



# Brackenhill Primary School

## Early Years Foundation Stage (EYFS)

### Intent: Our ethos

Our pupils at Brackenhill Primary School are incredible. In providing them with a carefully designed curriculum that addresses significant barriers to learning, we allow all of our pupils to flourish and become global citizens as set out in our [school vision](#).

We address children's low entry points into the EYFS by providing them with a [curriculum](#) from Nursery to Reception that is exciting, engaging, highly relevant and enables pupils in EYs to build knowledge, skills, attitudes and values that ensure their progression.

We couple our delivery of the curriculum with real life, memorable experiences which bring learning to life for our children and help them to transfer in class learning into real life context, thus allowing them to become confident, well-rounded individuals who make a positive contribution to society, as they build their cultural capital. Our staff have high expectations of all of our pupils, including those with Special Educational Needs and/or Disabilities (SEND), and work hard to inspire, motivate and challenge them to reach their full potential. All of our team strive to create strong relationships with parents, carers and the community rooted in trust, respect and understanding and recognise the importance of this in supporting a child's development.

### Implementation: What we do

#### Positive Relationships

At Brackenhill, we provide a safe, nurturing and inclusive environment in which your child can thrive. We see each child as a unique individual with boundless potential, and are dedicated to providing them with an enriching learning experience.

The large majority of pupils at Brackenhill Primary School enter Nursery with very low levels of communication, language and literacy. Many of our pupils also have English as an Additional Language (EAL) or are New to English (NtE). We also draw pupils from financially deprived backgrounds and as such many children enter our setting with limited experiences. With all this in mind we have carefully designed a curriculum that addresses these significant barriers to learning and allows pupils to flourish and prepare for the next stage of their learning journey. Our staff have devoted lots of time and paid great attention to detail in order provide our children with a tailored curriculum intended to create exceptional learners.

Through planning, implementing and redesigning this curriculum, pupils have opportunities to develop, consolidate and deepen their knowledge, understanding and skills across all 7 areas of learning in the EYFS. Staff have a robust understanding of the 7 areas and recognise their importance as well as how they are



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all inter-connected. The 3 prime areas; Personal, Social and Emotional Development (PSED), Communication and Language (C&L) and Physical Development (PD) are particularly crucial for setting alight children's curiosity and enthusiasm for learning, building their capacity to learn, helping in the forming of relationships and in supporting them to thrive. Children are equally supported in the 4 specific areas of learning; Literacy, Mathematics, Understanding the World and Expressive Arts and Design, through which their learning in the prime areas is further strengthened and applied. The experiences provided for all pupils are set to inspire, motivate and continuously challenge them. Staff are extremely attentive to pupils' needs and work with determination to develop their skills in the prime areas, recognising that this enables our pupils to thrive first personally and then academically.

All opportunities are used to help pupils develop strategies in understanding and managing their own behaviours and emotions and the team actively promote our fundamental British Values. Children begin to develop their understanding of democracy, learn to follow rules, practise tolerance and are encouraged to celebrate differences whilst they express their own thoughts and feelings freely, understanding the need to respect both themselves and others at all times. In laying these firm foundations, we ensure our children's educational success.

Our curriculum maximises opportunities for meaningful cross-curricular links and offers extended periods of play and sustained thinking following children's own interests and ideas. We support each child in working towards achieving the Early Learning Goals (ELGs) at the end of the EYFS through deliberately planning opportunities within direct teaching and purposeful provision, all underpinned by the statutory framework for the early years foundation stage, 2024. The non-statutory guidance Birth to 5 Matters document is also used to support the implementation of the requirements as detailed in the aforementioned publication.

Furthermore, our curriculum has also been developed in line with the rest of the school to ensure that learning over time is sequenced effectively and there is clear progression within the EYFS, as well as when children move on into Year 1.

## **Unique Child + Enabling Environments**

Pupils have access to a range of thought-provoking areas and rooms and each area of provision has been thoughtfully planned and resourced using current assessment information. This is to ensure learning opportunities are maximised for pupils. Within each classroom, pupils are encouraged to develop their personal, social and emotional skills which then further improve their communication and language capabilities. A range of stimulating resources is made available to enhance learning through play and encourage independent exploration. Alongside this, a balance of child initiated and adult led activities take place and this allows for pupils to remain highly motivated and challenged as they learn.



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## More able learners

Staff provide opportunities for more able and talented pupils to extend their knowledge and understanding through access to high quality differentiated activities. Pupils are also provided with homework and staff liaise with subject leaders to ensure they set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. We firmly believe that there are no glass ceilings and as such, pupils are targeted to make accelerated progress within the Early Years.

## Provision for SEND learners

We also pride ourselves on how well our SEND pupils progress across all areas of the curriculum. We ensure that our children have appropriate provision and a personalised curriculum to support their learning needs as required. We promote a love of learning and independent lifelong skills where everyone reaches their full potential no matter their starting point.

## Learning and development

At Brackenhill, the government endorsed Reception Baseline Assessment (RBA) is used at the beginning of Reception to gather initial information about a child's abilities. Any new pupil in EYFS, regardless of their start date, is baselined within 6 weeks of entry. We also use the Seesaw platform as an assessment method. This is in conjunction with the Birth to 5 Assessment tool and children's progress is tracked termly until the end of the Reception year. Seesaw acts as a pupil's online learning journal and is where spontaneous observations are recorded for them. These can be made up of pictures, videos and comments. Work in class is also recorded in Curriculum Books and stored in pupils' Provision Folders. These then inform children's next steps. Links with home and family are actively encouraged through participation in a pupil's online learning journal and staff monitor development and assess value added throughout a child's time spent in the Early Years. The results are used, not only to monitor development towards the Early Learning Goals and Good Level of Development, but also to predict performance for each pupil at the end of Key Stage 1.

## Impact

The impact on our children is clear: progress, sustained learning and transferrable skills through a bespoke curriculum which aligns with the Early Years Framework providing flexibility, contextualised and cross curricular learning. By the end of the Early Years, children have sufficiently strong foundations in all areas of learning which counts towards their Good Level of Development.