



Early Years at Powerstock School

Our Intent

All children in Foundation Stage at Powerstock Primary School are given equal opportunities to discover to discover their strengths and abilities through an exciting, engaging and challenging curriculum. All staff are equipped to listen, support and respond to the children through every stage of their development and share the vision that each child is individual and unique.

Parents are valued as partners in their child's achievements and next steps are shared through effective communication and regular opportunities to share and celebrate progress and attainment together.

We aim to prepare our children to achieve the Early Learning Goals by the end of their Reception year and ensure that all children have made good or better progress from their individual starting points. Children who achieve the expected or exceeding standards within the Early Learning Goals have the knowledge and skills needed to continue to maintain the good progress they have made in Key Stage 1 and beyond. Our main aim is to prepare our children with the knowledge and skills needed for the next stage of their learning journey in KS1. As it is our strong belief that what our children learn in these vital first years of life will stay with them forever and that optimising children's early education is the best investment that we can make in ensuring their future success.

We have 5 clear aims which are inextricably intertwined with Physical and Mental Wellbeing and Building Learning Power. We want our children to be:

- **Ready to learn:** Children have a positive, confident attitude to learning. That they are both physically and emotionally ready to learn.
- **Resourceful:** Children show initiative, ask well thought out questions and are prepared to use a variety of strategies to learn.
- **Reflective:** Children are curious, able and willing to learn from their mistakes and can describe their progress
- **Resilient:** Children are prepared to persevere and stay involved in their learning, even when the process is challenging.
- **Reciprocal:** Children are prepared to help each other and work as a team.

Implementation

The curriculum in Early Years is designed to provide a broad and balanced education that meets the needs of all pupils. It facilitates them to gain the skills, knowledge and understanding, as they start out on their educational journey, supporting them to progress from their individual starting points and preparing them for the next stage of their education.

Our continuous provision in the classroom and in our outdoor area both offer engaging and challenging opportunities enabling children to have the highest quality of education.

We use learning journals in books to celebrate children's achievements, record observations, assess and track children's progress and to identify their next steps. Regular parent's meetings and weekly homework tasks ensure that parents are kept up to date with their children's development and progress and are fully aware of how they can continue to support their children's learning outside of school. Effective interactions between staff and children and regular home/school communication ensures that our curriculum planning and provision is flexible and continuously adapted to meet the needs of all learners and to reflect children's needs and interests as they continue to develop and grow.

The curriculum celebrates diversity and supports the pupils' spiritual, moral, social and cultural development. Those children with particular needs, including SEND, are supported appropriately allowing them to be successful.

The aim of our curriculum is to develop a thirst and love for learning by:

- Carefully planning sequences of activities that provide meaningful learning experiences, developing each child's characteristics of learning.
- Providing high quality interactions with adults that demonstrate and impact on the progress of all children.
- Using high quality questioning and interactions to check understanding and address misconceptions.
- Staff acting as role models to the children they teach in order for children to develop their own speaking and listening skills.
- Carefully assessing, through observations, which are recorded on paper and shared with parents. These are used to inform the next steps of learning and meet individual needs.
- Developing an effective and engaging environment that is set up so that children can access all areas of learning both inside and outside at any one time.
- Providing activity starting points for child initiated activities that enhance children's learning and impact on progress.
- Allowing children to be successful in their attempts at an activity and using effective feedback to help facilitate next steps in learning.
- Suggesting home learning opportunities with information about what has been taught, allowing parents to build on their child's school experiences, at home.

Personal, Social and Emotional Development (PSED) is central to all the experiences that we offer across the early years. Our ethos in Early Years is to support children's personal, social and emotional development so that they feel safe and secure and are ready to learn.

Communication and Language is fundamental to the teaching and learning in the Early Years. We encourage children to be confident at speaking and listening and in using their imagination to communicate. We believe that by having high aspirations for our children to use and apply more complex language, impacts on their ability to talk, express their thoughts and read, write and spell.

Physical Development of the children is encouraged through opportunities for them to be active and interactive and to improve their skills of co-ordination, control, manipulation and movement. We teach them to be healthy and aware of their bodies.

Literacy, reading and writing skills are promoted through careful planning and systematic teaching and activities. We share a range of books and rhymes with the children and encourage them to explore writing and mark making through play and creative activities. Phonics is taught systematically, and children have sustained opportunities to apply their skills in their speaking, reading and writing.

Mathematics is taught through daily dedicated sessions. These sessions are carefully planned using concrete resources and build on prior learning and real life experiences across the theme and year. This starts with mastering numbers 0-5 and then progresses through to 0-10 and 0-20. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.

Understanding the World is an exciting part of our curriculum which includes designing and making, ICT, past and present, people, culture, communities and the natural world. Our carefully planned activities help to support the children in developing the knowledge, skills and understanding that help them to make sense of the world we live.

Expressive Arts and Design enables the children to explore their creativity. We will support the children in exploring and sharing through thoughts and feelings through a variety of areas of learning.

We run Weekly Forest School sessions for all the children in Burton Class; these support a range of skills and develop their social interactions. All seven areas of learning are encompassed within these sessions and allow all children to take risks in an unpredictable environment whilst developing leadership skills and promoting mental health and wellbeing. They take place in our dedicated Forest school Area within the Willow structure with a qualified Forest School leader.

Impact

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. Children are confident to take risks and discuss their successes and failures with adults drawing on their experiences to improve or adjust what they are doing.

Children demonstrate high levels of engagement in activities, developing their speaking and listening skills, enabling them to access more areas of the learning and communicate to both adults and children. Children develop skills across all areas of the curriculum including literacy, mathematics and physical development using these in different ways.

Children have developed a wider sense of the world around them and can draw on these experiences during interactions with others and link this to new learning.

As a school team, we carry out regular internal moderation sessions as well as external and collaboration meetings to ensure that, as a school, we are confident with our judgements and that these judgements are consistent with a range of other settings. In addition to regular formative observations, we input summative data on a termly basis and we analyse this data to ensure that each child's progress is monitored carefully, the impact of actions is evaluated and next steps for individuals and groups are identified and planned for.

From their own starting points, children will make excellent progress academically and socially, developing a sense of themselves so that they are well prepared for Key Stage 1.