



## Early Years at Ludlow Primary School

| Our Curriculum Drivers at Ludlow Primary School |                      |                |                              |
|---|----------------------|----------------|------------------------------|
| Confident Communicator                          | Citizen of the World | Growth Mindset | Healthy Body<br>Healthy Mind |
| Our Core Values                                 |                      |                |                              |
| Independence                                    | Happiness            | Honesty        | Kindness                     |

When Ludlow Primary School was created in 2019 from the amalgamation of Ludlow Infant and Ludlow Junior School, we had the exciting opportunity to consider our school community's needs and create a curriculum specifically tailored for them.

We have devised four drivers that run through our school curriculum. They are tailored to our pupil's specific needs and take account of the opportunities and challenges in the context of our school community and our pupils' lives.

These join with our core values to help children understand and appreciate the world around them so they can develop into responsible, knowledgeable and caring international citizens of the 21<sup>st</sup> century.

### What EYFS looks like in our school:

- At Ludlow Primary School we believe that all children deserve an education rich in wonder and memorable experiences that allows children's natural creativity and curiosity to flourish, alongside the purposeful acquisition of skills and knowledge. We believe that an education that does all of this gives children the best chance to become well-rounded, happy individuals, ready to succeed in an ever-changing world.
- At Ludlow Primary School and Acorns Nursery we recognise the importance of giving our children the best possible start to their education by planning and implementing teaching and learning opportunities that supports them in reaching their full potential. We know that our children enter the Nursery and Reception classes with varied life experiences and we aim to plan teaching and learning opportunities accordingly to address this.
- We follow the Early Years Statutory Framework which 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.
- We have a curriculum that is child-centred and that is based upon "wow" experiences and topics which engage the children.
- 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 plan to ensure there is a broad, balanced and progressive learning environment and curriculum.

The four guiding principles shape the practice in EYFS. These are:

- Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through positive relationships;
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carer;
- Children develop and learn in different ways and at different rates.

### This is our philosophy:

- Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child, including children with additional needs;
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for future learning and development in Key Stage 1 and beyond;
- Provide opportunities for children to learn through planned, purposeful play in all areas of learning and development, both indoors and outdoors

- Use and value what each child can do, assessing their individual needs and helping each child to progress and achieve their full potential.
- Enable choice, decision-making and problem solving, fostering independence and self-confidence;
- Work in partnership with parents/carers and value their contributions;
- Ensure that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, have the opportunity to experience a challenging and enjoyable programme of learning and development.

**By the end of EYFS pupils will:**

Children reach the Early Learning Goals at the end of Reception and be at least in line with National Expectations.

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 supported. During each week, the children will work with an adult to complete at least one 1:1 reading session as well as two adult led literacy tasks, two adult led maths tasks and a range of child initiated tasks through both the indoor and outdoor provision. A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children are using and developing taught skills throughout the year on a daily basis. Continuous provision practise and 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 regular observations of the children's learning to ensure their next steps are met. These are collected in each child's online learning journey. 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. 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.

We ensure activities support the Characteristics of Effective Learning to ensure learning takes place. These are:

**Playing and Exploring** – children investigate and experience things, and have a go;

**Active Learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;

**Creating and Thinking Critically** – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

We share a range of healthy snacks and learn about the importance of a healthy balanced lifestyle to maintain our own wellbeing. All of children perform in a Nativity, receive certificates in assembly, and participate in trips to the theatre, local library and a working farm. They enjoy visits from a local farmer and his animals including piglets and lambs. They are visited by a vast range of People Who Help Us, such community members including the police, fire service, postal workers, vets, doctors, nurses, their animals and vehicles. They are able to experience an eye test after a reassuring workshop, gain information from the local dental service and participate in whole class assemblies. They plant bulbs and seeds, watch them grow and eat their produce such as strawberries.

To support our wider curriculum, we provide regular opportunities for parents and carers to come into school and work with their child, share their work and celebrate successes. We keep parents informed and we meet regularly with them 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, nursery or home visits, stay and play sessions, parent workshops, teddy bears picnic, Tapestry, wow moments, 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.

### **This is how we challenge:**

Lessons will be differentiated.

Additional activities to stretch the learning within the lesson.

### **This is how ensure all children can access the curriculum:**

- Children who have SEN or EAL needs are taught key vocabulary prior to/at the start of the topic.
- Seating children alongside good role models to support one another.
- By providing visual/practical prompts.
- Teaching lessons using a range of different techniques to appeal to different learning styles e.g. videos, drama, artefacts, texts etc.
- Children's learning is supported through planned play activities, and decide when child initiated or adult-led/guided play activities would provide the most effective learning opportunities. We believe that it is important for adults to support children's learning through play, by getting involved in the play themselves. Children are given the opportunity to explore and discover within a safe and supportive environment.
- Play underpins the delivery of the EYFS curriculum. Through play our children explore and develop learning experiences, which help them to make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. The children have the opportunity to think creatively alongside other children, as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled or safe situations. The children are involved with both group and individual play, some initiated by adults, some by the children. They learn through being active learners, working with a wide range of resources.

**This is what you might typically see:**

- Engaged learners.
- Children posing questions for research.
- Children focusing on a range of geographical locations. Recognising the differences between man-made and natural features within the landscape
- Children developing their map work including understanding the purpose of the map key.
- Themed days to give the children the opportunity to learn about different countries in a meaningful context. Children sharing their learning with others through contributing to a display.

**This is how we know how well our pupils are doing:**

- Children's progress across the EYFS curriculum is good from their varied starting points.
- Children reach the Early Learning Goals at the end of Reception and are at least in line with National Expectations.
- Evidence in children's learning journeys support all areas of the EYFS curriculum.

**This is the impact of the teaching:**

- Children who enjoy learning.
- Inquisitive learners.
- Reflective learners.
- Children who are able to demonstrate a variety of skills.
- Children who are prepared to share what they have learnt in a variety of ways.
- 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.
- Class teachers use observations 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. This is tracked using Tapestry and Scholarpack to ensure rates of progress are at least good for all children, including vulnerable groups such as those with SEND, disadvantaged or summer born children. Our assessment judgements have been moderated both in school and externally with local schools and others in our trust. We also partake in local authority moderation which has validated our school judgements.

