

The intention of our whole school curriculum is to create a culture of enquiry, curiosity and challenge that permeates everything we do.

The Filton Avenue vision is to provide all our young people with the knowledge and skills that they will need to thrive, not just in their local community but in the wider world as it really is, not as it once was. Working in partnership with our families, we will help them to be happy, confident, resilient, independent and motivated; to use our shared values to make informed choices; to develop a life-long love of learning; to achieve highly and to the best of their ability; to feel valued.

We want to help them to ask great questions and think critically; teach them how to make things; how to speak confidently and listen actively; how to be aspirational and self-organising; how to be enquiring and curious and to discover things for themselves; how to protect their own (physical and mental) health and care for others; how to build positive relationships and contribute to their community; to value nature and care for the environment; how to engage actively and creatively; to set them up to live successfully.

To do all this, we will provide a safe, secure and aspirational learning environment and the opportunity to participate in a range of stimulating experiences.

Intent

The Statutory framework for the Early Years Foundation Stage sets the standards for learning, development and care for children from birth to 5 years. Our Early Years curriculum incorporates this framework and recognises children's prior learning, both from previous settings and their experiences at home. We work in partnership with parents, carers and other settings to provide the best possible start at Filton Avenue Primary School, ensuring each individual reaches their full potential from their various starting points. We devised our bespoke curriculum to reflect the needs and interests of the learners in our catchment and we have ensured that this is a solid foundation to the learning that will take place over their time at Filton Avenue.

Particular care has been taken to ensure that this also reflects the more recent impact of COVID; restricted access to pre-school education, limited social experiences and delays in accessing health services.

Our curriculum has been designed to enable children to succeed through our school values of Collaboration, Aspiration, Respect and Endeavour. As such, there is a strong emphasis on the Prime Areas of learning; Personal, Social and Emotional Development, Physical Development and Communication and Language, including Oracy.

At Filton Avenue we aim to equip our learners with the skills to talk and listen effectively to one another. Oracy gives every child the opportunity to find their voice; to articulate their ideas, thoughts and feelings clearly and coherently and develop understanding. Effective communication helps every child to fulfil their potential and flourish in their school life and beyond, regardless of their background. We endeavour to give every learner, under our provision, this opportunity.

Our learners are encouraged to speak in full, coherent sentences when sharing their ideas and using spoken language.

Building further on our Oracy focus, children will be encouraged to employ subject specific language and terminology in foundation subjects, and such vocabulary will be modelled, by supporting practitioners.

We believe that high level engagement ensures high level attainment. We therefore provide an engaging curriculum that maximises opportunities for meaningful cross-curricular links and learning experiences, as well as promoting the unique child by offering extended periods of play and sustained thinking. We follow children's interests and ideas to foster a lifelong love of learning both in and outside of school.

Our inclusive approach means that all children learn together, but we have a range of additional intervention and support for children who may not be reaching their potential. This includes, for example, sessions for developing speech and language, social skills, fine motor skills, phonics, and mathematics.

By the end of the Reception year, our intent is to ensure that all children make at least good progress from their starting points and are equipped with the skills and knowledge for a smooth transition into Year 1.

Our inclusive values, which are shared with the whole school community, will enable us to achieve our vision for an outstanding education for all and to celebrate our diverse community:

Collaboration: we help and support each other, through partnership, teamwork and friendship.

Aspiration: we try to be the best we can, aiming for excellence, innovation and creativity.

Respect: we care for everyone and our environment, with relationships built on trust and kindness.

Endeavour: we focus on our learning, displaying resilience and perseverance.

Regular monitoring of teaching and learning by LT and the EYFS leader ensure staff develop good subject knowledge. Staff receive CPD specific to Early Years to develop their practice.

Implementation

Every few weeks EYFS staff introduce an open-ended question for enquiry, which provides inspiration for learning, whilst providing the flexibility for children to follow their own interests and ideas. Children learn through a balance of child-initiated and adult-directed activities. Activities are planned to enable children to develop in the Prime Areas of learning - Personal, Social and Emotional Development, Physical Development and Communication and Language, including Oracy.

The timetable is carefully structured so that children have directed teaching during the day. The timetable changes throughout the year to take into consideration the changing needs of the children. These sessions are followed by small, focused group work. This means the teacher can systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning.

Children are provided with plenty of time to engage in 'exploration' throughout the variety of experiences carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas.

English / Literacy

Reading is at the heart of our curriculum and our aim is to encourage a love of reading right from the start. In EYFS we focus on two books each term. One of these we discuss and learn about in our Story Play sessions and one is a high-quality text linked to our wider curriculum. The aim is to expose children to a range of books that not only develop a love of reading, but have been chosen specifically to develop their Oracy skills, vocabulary and comprehension. We aim for these books to represent the wider school community.

These books will be embedded in our provision through activities, story sessions and on display for children to access independently. Through this, children begin to internalise new vocabulary, language patterns and begin to retell stories.

There is cohesion and consistency in Early Years to align with the whole school Literacy approach:

- To make every child a reader
- To prioritise the explicit teaching of reading skills and, through a well-established culture of reading across the school, foster a life-long love of books
- To include high-quality texts which are *age and stage* appropriate
- To modelled reading opportunities for every child, everyday
- To develop Oracy skills through reading

A high-quality text is shared daily with the children during story time. This encourages their love of books, giving them a range of literary experiences and a wider exposure to rich vocabulary.

Phonics

We follow *Read Write Inc. Phonics*. *Read Write Inc. Phonics* is a DfE-validated systematic synthetic phonics programme with a whole school approach to teaching early reading and writing, designed to ensure progress for every child. Children learn to read sounds and blend them into words. They apply this phonic knowledge to read and comprehend story books that are carefully matched to the sounds they know. The aim of *Read Write Inc. Phonics* is for children to learn to read early. Children learn how to form letters using mnemonics to help them. They learn to spell correctly using their Fred fingers. And they learn to compose their own writing - drawing upon ideas from the story they've just read. In line with our whole school Literacy approach, through writing, we aim:

- To empower children to find their voice and enable them to communicate effectively
- To become writers who make conscious choices with a desired effect

Children are encouraged to read at home and are listened to regularly in school. They are given phonetically decodable books that match their phonic knowledge in order for them to apply their learning with the aim of becoming successful, confident and fluent readers. They are also given a non-phonetically decodable banded book of their choice to help to support their love of reading and to expose them to a range of high frequency words in context. Parents have the option to take home a story book to share with their child alongside this, from a 'class library' selection.

As a school, we have invested in an online subscription to the full range of Ruth Miskin RWI resources. This includes access to a 'virtual classroom' of phonic videos that are shared daily with parents and carers, better enabling them to support the application of taught phonics at home and supporting home learning in the current climate. It also provides up-to-date training videos to ensure that all staff, both within and outside the EYFS and teachers and teaching assistants alike, have the skills needed to deliver the programme effectively and enable all children to make at least good progress. We also subscribe to Oxford Owl resources, including audio books that are both phonetically and non-phonetically decodable, and can be shared both within and outside of school.

Mathematics

In Reception, we follow the White Rose Maths Scheme of work which is divided into 3 weekly units. High quality learning environments and meaningful interactions with adults, support children in developing mathematical thinking and discussion. Pupils learn through stories, games and tasks using concrete manipulatives and pictorial structures and representations which are then rehearsed applied and recorded within their own child-led exploration. Children in Reception have 3 weekly 'Maths Meetings' to develop fluency, revisit key concepts and address misconceptions.

Wider Curriculum

The intention of our curriculum is to create a culture of enquiry, curiosity and challenge that permeates everything we do. It has been devised to reflect the needs of our cohort intake, particularly in the current climate; starting from the child's inner circle and broadening their knowledge, understanding and experience of the world around them.

Once every term, children are presented with an enquiry question on which to reflect. For example, 'What makes me unique?' The enquiry is launched via a 'hook' to engage and motivate children and spark their imagination. This takes many forms, including, the discovery of mystery objects, exploration of a staged crime scene or through visits/visitors and the exploration of artifacts. Children work towards a planned end-point and oracy outcome, such as establishing a class garden centre for the sale of grown plants, interviewing a health professional or constructing a time capsule. Parental engagement opportunities are planned into each enquiry to further build relations with the wider community and better reflect its diversity.

Children explore the question for enquiry through each state of being; by becoming artists, engineers, authors, mathematicians, scientists and athletes. Weekly activities are planned as starting points for each state of being, though these evolve throughout a week to reflect the child's learning and interests. Children begin the afternoon enquiry sessions through either an adult-led input or sharing of knowledge, or through an oracy-based discussion in which children share their views and are encouraged to reflect on different thoughts, opinions and perspectives. Children are introduced to each state of being activity and encouraged to participate via the whole-school reward system. Children plan where they intend to learn and re-join at the end of the session to share their findings and reflect on the next steps for their learning.

The five fundamental British Values in the Early Years are implicitly embedded in the EYFS framework. These are democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. Many of these values are already promoted inherently in our Early Years activities. For example, children democratically choose class rewards and their class rules; staff support turn-taking, sharing and collaboration; children understand that the rules apply to everyone and that everyone must play their part in looking after the classroom and each other; staff encourage a range of experiences that allow children to explore the language of feelings and responsibility. A wide range of faiths, cultures and race exist in Filton Avenue Primary and this rich diversity is celebrated and learnt about through explicit school wide events, teacher led activities as well as through the sharing of a wide range of books and toys.

Impact

Baseline

Prior to children starting, staff spend time speaking to the child's parents, previous settings and read previous learning journey's/data to gain an understanding of the whole child and where they are at. During the first half term in Reception, all staff use ongoing assessments, observations and conversations with the child to develop a baseline assessment. This identifies each individual's starting points in all areas so we can plan experiences to ensure progress.

The RBA (Statutory Reception Baseline Assessment)

This statutory assessment is also carried out in the first few weeks of children entering Reception. This assessment focuses on 'Language, Communication and Literacy,' and 'Mathematics.' The purpose of this is to show the progress children make from Reception until the end of KS2.

Talk Boost

In Reception we screen and support children who struggle with their speech and language using a tool and programme called Talk Boost. Talk Boost is a structured and robustly evidenced programme that can boost a child's communication by an average of 18 months after 10 weeks of intervention. Talk Boost is a targeted and evidenced based intervention, which supports language delayed children in KS1 to make significant progress with their language and communication skills. We also have a Speech and Language Therapist at Filton Avenue two days a week, who supports us with the children with more complex speech and language needs.

Ongoing Observation

All ongoing observations are used to inform weekly planning and identify children's next steps. This formative assessment does not involve prolonged periods of time away from the children and excessive paper work. Practitioners draw on their knowledge of the child and their own expert professional judgements through discussions with other practitioners, photographs and physical examples such as a child's drawing / making. Some observations are uploaded using Evidence Me and shared with parents and carers and examples kept in individual files. Children are actively involved in the assessment process through self-reflection and by identifying the next steps in their applied learning during 'review time'.

Formal Assessment

Phonic assessments are carried out using phonics Tracker every half term to quickly identify pupils that are not making expected progress. Our aim is for children to 'keep up' rather than 'catch up' where possible. This information is used to group children according to their next steps and ensure teaching is relevant, specific and targeted for effective progress by all.

Summative assessments are completed three times per year and shared with parents, whereby the Class Teacher updates the progress children have made. In Summer Term 2, the EYFSP is completed where teacher judge whether the child has met each of the 17 ELG's. They will be assessed as either 'emerging' or 'expected.' Whilst there is no judgement to state if a child is exceeding beyond an ELG, teachers, have a duty to provide a narrative for both parents and the Year 1 teacher.

Impact is also evident through our successful transitions into Year 1. EYFS staff have a good understanding of how ELG's link to the National Curriculum, and through our robust planning and delivery across the spectrum of subjects – both core and foundation - children leave the EYFS stage with the skills, knowledge and confidence to continue their journey as scientists, authors, mathematicians, athletes, engineers and artists.

September 2021