

Inputs/focus sessions (or when the adults teach key concepts in small or larger groups) happen a number of times through out the day e.g. RWI, Maths, Storytime.

The majority of this work is practical and hands on. Adults at various points also teach other areas of the curriculum through direct inputs each week. These are carefully planned to not only to meet the ELG but support progression and transition to Y1.



We use an Objective Led Planning approach to support staff with the next steps and **intent** in a child's learning journey. Activities are suggested but staff look for opportunities to develop learning through the whole curriculum, especially during continuous provision. Children are added into groups from prior assessment, with the flexibility to move as required. Objectives from the EYFS curriculum are added as next steps and these are created by adults the week before, either from previous summative assessments, incidental observations or our own knowledge of the children. Working this way challenges, targets and supports their individual needs.



Interactions that staff have with children are often guided by our Objective Led Planning sheets. Staff observe children to begin with, assessing if they are engaged and their learning is 'meaningful'. If the child is not engaged then staff will help modify their play or make suggestions to move their learning forward discretely. If the child is engaged but the learning is 'low-level' play then staff will play alongside before introducing the objective as naturally as possible. These are the crucial moments when teaching takes place and are not always planned activities. If the child is engaged and learning is meaningful then staff will not push the OLP and will record observations of the learning they see. We call these 'WOW' moments.



We value the power of outdoor learning and nature-based play. Children have regular access to outside provision. We understand how this significantly supports children's wellbeing.



### EARLY YEARS (Reception) RATIONALE

We put the individual child at the centre of everything we do!

Children are encouraged to learn and explore on their own. Enhancements are sometimes added to an area e.g. if the area is not being used that much or to challenge and further children's knowledge and experiences when an adult is not around.



We value the importance of a strong parent/carer partnership and recognise their significance to the children's learning and development. Over the year, we ensure that there are many opportunities available for parents to get involved in classroom life. We hold parent consultations and this gives the teachers and Parents/Carers the opportunity to discuss their child's learning and development. We also value what the children achieve outside of school. Parents/Carers are also asked to send in 'wow moments' via our online learning journal.



During the week, staff will look at the planning wall for the next steps and **intent** for each of the children and tailor their interactions accordingly. They challenge and question where appropriate at the level that is right for the child. Adults move the child's learning forward and **implement** the objectives in their play. We believe all adults are teachers and every interaction is an opportunity for a 'teachable moment'. They use the words and guidance set out in OFSTED's document 'playing and interacting in the Early Years' as a resource for their verbal and written interactions. Some of these observations are collated on our online learning journal and learning journey wall. Staff regularly discuss the **impact** this is having on each individual's progress. This professional dialogue is a crucial part of the learning process and we adjust our plans and **intent** based on them.



Sometimes, we plan adult led tasks with individuals or groups. We target these based on our knowledge of individual's next steps.



Our environment is very important. We do not regularly put out table-top activities. Adults encourage children to choose what they'd like to do, indoors and out. Adults model how to respect, play and look after our resources. The vast majority of what the children can see on shelves or in drawers is available to play with at all times. Some resources or areas are changed or enhanced to reflect the interests of the children (possibly after being introduced to a child or small group). Staff know that they are showing the children how to learn not what to learn.