

Finham Primary School & Nursery is a vibrant 'child-centred' learning community that is part of a family of schools in Finham Park Multi Academy Trust. We have based our school ethos on 5 key values that enable our children to be better equipped for today and their future.

Teamwork

Respect

Integrity

Enjoyment

Discipline

Curriculum Rationale

At Finham Primary we believe children learn best through practical, hands-on experiences and interactions with their environment. Play provides opportunities for children to consolidate and extend skills and concepts learned. It allows children to take risks, make own choices and practice actions. Play underpins our Early Years Curriculum at Finham Primary.

Intent

At Finham we aim to provide motivating first-hand experiences to enable children to learn more and remember more. We also encourage children to build resilience, ambition and a lifelong love of learning whilst also learning how to look after their own mental health and well-being. We aim to build on the wealth of knowledge children already have and are actively developing relationships with feeder settings. We recognise that all children are unique, celebrating and welcoming differences within our school community. Therefore, our curriculum is developed and adapted each year to follow the interests and fascinations of the children in the current year group whilst also building specific knowledge, identified through the areas of learning. We recognise how learning builds sequentially – by building knowledge, skills and learning behaviours from what the children already know and can do towards identified end points or outcomes. Our curriculum design will ensure they are ready for the transition to Year 1. We embed a language of learning based on the characteristics of effective learning; 'Making Our Learning Fly', our whole school approach, enables children to understand and talk about their learning experiences.

We aim to:

- Provide a curriculum that offers children a wide range of opportunities ensuring that we do not expect children to aspire to things they have never encountered.
- We will work on broadening children's experiences providing opportunities to try new things and encouraging them to relish a new challenge.
- Provide high expectations encouraging them to develop perseverance and self-belief so that they can problem solve and achieve far more than they expected.
- Provide a learning environment that helps children achieve their potential and support those who need additional help in order to maximise their chances of achieving the Early Learning Goals.
- Provide children opportunities to develop their sense of wellbeing and ability to regulate their feelings so that they feel confident in our community and are equipped with the tools they need to transition to Year 1 effectively.
- Continue to develop the skills and expertise of staff working in the EYFS, through regular and comprehensive professional development. This can be by an EYFS Lead attending training run by other providers.

Implementation

Our curriculum follows the Early Years Statutory Framework for the Early Years Foundation Stage (EYFS) and used Development Matters 2022 and Birth to 5 documents as a basis. These documents specify the requirements for learning and development in the EYFS. We have used these to develop our curriculum offer to ensure that we deliver a carefully planned and progressive curriculum. Through our knowledge of each child and formative assessments the EYFS team plan exciting and engaging activities that will move the children's learning forward and give them a context for their learning. This may involve following a class theme where we take advantage of cross curricular links and may also include following individual children's interests at specific times during the daily offer. The curriculum is designed to include a blend of whole class, guided, adult directed play and child-initiated learning activities to ensure children are taught the knowledge they need for cumulative gains in learning in a progressive manner as well as following their own interests. Child-directed learning and well planned, targeted adult interactions ensure that the rigour is maintained in a creative, play based, interactive and vibrant environment. The children leave EYFS School Ready!

We look forward at the start of a year to assessing what our children know and understand and ensure all children systematically develop knowledge in all seven areas of the curriculum.

Children in the EYFS learn by playing and exploring, being active and thinking critically and creatively and this takes place both indoors and in our outdoor area. Children make their own decisions about where they learn best to apply taught knowledge. The Early Years curriculum is also carefully devised to ensure that the children are introduced to key concepts and bodies of knowledge that they will re visit in Key Stage 1.

The school follows the Twinkl DFE validated systematic, synthetic phonics scheme from their early days in school. Through this all children learn to read and write with accuracy, fluency and automaticity. Finham Primary School provides support for parents. Staff are trained and monitored regularly to ensure a consistent and successful approach. We develop children's love of reading, encouraging children read books matched to their phonic knowledge and listen to stories read by others.

We follow the Maths Mastery approach in Reception with an emphasis on studying key skills of number, calculation and shape so that pupils develop deep understanding and the acquisition of mathematical language. Pupils learn through games and tasks using concrete manipulatives which are then rehearsed and applied to their own learning during exploration. Nursery pupils begin to develop these key skills during daily maths where they explore sorting, quantities, shape, number and counting awareness. These early mathematical experiences are carefully designed to help pupils remember the content they have been taught and to support them with integrating their new knowledge across the breadth of their experiences and into larger concepts.

We provide effective focused intervention for those children who are finding learning challenging and are not on track to meet national expectations at the end of the year to enable them to catch up quickly with their peers. This is provided in an inclusive and flexible manner depending on the needs of the individual children. Support from parents is also enlisted at an early stage to ensure that the children have every chance to achieve the Early Learning Goals.

A range of formative and summative assessments are used to identify what children know and understand and to precisely target their next steps in learning. The EYFS team collect evidence of children's learning, displaying them in their 'journey square'. Parents are asked to contribute to the knowledge we have of the children in school. The judgements of our school are moderated with other schools within the MAT and Cluster. The Headteacher was an EYFS moderator and leads the EYFS

improvement group for the Cluster. This means judgements are secure and consistent with government guidelines.

Internal tracking shows that pupils make excellent progress in the EYFS. The school uses WELCOMM and DCPro to baseline the children as they enter Nursery and again with the new cohort in Reception. There are very few gaps in attainment between different groups of pupils, but we do need to close the gap between boys and girls at the end of the EYFS curriculum (Evidence – internal assessment information). Children enter the EYFS with attainment below what is expected, with at least 30% of children entering Reception well below age-related expectations in CL. 50% have not attained the learning outcomes for children aged 22 to 36 months for majority of areas of learning; 45% of children entering nursery having had no pre-school experiences in a setting and around a third enter school with limited English. The children enter with very low self-care with 27% still wearing nappies and need basic life skill training on entry to nursery.

Assessments are frequent, accurate and individualised. This enables teachers to plan consistently challenging activities that build on what individual children already know, understand and can do so that they are continually moving forward in their learning. Children find the activities stimulating because planning takes account of each child's interests. Assessment and planning cover all areas of learning, but there is a particular focus on literacy, PSED and CL in order to raise standards from the low level on entry, especially for those children who speak little English.

In lessons, children quickly learn to share and co-operate with others. They follow classroom rules because they are taught that it is the right thing to do in order to let others learn. Nevertheless, they are also taught to question what they see in order to develop enquiring minds and a thirst for learning.

We love to provide children with contextual first-hand opportunities that lots of them have not experienced before or that enhance their learning in school. We have regular visitors to school from the local community and further afield. The school has an expansive outdoor area, so daily activities are planned in the nearby green spaces. Our outdoor area is open all year round and in all the most challenging weather conditions. All activities are firmly based on the areas of learning and contribute to the children's excellent progress. Visits also play a key role in helping children understand how to keep themselves safe when out and about. Adults frequently comment on children's outstanding attitudes and behaviour.

Parents are fully involved in their children's learning. Termly classes are held where parents come to work alongside their children and learn new skills, such as how to read a story in a way that helps the child to read for themselves (Real Books Project.). Reading is very effectively organised, so the school knows which children and parents may need more support. Information about learning is sent home each week and staff are always free to meet parents after school, also are offered workshops to learn about maths and comprehension in EYFS. We invite parents into school to listen to their children read; we use this opportunity to talk to parents about how they can support their child further at home and model how we hear and teach reading. This is in addition to our reading workshops.

Impact

The impact of the EYFS curriculum is in having well rounded, happy and confident children. The children transition into Year 1 with the key knowledge and overarching concepts to enable them to access the requirements of the National Curriculum.

Our curriculum needs to meet the needs of our children, including our disadvantaged pupils and those with SEND, so we spend time looking at and evaluating how children are learning. This is achieved through talking to children, looking at their work, observing their learning experiences and analysing data

and progress by year group, class, groups and individuals. Every member of staff uses ongoing observational assessment to identify children's starting points and plan experiences which ensure progress. This information is tracked on DCpro which enables us to measure progress and identify gaps in knowledge and skills. We use this information on a weekly basis to review teaching and pedagogy. We ensure that the areas we discuss and develop are reflected in changes and developments in our classroom practice.

Evidence of children's learning including observations, work samples, photographs and contributions from parents are kept in paper 'learning journals' which children use to reflect on their progress through pupil voice.

Children develop their characteristics of learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. We want children to be confident to take risks and discuss their successes and failures with peers and adults drawing on their experiences to improve or adjust what they are doing.

The EYFS provision features in all areas of the actions from the Strategic Framework which has a rigorous plan for development each year. This is monitored and evaluated by the EYFS lead, the Headteacher and designated governor. This ensures that all staff understand the Early Years curriculum offer and how it provides the foundation for subsequent learning for all subjects of the National Curriculum.

Our children consistently exceed the National and Local Authority data for children achieving a Good Level of Development.