

Pedmore Pre-School:

Our setting 's ethos and how we support
our children in Pre-School.

2021

Pre-School-Ethos

- ▶ In Pre-School we provide a high quality Early Years Foundation Stage (EYFS) education giving children a secure and confident start in their school life. We are committed to supporting and encouraging a lifelong love of learning alongside the statutory EYFS. We strive for high standards, consider the development of the whole child and seek to foster resilience and independence. We are inclusive and welcoming to all. We aim to provide the essential knowledge and skills that children need to prepare them for future success and the best start to early education. To support this we plan our curriculum to:
 - ▶ Provide a safe, nurturing and happy environment in which to thrive.
 - ▶ Learn through play
 - ▶ Value each child for their uniqueness.
 - ▶ Prioritise communication throughout our curriculum.
 - ▶ Promote and support independence.
 - ▶ Reduce disadvantage
 - ▶ Broaden minds and children's outlook on life; developing knowledge and understanding of the community and wider world.
 - ▶ Foster positive partnership with parents and carers.

Play, scaffolding, modelling & direct teaching

- ▶ How do we teach the children in Pre-School?
- ▶ The new framework does not prescribe a particular teaching approach. The DfE (2021) state in the framework that **'play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play and taking part in play which is guided by adults.'** As such in our setting you may see children playing alone, with peers, deciding on resources and choosing how to spend their time. You may see a child playing and listening to an adult who is modelling how to achieve something new, supporting and enhancing their play or teaching a new skill.
- ▶ Adults may scaffold their play which involves taking their play to a higher level of learning, entering their play as a co-creator and helping to provide a framework for the children to extend their knowledge and abilities. During play adults may also model play, give clues and ask questions to support the child when mastering skills and making relationships then withdraw when appropriate.
- ▶ There will also be times when an adult is working with children 1:1 or in small groups using direct teaching methods focusing on specific areas of learning. This may also be done in intervention groups where children have been identified as needing support to progress in targeted areas such as speech and communication.
- ▶ You will also see our children coming together for stories, singing, sharing news and outdoor free play with adults providing learning opportunities, support, encouragement, a safe space for risk taking and challenge and a nurturing environment which values each child in their own right.

The statutory EYFS framework

- ▶ The Early Learning Goals (ELGs) are the knowledge skills and understanding which young children should have achieved by the age of 5.
- ▶ There are **three** prime areas of learning:
- ▶ **Communication and language development**
- ▶ **Personal, social, and emotional development**
- ▶ **Physical development**
- ▶ There are **four** core areas:
- ▶ **Literacy**
- ▶ **Maths**
- ▶ **Understanding of the world**
- ▶ **Expressive arts and design**

- **Characteristics of effective learning**
- These underpin learning and development across all areas and support the child to remain an effective and motivated learner:
- **Playing and exploring-engagement**
- **Active learning-motivation**
- **Creating and thinking critically**

Pedmore Pre-School.

Curriculum overview: Autumn 1

Our Curriculum	Possible line of enquiry	Home learning focus
<p>We offer a high quality broad and balanced curriculum which has 4 main elements:</p> <ol style="list-style-type: none"> 1. Teaching and learning based on children's interests 2. A regular cycle of learning related to core books, rhymes and songs 3. Core experiences: e.g growing and looking after tadpoles 4. Our curriculum goals for children <p>Enhancements:</p> <ul style="list-style-type: none"> • Talk Boost • Forest school • Letters and sounds phonic programme 	<p>Autumn 1 Title: Building friendships and relationships</p> <p>Key Questions: Which groups do I belong to? Where do I live? Who is in my family? Who lives in my house? How do I look after myself? What changes happen outside?</p> <p>Key images/artefacts: Houses Family books/pictures Teeth, toothbrushes Skeleton Autumn resources</p>	<p>Autumn term:</p> <p>Dough gym</p> <p>Confidence to ask to use the toilet</p> <p>Taking own coat off and hanging it up</p> <p>Autumnal and seasonal walks</p> <p>Retrieving items from their own bag independently</p> <p>Following an instruction, e.g. collect your shoes.</p>

Planning in the EYFS

- ▶ We follow broad lines of enquiry each half term to provide focus and make links between the areas of learning whilst allowing flexibility to focus on the children's needs, their interests and stages of development.
- ▶ We provide opportunities to enhance communication skills throughout our curriculum, both through planned experiences and learning points and through spontaneous interactions. See overview.
- ▶ We deliver the curriculum through planned purposeful play, self directed play and adult directed learning to enable the children to build on what they already know.
- ▶ We plan a progressive maths curriculum and literacy curriculum with a focus on early phonic skills.
- ▶ We offer a stimulating, well resourced, learning environment complete with enhanced opportunities both indoor and outdoor, including forest school, to learn through play both inside and outside the classroom.
- ▶ We use our knowledge of the children's interests, development stages and information from parents and other carers to support our provision. We also use observations on tapestry, both those uploaded by parents at home and those collated by keypersons to learn more about the children's likes and dislikes

Working with parents and carers.

- ▶ We value the contributions that our parents and carers make to their child's learning and take opportunities to collaborate with them. We use the following opportunities to create and foster links to facilitate this:
- ▶ Induction meetings/home visits
- ▶ Small group stay and play sessions
- ▶ Flexible timings and sessions to work with the child's and family's needs.
- ▶ Tapestry online programme to record wow moments and to allow parents to see what is happening at Pre-School and to add their own observations.
- ▶ Sharing planning to allow parents an overview of the children's learning opportunities
- ▶ Termly meetings and or reports to share progress and next steps.
- ▶ Parent rota to allow parents in to Pre-School to share their skills and experiences and to be part of the Pre-School experience.
- ▶ Focus sessions, e.g. nursery rhymes, maths etc to allow parents and carers to participate in their child's learning.
- ▶ Open communication policy: face to face meetings/conversations where possible, tapestry, emails and phone calls as and when needed.

Assessment

- ▶ During the first few months of the autumn term we complete a baseline of where the children are at the start of Pre-School, focusing on their strengths. We check for gaps and target these areas in our planning, this allows learning opportunities to be pitched at the right level and allows progress to be monitored.
- ▶ Parent consultations (either phone call or face to face) are held after October half term.
- ▶ At the end of each term the key person uses all information gathered and their professional judgement to record how well the children are progressing in each area and which areas we need to work on next.
- ▶ Reports go out to parents in January and July with feedback on each area of learning and next steps.
- ▶ Towards the end of the summer term transition meetings are held with the children's primary school settings to pass on information ensuring that their new teachers are aware of their levels of learning, strengths and any gaps which may need addressing.
- ▶ For children with additional needs they may have an individual/group plan with specific targets on which will be worked on at Pre-School and in partnership with parents/carers in the home environment. The plans may have additional input from other professionals involved.
- ▶ Throughout the year we use the online learning journal Tapestry to be able to share information with parents, to record 'wow' moments in the children's learning and to help highlight any areas of need. Parents are able to upload their own observations, photos, videos and written information onto the programme to help us have a full picture of the children's unique abilities.
- ▶ Progression skills documents are used to allow staff to track skills, such as scissor skills, and to know how we can support the children to progress and move forwards.