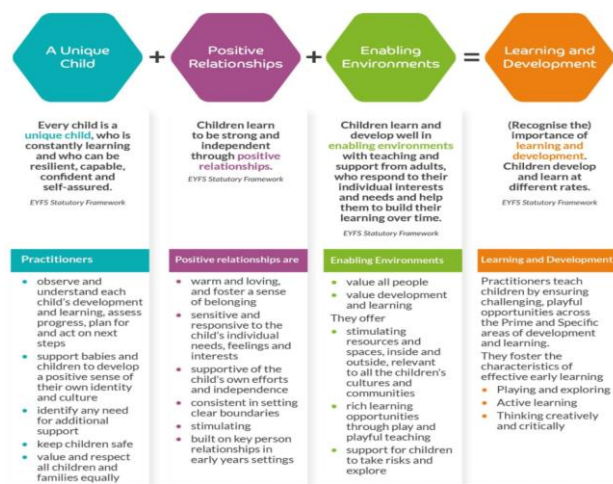


Quality Provision in the Early Years at Wilbarston CE Primary School

At Wilbarston CE Primary School we understand that children develop in different ways and that the process is not linear or an automatic process. It depends on each unique child having opportunities to interact in positive relationships in enabling environments that encourage their engagement and love of learning and recognises their strengths. Children are curious and interact with others and the world around them in their own ways. We understand these different ways of knowing about the world is central to understanding who children are and how best to support them to their full rounded development.

Principle of the EYFS:



Birth to 5 Matters 2021 page 4

The 4 Principles of high-quality provision and outcomes in Early Years at Wilbarston CE Primary School:

A Unique Child

Every child is a unique child, who is constantly learning and who can be resilient, capable, confident and self-assured.

EYFS Statutory Framework

Practitioners

- observe and understand each child's development and learning, assess progress, plan for and act on next steps
- support babies and children to develop a positive sense of their own identity and culture
- identify any need for additional support
- keep children safe
- value and respect all children and families equally

Development Matters at Wilbarston: Each child is on their own 'dancing pathway' towards maturity which should be acknowledged and celebrated. Growth, development and learning are interrelated throughout the learner's journey. Early Years is the foundation stones to be built on and a strong influence of child's future development.

At Wilbarston we have:

- *Confident and excited children who are settled, motivated and share their learning. They are proud of their achievements and see themselves as an individual learner and thinker developing resilience and COEL.
- *High expectations and behaviours for learning support each child to take an active part in reception class the, school and the wider community.
- *Knowledgeable and caring staff who identify where the individual child is and who challenge expectations of what they are able to achieve.
- *Extensive baseline programme and assessment procedures which quickly identify any specific needs for each individual child. Embedded in effective partnership with parents/carers and external agencies and resources to support the needs of the child and family.
- *All children and families celebrated and listened to embedded with direct PSED teaching. Family events, experiences, religious festivals and whole school community and wow days. Programs are used to support identity exploration, self-esteem and emotional intelligence.
- *Safeguarding is at the heart of everything within the Trust and schools- with highly trained staff, clear procedures and early identification support so no child is left unnoticed.
- *Strong and working relationships with parents are key and identified This is based on clear communication and shared goals of positive outcomes for each child.

Evidence of the unique child at Wilbarston:

- *Children who can share and discuss their process of learning and reflect on what they need to do next. They have strong and positive relationships with their teachers.
- *Celebration of every child's unique voice in books, observations, displays and interactions which is embedded in the Characteristics of Effective Learning.
- *Children accessing and confidently using the continuous provision and making own choices which reflect their interests motivations and self-challenge.
- *Foci Child observations- which celebrates the individual, their motivations and voice and identifies next steps for the individuals learning journey. These feed into planning and review cycle within the continuous provision and beyond.
- *Parental feedback in EYFS show positive levels of satisfaction and parents who share that their children are happy and secure at Wilbarston.
- *The transition process with all stakeholder setting and an experience which is fluid and secures a rapid and secure start
- *Record keeping and processes are clear and accessed by all the team regarding safeguarding all staff clear of their duties and responsibilities.
- *Language acquisition and use is actively encouraged for all children during interactions with individuals and groups. Every opportunity is taken in a language rich environment where children feel confident and secure to try.

Positive Relationships

Children learn to be strong and independent through positive relationships.

EYFS Statutory Framework

Positive relationships are

- warm and loving, and foster a sense of belonging
- sensitive and responsive to the child's individual needs, feelings and interests
- supportive of the child's own efforts and independence
- consistent in setting clear boundaries
- stimulating
- built on key person relationships in early years settings

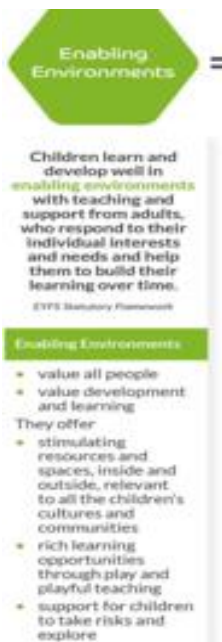
Development Matters at Wilbarston: We understand that parents and carers make a crucial difference to children's outcomes. We understand the impact of home life is the most important predictor of a child's future outcomes. Therefore, involving and engaging parents in their child's learning is the most significant factor in enabling our children to do well. At Wilbarston we work in respectful way with parents/carers but work to ensure they have the highest expectations of their child and themselves with clear communication channels for all.

At Wilbarston we:

- *Create an identity and experience where children belong and feel confident due to a cohesive team where expectations are clear, consistent and challenge preconceived ideas of what is possible and achievable.
- *Effort, progress and achievement are celebrated through formal and informal routes including directed praise, sharing achievements with their peers and reflects each school's ethos and culture. Parents/carers share in these moments and achievements at home.
- *Routines are embedded within the EYFS to support sense of belonging, teamwork and caring for their shared environment. Independence in tasks, self-help and learning is part of the expectations. These are supported by discussion, visual timetables and singing instructions to support all children to 'tune in' and feel secure to be independent and try.
- *Staff are extremely knowledgeable about each child supporting their needs, next steps in learning, feelings and interests. Knowledge is shared across the team through observations and appropriate formal and informal pathways.
- *Staff are trained in questioning to stimulate and enliven learning appropriate to the needs of each unique child which is effective due to the relationships between children and staff.
- *Positive working relationships with parents are key and identified by parents as effective and supportive in children feeling they belong at school or nursery.
- *Home learning and curriculum information is shared through face to face opportunities, online routes, newsletters and letters. Uptake is reviewed and reflected on both at School and through school evaluation processes.
- *Online learning journal is used to share each child's learning journey and includes child's and parents' reflections on children observations. These are actively sought by staff to raise levels of participation. Parents are actively encouraged to share home learning experiences onto the online learning journal celebrating their unique child's journey.
- *Have parents who actively seek out staff when facing concerns or issues. These are dealt with effectively following school and trust Procedures and can involve the school or parent engaging with a wider support network.

Evidence of Positive Relationships:

- *Children who have strong and productive relationships with their teachers and can discuss and follow group routines showing understanding and a grasp of skills and arrive in the setting confident and happy.
- *Celebration of every child's voice in books, observations, floor books, displays, on-line learning journey and interactions embedded in the Characteristics of Effective Learning.
- *Children accessing and confidently using the continuous provision; making own choices which reflect their interest's and motivations where they are challenged and rise to the challenge due to the relationship and trust between children and staff.
- *Foci Child observations- which celebrates individual, motivations, their voice and parents voice alongside high levels of engagement in home learning tasks and prompts.
- *Parental feedback in EYFS indicates the schools positive relationship their children and parents in the EYFS .
- *Programmes decided by our school support building engagement and relationships. This is supported by church links, community links, linked programmes, visitors and this engagement with the wider school community and visitors enable children to foster and build new relationships.
- *Enrichment days, trips, and planning celebrate diversity, uniqueness and a sense of community and citizenship including visitors and the children themselves as experts (Jewish family)
- *Learning Journals – (books and On-line) are used in a cyclical approach with the child and parent at the heart of the process ensuring clarity and views and support in engaging with next steps.
- *At Wilbarston we identify additional needs and work rapidly, with external agencies with full parental support to ensure children have to support
- *To support empathy and responsibility the children have an EYFS Pet which they are actively engaged in with caring for and understanding his needs.
- *There is a positive and active relationship with the Church as a Church school this is embedded in our ethos and vision. Visits and celebrations with the church are an active part of the curriculum in Early Years.



Development Matters at Wilbarston: Children thrive in environments that supports their individual needs, diverse motivations and interests. Our environments offers a wealth of possibilities within varied contexts where children are challenged and can immerse themselves in the indoors and outdoors environments. Areas are set to be independently accessed offering children autonomy and choice where they can immerse themselves and seek adults and other children to connect and share their learning. Other areas are designed to support direct teaching and inputs for small groups.

At Wilbarston we:

- *Have created an environment which is set out in well-ordered, accessible and varied continuous provision focussed on the use of real and natural materials in both the inside and outside learning environment. The importance of such is illustrated in the schools investment in key resources to enhance the provision.
- * Create teaching and learning spaces which enhance concentration and focus for our youngest learners to progress and develop.
- *Responsibility and independence is fostered in the children for the resources they use with each resource having its place in the continuous provision and with all children engaged in routines and expectations to look after their environment.
- *Staff observe, note and support children as appropriate through co-playing, asking questions and provoking new avenues through effective questions and prompts in an environment which stimulates and challenge the playful learning taking place and apply skills and understanding.
- * Resources share positive role models of gender, ethnicity and aspirational career choices which stimulate and offer every child active role model to hand and to experience.
- * We ensure opportunities are appropriate and have challenge and growth in expectation from Reception and the vital transition to Year One and National Curriculum expectations.
- *Staff are extremely knowledgeable about each child supporting their needs, next steps in learning, feelings and interests. Knowledge is shared across the team through observations and appropriate formal and informal pathways. This supports additions including provocations, additions to the continuous provision or learning challenges including ideas from the children themselves as key partners.

Evidence of Enabling Environment:

- *Engrossed children who make choices and use resources appropriately and with independence from their own ideas and seek out others (adults and children) to join in.
- *All areas of opportunity are in place and children flow and show high levels of concentration and playful behaviours. This is noted in observation and use of foci children.
- *Children confidently access and use the continuous provision; making own choices which reflect their interests motivations where they are challenged and rise to the challenge.
- * Wilbarston have Invested and continue to invest in high quality resources to support quality play and playful experiences for all children in the EYFS.
- *The environment and its resources for each section of provision are planned, showing progression and age appropriate challenge but offering flexibility to meet the needs of all learners across the setting and trust.
- *Continuous provision supports the direct and group teaching to embed the learning, challenge understanding and secure mastery level. Staff add to planning notes to support changes or additions in line with children's ideas and noted next steps.
- *Resources reflect the multi-cultural aspect of the Co-horts, communities and celebrates the diversity of UK and the part we all need to play an active part in a co-hesive society.
- *The language of the Characteristics of Effective Learning are effectively used to support engagement and evaluation of the process of learning and social aspects of play.
- *Outdoor learning is supported no matter what the weather. Weather opportunities are used as meaningful learning opportunities (i.e. snow days, windy days, blossom falling days) to engage children with the wider world and the environment they live in.
- * All Reception children have access to a 6 week block of Forest school lessons. These are 2 hours a week and consist of a mixed age group of children from across the school. Forest school enables children to learn in a unique environment and builds on skills such as communication, problem solving, resilience, emotional wellbeing, building positive relationships. The impact of Forest School is reviewed to support the impact on all children.

Learning and Development

(Recognise the importance of learning and development. Children develop and learn at different rates.

EYFS Statutory Framework

Learning and Development

Practitioners teach children by ensuring challenging, playful opportunities across the Prime and Specific areas of development and learning. They foster the characteristics of effective early learning

- Playing and exploring
- Active learning
- Thinking creatively and critically

Development Matters at Wilbarston: We begin with the child and matching interactions, teaching and experiences to meet the child's needs. The cycle of observation, assessment and planning is at the heart of our Early Years practice at Wilbarston and uses this rich source to understand how the child is developing, learning, growing to enable us to plan the next steps to extend knowledge and understanding. We use an approach of foci children observations which has the views and ideas from parents and the learner themselves as an intrinsic part.

At Wilbarston we:

- *Effective and moderated assessments which are formative and summative. Including transitions to our settings, DFE baseline and End of EYFS assessments, academy baseline, foci observations, Speech and Language and comprehension assessments using the Statutory and Non-Statutory guidance.
- *Observations concentrate on the unique child their motivations and progress across the EYFS curriculum. They also reflect on the impact of the team on progress and the child's voice around their learning, enjoyment, and challenges and how they see themselves as a learner.
- *Rapidly identify children who may have additional needs and follow the schools and trusts process to assess, review and gain support for individual children to make accelerated progress and access appropriate avenues of support,
- *Wilbarston has developed and implemented an Early Years Curriculum that is embedded in the EYFS Curriculum. It ensures progression of skills, knowledge and dispositions. This long and medium term plan is then fine tuned for our community and our learners. The Early Years team ensure a balance of child initiated and in the moment planning is appropriate.
- *RWI, Talk 4 Writing and Maths scheme are embedded to support the areas of Communication and Language, Literacy and Mathematics at Wilbarston as part of school initiatives.
- *Learning foci's start with first hand and practical tasks which immerse the children and excite them in the process of learning. These stay in the continuous provision for children to explore and immerse themselves in to consolidate learning.
- *The Characteristics of Effective Learning are taught, discussed and shared through Wilbarstons approach. Displays and books show and celebrate the process of learning and children's view points on their learning.
- *Celebrate the way school enrich our curriculum within the EYFS which enhance and bring the curriculum and learning to life for our learners. We believe this is the foundation of igniting the lifelong love of learning.
- * Use data (baseline, informal and Trust data drops) to identify needs for the co-ort and support a process of evaluation into strategic decisions which directly impacts on Learning and Development of our children.

Evidence of Learning and Development:

- *Positive data trends of Good Level of Development at the End of Early Years Foundation Stage.
- *Formative and Summative data being used to feed into planning, interventions, curriculum design with staff able to share the story of choices.
- *Observations of quality celebrating the unique child, all areas of EYFS and COEL with child's voice and parent and carer views.
- * High Quality Teaching and Learning in a rich and stimulating Continuous provision which excites and motivates young learners and supports levels of progress for all children.
- *High Quality teaching based on a rich and progressive curriculum, children's interests and motivations and in the moment opportunities. This can be seen in Medium Term Planning, weekly planning and teaching.
- *The EYFS team are trained through CPD, leads and external agencies in the programs RWI and T4R and lead and a supportive induction and mentoring process.
- *The children are able to talk about their process of learning and share the COEL. Children's voice is evident in books, displays and how they share what they are doing.
- *Home learning supports practising and embedding the skills taught at Wilbarston.
- *Choices of curriculum are reasoned and based with the needs of the children and reflect the needs of the changing co-horts.