9	86.2%	82.8%	79.3%	79.3%	72.4%	82.8%	82.8%	82.8%	69.0%	69.0%

<sup>1</sup> Good level of development: pupil achieved at least expected in all Prime, LIT and MAT goals.  
<sup>2</sup> Column unaffected by selected performance filter

 19/07/24 @ 13:26 - Stockport School Performance Data Team 1 of 1



# What is the story behind the data?

## Summary of attainment in relation to National standards for EYFS

### STENGTHS:

- 72.4% Cohort achieved the expected GLD, which was higher than the Local Authority (65.4%) average.
- Overall girls achieved better than boys, which is the same nationally and in LA. 67% of the boys achieved GLD in comparison to 76% of the girls.
  - High levels of SEND children in the cohort has been a significant factor this year 51% of the class were on send support plans in the Autumn.
  - Overall, it appears that the children performed lower than the LA in individual ELG's, apart from Communication and Language where they achieved higher than the LA due to interventions during daily continuous provision to model and develop speaking, listening and understanding.
  - 28% (8Children) of the class did not get the GLD; 3 of these had an EHCP and 5 had a SEND support plan, 2 are EAL , 3 are summer born.
  - The children have made huge progress since September 23 when only 51% were on track to get the GLD. SLT put intervention programs in place for Literacy and Numeracy, as well as staff focus on CL and PSED in Continuous provision times. These programs have made a significant difference to enable 72.4% of the class to achieve the GLD.

### AREAS TO IMPROVE:

- **Reading and Writing- need intervention support group or separate planning to meet their needs.**
- **PSED needs to be a priority in Year 1 to develop relations, self-regulation and managing self, these skills are key to future learning.**