

Our EYFS Intent, Implementation and Impact

Intent

Appledore FSU is Nursery and Reception children learning together through child friendly topics. Our children will experience the seven areas of learning in many different ways throughout the year, whether this is indoors, outdoors, in our woods or in the wider community. They are allowed time to revisit the skills and build on them. Our children are happy, independent learners.

The provision is planned to meet the contextual needs specific to Appledore School and this includes supporting the children to become independent, supporting children with SALT needs and managing the widening range of parental expectations.

As part of our whole school curriculum planning and provision, FSU pupils are known as 'Explorers'. We want our children to be curious and ask questions about their learning and the wider world around them.

Implementation

We have planned activities throughout the Continuous Provision allowing children to explore and further develop their own learning. Adults support and guide them as well as developing each child's ability to initiate their own learning.

Examples of implementation to meet the specific contextual needs include:

- Having activities set up to support the children's independence. From early on in the year children in Reception come into the classroom on their own saying their farewells to their parents/carers at the bottom of the steps. The children come in and complete their morning jobs quickly. We also support children to understand the expectations e.g. putting coats on and shoes and socks independently. Children join us from a range of settings, some with a very informal provision and others with a formal provision, therefore many of our new children require support and guidance when they first start school as they aren't familiar with the flexibility of 'learning through play'.
- The FSU has a close working relationship with the SALT team that supports some of our children and we use their resources to carry on their guided work throughout the week/month. Our TA's are trained with SALT resources. We have quiet rooms to work in and we timetable regular sessions for our TA's to work with those children requiring additional Speech & Language support. se targeted children. Our Early Years leader leads on Speech & Language in the school, ensuring we identify needs early and act early. This school leader has

developed very strong links with our SALT Team which has resulted in even earlier support and advice from the SALT Team for children who have mild needs that can be corrected swiftly, rather than wait for the referral system to take effect. For more complex needs the referral system and a higher level of SAT Team support is utilised.

- Parents' understanding of pupils 'school readiness', what a day in an Early Years setting entails and what is age appropriate learning often varies. To support families we dedicate time to provide them with the right information at the right time so they fully understand and to help manage their expectations. We invite parents to termly phonics and maths evenings and explain how we teach, how the children learn and how parents can support their child. We hold termly parents meetings with each family where we share their child's progress towards achieving the Early Learning Goals and any additional support a child might need to achieve the Early Learning Goals. We also hold termly open afternoons where parents and children come together to share their learning walls and learning journeys.

Impact

Children have a good starting point in their school life and are ready for Key Stage 1. Our children are keen to learn, often bringing in their own learning from home to show us in school. Transition to starting school is very smooth for children already in our nursery because of our provision being a Foundation Stage Unit. As the majority of children in our reception class intake in September are from our nursery, the number requiring detailed transition from other settings is managed well and affords staff with ample time to get to know those children new to us. To ensure transition to Year 1 is also smooth, from May half term we plan weekly visits to the classroom so that the children can work with their new teacher and get to know their new environment.

Our data is largely in line with national averages each year. Our baselines inform us of priorities for the first half term. In the past we have had to focus on physical development, talking and social skills. Ongoing observations, weekly joint FSU planning meetings, termly data drops and pupil progress meetings then inform our plans and provision for the rest of the academic year.

Comments from parents about the FSU include:

- *"The atmosphere is really nurturing towards our children."*

- *"M's experience in Dolphins was one that allowed her to flourish and thrive in a creative, engaging and stimulating environment."*
- *"She was previously shy and reserved when it came to talking, sharing ideas and performing in front of her peers. After a short while in Dolphins through a combination of child and adult initiated tasks A really came out of her shell."*
- *"With a growth in confidence my child was equipped with the tools to enjoy learning phonics and in turn, begin to read."*
- *"The whole team are committed to nurturing and developing the whole child by planning and providing really exciting learning opportunities and adapting these to meet the interests of the children."*
- *"The communication with parents is really positive and informative. From more formal curriculum meetings to quick chats which are never too much trouble."*