

# Abbey Hill Foundation Stage Vision, Intent, Implementation and Impact



*Achieving our dreams together*



# WE WANT OUR ABBEYHILLIANS TO:

- be confident communicators.
- develop a strong sense of self.
- understand the wide diversity of people and cultures in modern Britain.
- acquire knowledge and understanding of the world.

‘Each child has a spark inside him or her. It is the responsibility of the people and institutions around each child to find what would ignite that spark’.

Howard Gardner

## OUR INTENT

At Abbey Hill we acknowledge that all children are different, and their needs depend on their cultural background, previous experience, and rate of development.

The EYFS Overarching Principles guide our pedagogy (how we teach):

- 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**, with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Children **develop and learn** at different rates.

**Statutory Framework for the Early Years Foundation Stage January 2024**

### Our hopes and aspirations for children

We want our children to be:

- ❖ Confident
- ❖ Motivated
- ❖ Resilient



- ❖ Problem solvers
- ❖ Happy
- ❖ Respectful
- ❖ Good communicators
- ❖ Creative
- ❖ Friendly
- ❖ Kind

**Abbey Hill Foundation Stage Unit** is intended to replicate a home environment where all children feel welcome, happy, and secure. We strive to develop inquisitive, confident, and independent learners, through providing stimulating and enjoyable learning experiences.

Our aim is:

- ❖ To provide a carefully planned and balanced curriculum, which builds on the children's previous learning experiences as they move from Pre-School to Nursery, Nursery to Reception and Reception to Year 1.
- ❖ To create challenging learning experiences for all children, informed through observations and assessment.
- ❖ To work closely with our parents and carers to support the academic and social development of all children.



# OUR IMPLEMENTATION

## Abbey Hill Foundation Stage Curriculum

- Our approach to learning is based on the Early Excellence Curriculum Development Model 3-5 years. We have a balance between child-initiated play and focused learning.
- Our planning covers the seven areas of learning: Prime Areas (Communication and Language, Personal and Social, Physical) and Specific Areas (Literacy, Maths, Understanding of the World, Expressive Arts).
- To meet the Early Years Statutory Requirements, we use the Development Matters and the Birth to five documents for guidance.
- Long term plans in each age group are based on the children's predictable interests and the content is sequenced, building knowledge between each age group.
- Our Long-term and Medium-term plans focus on the 'key knowledge' we want our children to understand. Through planned group activities and continuous provision, we teach the vocabulary identified on our planning. Key texts are also identified in the planning, so children are exposed to quality stories, poems, and non-fiction books from the age of two.
- To support the development of all children in Pre-School, Nursery and Reception, we focus on:
  - Developing listening and attention skills
  - Increasing vocabulary
  - Encouraging communication
  - Improving core strength
  - Strengthening fingers
  - Supporting self-regulation
  - Encouraging and supporting friendships
- We have three Golden Rules which our children are taught to support their Personal, Social and Emotional development:
  - Kind hands
  - Kind words
  - Kind friends
- We measure progress and learning through formative and summative assessment based on the teacher's knowledge of the child.
- The FS Leader tracks the progress of all age groups and children needing additional support are identified and action taken.
- Pupils who are identified as needing additional help receive support in our continuous provision and, if appropriate, in planned interventions e.g. SALT activities with our trained TA.



- All children are supported through visual timelines and signs and symbols. Additional visual aids are used for identified pupils e.g. Now and Next boards, emotion fans and communication fans and boards.
- All staff work closely with outside providers e.g. Speech therapists and the SFSS service to meet children's needs.
- We provide experiences outside of the children's norm (Cultural Capital), through planned activities in our continuous provision, group activities, visitors, and trips.

**Continuous provision – delivering the curriculum through a high quality indoor and outdoor learning environment.**

- Communication Friendly Spaces are created to provide cosy and safe areas, support emotional wellbeing, and stimulate language development.
- Resources are arranged so that children are taught to 'choose it, use it and put it away' and become independent learners.
- Staff support children to work and play cooperatively and extend their language, making reference to the vocabulary prompt sheets.
- Children have the opportunity to revisit ideas and experiences in different contexts.
- Staff respond daily to the interests of children and resources are provided to encourage creativity.

**Enhanced provision – delivering the curriculum through resource stimulus, interactive displays, visits, and visitors.**

- Enhanced activities in continuous provision are based on the ideas on the short-term planning board, informed by Long and Medium term planning.
- Enhanced activities are also planned to develop the interests which children have communicated, or we have observed.
- 'Busy Finger' activities are planned in each age group and provided daily, to strengthen children's fingers, to support mark making and writing.
- Baking is an integral part of our curriculum, as we believe it links many curriculum areas and develops skills, which are important for our children.
- Teaching our children to sing and play instruments is an important element of our curriculum and supports the development of our children's spoken language.
- We use outside providers who specialise in developing children's Communication & Language and Physical skills e.g. 'Jo Jingles', Next Level Sports and Muddy Footprints.
- Links with Nottinghamshire Healthcare Health Promotion Specialist support staff, children, and their families with oral health.



- Planned visits and visitors enhance our curriculum and provide our children with new experiences.

**Directed activities: Curriculum through focused discussion and group activities.**

- Pre-School directed activities focus on the Prime Areas. Stimulating and engaging activities such as baking, tummy time, Lycra time and nursery rhyme box are provided to develop Communication and Language, Physical development, and Personal, Social & Emotional development. Singing and sharing stories is the start to embedding a life-long love of reading and to develop vocabulary.
- Nursery directed activities are planned to cover all areas of learning. Daily Phase 1 phonic sessions are crucial in the development of children’s listening and attention skills and language development, and activities such as Lycra time and dough disco strengthen fingers and develop core strength. Talking time helps children to develop the confidence to express their thoughts, develop knowledge linked to topics, and respond to questions. Early mathematical concepts are taught daily. The use of the Family Box enables children to share their experiences at home with their friends at school.
- Reception children receive daily synthetic phonics lessons, following the Little Wandle programme, and individual and group reading sessions are closely matched to the GPC’s children know. This phonetic knowledge is applied in writing where children learn to write CVC words and short simple sentences. Mathematics is taught through the White Rose scheme. To ensure children access a well-balanced curriculum, activities linked to Science, Geography, RE and History are planned throughout Long, Medium, and Short term plans.

**Parents and Carers as Partners**

Building positive relationships with parents and carers is of the utmost importance for Foundation Stage staff, as we believe the best way to support children is working in partnership. We recognise that parents and carers are children’s first and most enduring educators, and we develop relationships and trust with them by:

- Offering both parents and children the opportunity to visit the Foundation Stage Unit before starting school to meet staff, including their key worker.
- Providing flexible admission arrangements so children have the chance to build their confidence and settle at their own speed, according to individual needs.
- Holding regular meetings with parents and carers including transition meetings, parents’ consultation meetings, SEND review meetings and support meetings with the school’s Child and Family Support Worker.



- Talking to our parents daily as children come into the FS Unit.
- Providing information about the curriculum and activities through our FS prospectus, newsletters, text messages, the school website and in home to school diaries.
- Supporting families in meetings with outside agencies.
- Encouraging parents and carers to share 'wow' moments from home, which can be included in their child's 'Special Book'.
- Providing written reports on children's attainment and progress.



# OUR IMPACT

The majority of our children:

- Make good or excellent progress academically in all subject areas from their individual starting points.
- Make good progress in Communication and Language, developing the confidence to communicate with adult and peers successfully in a one-to-one situation and in large groups.
- Enjoy listening to stories, rhymes and poems and are able to talk about what they have heard, showing understanding of the text.
- Develop the phonic knowledge and skills they need to decode simple texts.
- Make good progress in their personal, social, and emotional development, particularly in learning how to make good friendships, play cooperatively and resolve conflicts.
- Develop a desire to learn through first hand experiences, successfully engaging in problem solving activities.
- Demonstrate high levels of engagement in activities and develop the confidence to access their own resources independently.
- Increase their knowledge and sense of the world around them through enriching and widening experiences.
- Have an understanding about how to keep healthy and safe.
- Develop 'Key Knowledge', linked to all subject areas.
- Have the confidence and resilience to meet the new challenges as they transition to Year 1.

