

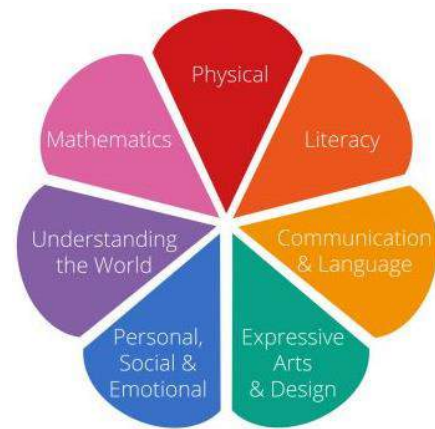
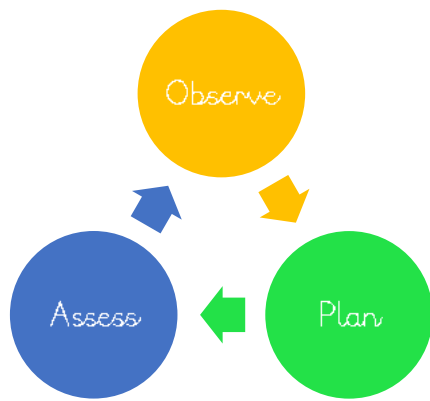


Evidence Informed: Inspirations



Our EYFS SHINE Curriculum - why we do it...

Reggio-Emilia	<p>The fundamental guiding principles of our Reggio-Emilia Inspired Approach include:</p> <ul style="list-style-type: none"> o The image of the child as competent and capable o Teachers and children explore, discover, and learn together. o The role of the parent as integral; children, teachers, and parents are embraced as equally important components in the educational life of the child. o Collaboration as essential; parents and teachers work together and value open lines of communication in the educational process. o The environment itself is considered the "third teacher": environments that allow for exploration and inquiry are considered optimal. o The process of documentation; Documentation promotes open communication between teachers and parents, allows teachers to reflect upon their practice, and affirms to the children that their work and play are highly valued.
Alistair Bryce-Clegg	<p>Effective continuous provision should directly link to assessment Resources to meet the needs of all children Inspiring children through displaying their own work rather than giving them activities to produce a display Fascinations - learning informed by the children's interests Learning should be done through play Outdoor and indoor learning areas are equally important Environment to be structured to reflect needs of the current cohort</p>
Elizabeth Jarman: Communication Friendly Spaces	<p>The CFS approach focuses on the role of the environment in supporting speaking and listening skills, emotional well-being and general engagement. It is critical to understand how the physical space should connect with its intention. Intellectually active spaces - encourage imagination</p>
Anna Ephgrave	<p>Child led (Feeding forward meetings) When children are playing and selecting what to do themselves, they become deeply engaged. While this is happening, the adults should be observing and waiting for a moment in which they feel they can make a difference. They should then interact to 'teach' the 'next step' as appropriate for that unique child at that precise moment. Each time they interact with a child, they are observing, assessing, planning for, and responding to, that individual child. Such interactions are the most important and powerful teaching moments.</p>
Marie Kondo	<p>"The space in which we live should be for the person we are becoming now, not for the person we were in the past." - Marie Kondo. Does it suit a purpose? Does it spark joy? Is it beautiful? 100% of the classroom is for our children.</p>



In EYFS the intent is to provide a broad and balanced curriculum, based on the seven EYFS areas of learning, using play as the fundamental approach which facilitates learning for all children. We believe that every child is a unique child who is constantly learning at their own pace. We encourage children to become independent learners through positive relationships and strong partnerships between practitioners and parents/carers.

Each week we discuss the children's 'fascinations' based on our observations and conversations with the children. We then use this information and implement it into our continuous provision planning. We enhance the learning environment using aspects of 'In the Moment Planning,' to enable their fascinations and curiosities to thrive.

We find that by allowing children to select where, with what and how to play, they are truly invested in their play and become deeply engaged. The EYFS learning environment has a crucial part to play in facilitating learning. We constantly assess levels of involvement in each area and make changes accordingly. We ensure that our learning environment is consistently positive, safe, calm and inviting, so that our children can learn and progress effectively. Our classrooms and outdoor areas are full of communication friendly spaces because we believe this is when children learn best, when they are able to comfortably and confidently interact with others.

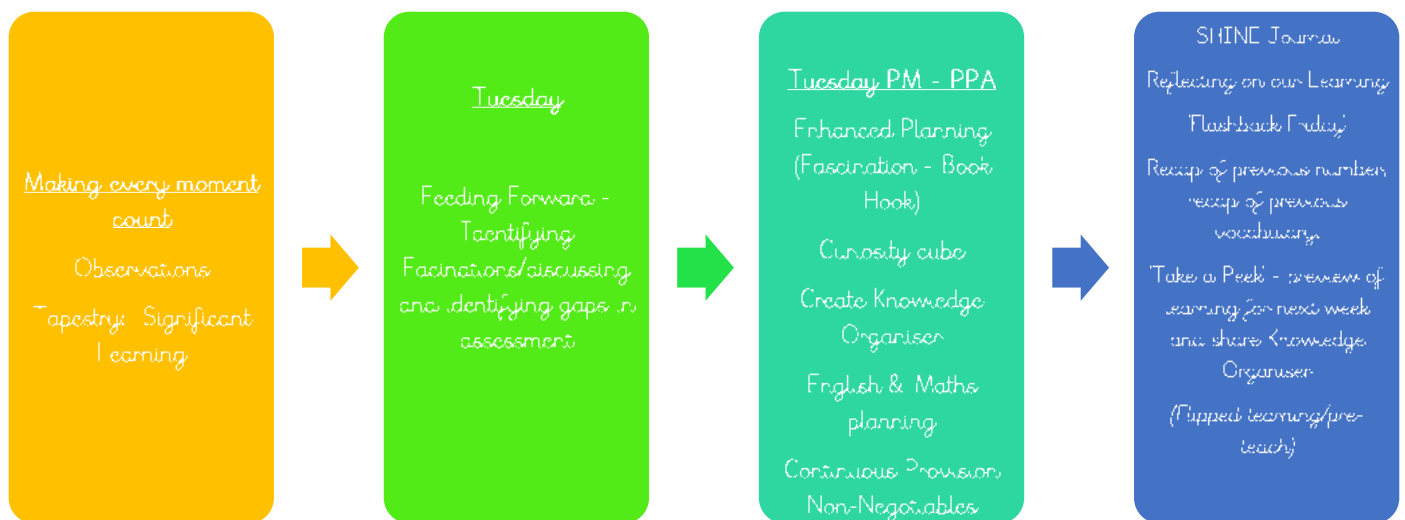
During continuous provision times (choice time) the children are free to play indoors or outdoors in all weather. We also teach whole class and group phonics, maths, writing and reading sessions, along with a shared story at the end of each day. We want our children to gain as many new experiences as possible, so taking them out of school on new adventures or inviting members of the community into school is always an exciting and integral part of our planning.

The role of the adult is also central to children's development. Our children respect and value the adults in our setting. They enjoy nothing more than having quality interactions with an adult whilst engaged in their play. Our skilled key workers constantly question, challenge, model, enhance, explain, recall, praise and encourage.

The impact of this, is that all of our children make accelerated progress and gain the foundations they need ready for their journey into Year 1.

Tapestry:

We use the 'Tapestry' system to document the children's achievements, development and journey through their early years' experience. Tapestry allows us to store video evidence, observations and photographs in a safe way to showcase the children's achievements against the Early Learning Goals and Characteristics of Learning. Throughout the year the parents will be able to follow their child's learning journey through EYFS. They will also have the opportunity to add their own comments to promote a collaborative and strong partnership between home and school.



ENGLISH

Books are at the heart of everything we do! We promote a love of reading through, shared stories, using quality texts with rich vocabulary, providing cosy reading spaces, indoors and out and selecting stories linked to the children's fascinations.

Opportunities for reading and writing are in every area of our learning environment. Our bi-weekly English structure includes, exploring adventurous vocabulary, story sequencing, story mapping and sentence writing.

Our children love phonics! Phonics is taught daily in 4 streamed groups, to match their phonetic knowledge. The groups are changed regularly and informed by phonics assessment data. We follow Fairfield Phonics with fidelity and consistency. This has been developed applying research and principles from Read, Write Inc. to inform our practice. Phonics is taught in a structured and systematic way and the children make rapid progress. The children are given individual reading books which are fully decodable and match the sounds they have learnt. They are also given a second book which is beyond their phonic knowledge to enhance children's exposure to quality texts and develop a love of reading. The phonics teaching role-play areas in both classes are always very popular.

Week 1:

Monday: Introduction to a quality text (verbally sharing key vocabulary), reading the book

Tuesday: Re-read the book and explore the vocabulary (written on large yellow cards)

Wednesday: Re-read the book and sequence the story

Thursday: Re-read the book and build and perform a story map (together - talking aloud your thinking process and using the children's ideas)

Friday: Re-tell the class story map, teachers to model write and children to write their own stories (Talk for writing; imitation, innovation, invention)

Week 2:

Monday: Re-read the book & use invisible sentences to model write first sentence

Tuesday: Re-read the book & use invisible sentences to model write second sentence

Wednesday: Re-read the book & use invisible sentences to model write third sentence

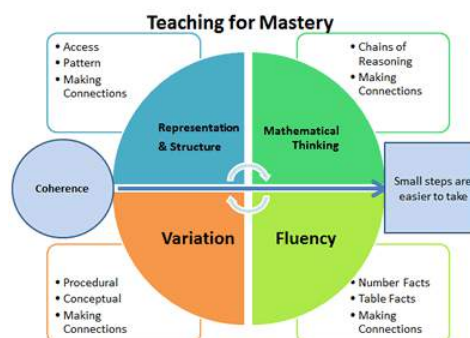
Thursday: Re-read the book & use invisible sentences to model write fourth sentence

Friday: Re-read the book & use invisible sentences to model write fifth sentence

MATHEMATICS

We promote a love of number, shape, space & measure by exposing children to number stories, problems and puzzles daily. We display number, shape, space and measure in every area of the learning environment. In each area you will find the number we are working on that week and an example of CPA alongside it. You will also find opportunities for counting using counting collections in every area. We promote a deepening of Math knowledge by embedding number skills and drip-feeding Math into everything we do.

We use quality resources created by experts in teaching mastery Maths to inform our planning; white rose, the NCETM & the EEF 'Improving Maths in the Early Years' alongside the learning trajectories, Early Math Collaborative & Development matters. We use the 5 big ideas (see below) to help structure our planning and deepen the children's knowledge.



Monday -

Watch the number blocks episode for that week & verbally discuss afterwards.

Tuesday -

Watch the episode & teach the first PowerPoint.

Wednesday -

Watch the episode & teach the second PowerPoint.

Thursday -

Activity relating to this week's number & any new concepts taught.

Friday -

'Flash back Friday' - recap a previous number / concept taught.

Evidence of learning, knowledge and understanding

Tapestry - online app shared with parents/carers. Significant Learning evidence - Minimum of 1 quality observation per child per week, linked with Areas of Learning & Characteristics of Effective Learning.

Our Learning Journey Working Wall: A collation of evidence displayed in the classroom to celebrate learning both in and out of school, linked to their fascinations.

Planning for English and Maths: This is an ongoing cycle of observation, assessment and scaffolding which moves children to the next step through effective questioning & challenge activities.

SHINE Journals: Weekly (Friday Afternoon)

My Writing Journal - Each child has a book belonging to them with a collation of writing evidence created by the child independently. The children are able to write freely about a topic of their choice.

Our Communication Friendly Spaces at Fairfield Primary Academy promote talk, imagination, play, reading and writing opportunities.



