



EARLY YEARS at Boxgrove



Enable children to be inspired to be the best they can be **ambitious** people and their influence on the world.

Inspire children to be brave about their learning and their life; to be **creative** and confident to innovate.

Act as a springboard for children to be continually **inquisitive** about the world around them.

Support children to develop **independence** in their learning; a keen interest in the pursuit of knowledge and a restless need to find out for themselves.

Encourage children to become good citizens who **care** about themselves, others, their community and the world.

Create **resilient** learners who take risks and welcome mistakes on their learning journey.

INTENT

At Boxgrove our aim is to create a learning environment that enhances and invites a child's curiosity, confidence and individual competency to flourish regardless of backgrounds, circumstances or needs. We aim to build effective and supportive relationships with children and parents which enable children to become independent, enthusiastic learners who thrive and reach their full potential. It is our intent that children who enter EYFS begin their lifelong learning journey by developing physically, verbally, cognitively and emotionally whilst also embedding a positive attitude to school and a love of learning.



BIG IDEAS

- Children are encouraged to develop their Characteristics of Effective Learning (playing and exploring, active learning, creating and thinking critically)
- Every child deserves the best possible start in life and the support that enables them to fulfil to their full potential
- Children develop quickly in the early years and experiences between the ages of birth to five has a major impact on their future life chances
- We aim to provide **quality** and **consistency** so that every child makes good progress, and no one gets left behind
- We aim to create a **secure foundation** through planning for the learning and development of each child, assessing and reviewing what they have learnt regularly
- We aim for **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported
- We aim for practitioners and parents/ carers to work in **partnership**



CONTENT & SEQUENCING

- Across the seven areas of learning we plan small, sequential steps that enable children to make excellent progress across the curriculum.
- We use Birth to Five, Development Matters and Early Learning Goals to plan for excellent attainment and progress.
- The long-term plan enables teachers to plan for next steps and to use retrieval practice daily.
- The Read Write Inc phonics scheme is used to teach daily phonics lessons and aims for all children to read and blend with set 1 and 2 sounds by the end of the reception year.
- White Rose and Mastering Number (NCETM) is used to plan maths lessons and enhance continuous provision.
- There is a balance of teacher led, adult initiated and adult led activities during lesson time.
- The children have access to an indoor and outdoor learning environment throughout the day.
- All children take part in dedicated gross motor skills sessions on the Infant playground.
- Forest school, PE and swimming take place weekly.
- Adult initiated activities are tracked using a challenge mountain

RETRIEVAL PRACTICE

- The children practice sounds that have been previously taught during phonics lessons, guided reading and individual reading.
- Mastering Number supports children to practice and recall number facts which supports fluency.
- Children practice skills that they have been taught through enhanced and continuous provision.

LINKS WITH ENGLISH & MATHS



- Read Write Inc phonics is taught daily.
- All children take part in individual reading with a teacher.
- Continuous and enhanced provision provides lots of opportunities for children to practice their maths, reading and writing skills.
- White Rose and Mastering Number (NCETM) is used to plan maths lessons.

PROGRESS



- Summative assessments are recorded termly.
- Formative assessments of prime and specific areas are carried out regularly and inform teachers of which children may need intervention support.
- Read Write Inc assessments are carried out termly.
- Maths assessments are carried out termly.
- Children who are not meeting the expected standard receive extra support through pre-teaching, same day intervention and planned intervention support.

SUPPORT



- Pre-teaching new vocabulary
- Fine and gross motor support
- Visual clues/pictorial instructions
- Modelling
- Pairing/trio partnership