

Our Trust Purpose:

Our Trust exists to create transformational educative opportunities in a shared culture of collaboration.

Early Years Foundation Stage - Concept of Quality

All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential (EYFS 2024).

Contents

- * This document sets out our shared 'conception' of effective early years provision.
- * It draws upon our collective expertise and is **evidence/research informed**.
- * It references insights from Ofsted, the DfE, the EEF and other organisations invested in research and 'best bets'.
- * This is not an exhaustive list of factors that can create quality!
- * Our key reference points for statutory requirements are: [The EYFS framework](#), [The ofsted handbook](#) and the [SEND COP](#).

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The Curriculum (What)

Curriculum: what we want children to learn.



Our approach to early years seeks to balance the importance of **explicit instruction and the power of play**.

- ⇒ The curriculum and environment are planned in an ambitious and deliberate way that maximises opportunities for children to think and learn. 'Educational programmes' are a minimum benchmark.
- ⇒ ELGs are understood as high-level end points that the curriculum builds towards.
- ⇒ Quality interactions lead to effective communication and language which is at the heart of provision.
- ⇒ Plans set out the developmentally appropriate small steps of knowledge that children acquire to help them demonstrate more complex skills/ELGs.
- ⇒ There is a focus on vocabulary and secure knowledge of phonics.
- ⇒ Play should be purposeful and promote the COEL.

Continuous Provision:

- ⇒ Instruction and purposeful play helps pupils practice and retrieve essential knowledge from guided learning.
- ⇒ Promotes exploration, curiosity and creativity through play.
- ⇒ Relies on timely action and guidance from practitioners.
- ⇒ Introduces children to the richness and variety of the curriculum to come and promotes the use of targeted vocab.

Communication and language:

- ⇒ Planning details the vocabulary (especially tier 2 words) that children will be introduced to. There are opportunities for children to practice and use the words they learn. This creates readiness for Key stage 1 and beyond.
- ⇒ A rich canon of stories, rhymes and songs are carefully chosen and shared to promote language and reading.

Cognitive science:

- ⇒ Routines and practice are important - curriculum and pedagogy should be structured through worked examples (my turn, our turn, your turn).
- ⇒ Memory is the residue of thought i.e. children remember the things they think about - provision therefore needs to focus on/enable what needs to be learnt.

Firm Foundations:

- ⇒ The EY curriculum creates readiness for transition points from birth to key stage 1 - there are deliberate links to the vocab and essential knowledge that bridge the 7 areas of learning with NC subjects.
- ⇒ EY practitioners liaise closely with school subject leads.
- ⇒ The EY curriculum is the first series of the 'boxset'.

Pedagogy (How) - helping children to learn

High level principles:

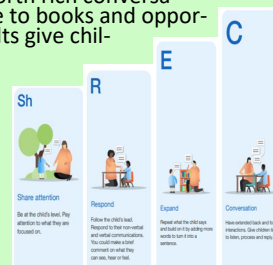
- ⇒ Practitioners are knowledgeable about areas of learning.
- ⇒ Practitioners are experts in teaching phonics and early maths. They read to children in a way that promotes a love of learning.
- ⇒ Practitioners present information clearly and promote communication
- ⇒ Practitioners create an environment that promotes learning.
- ⇒ Curriculum and care practices support children's development.
- ⇒ Where appropriate, Rosenshine's principles are translated into EY practice.

High Quality Interactions with children:

The rate of children's development depends on the interactions they have with adults. When done well, interactions can look effortless but are underpinned by common principles and useful mental models.

Principles for interaction - they should be back-and-forth rich conversations, introducing new vocabulary, frequent exposure to books and opportunities to practice using new words in language. Adults give children time to listen and think before responding.

Mental models e.g. **ShREC** -
Sh...share attention by being at the child's level and attending to what they are focused on
R...respond by following the child's lead and commenting on what they can see, hear and feel
E...expand on the focus and introduce vocabulary
C...conversation - extend the interaction with back-and-forth thinking and practice.



Assessment - checking what children have learnt

Effective assessment is based upon a strong knowledge of its purpose and the intended curriculum



Assessment is understood in three ways: 'for', 'of' and 'as'. There is considerable overlap between each approach...

Assessment for learning involves providing feedback for practitioners and children that is used to improve provision. It is used in an 'live' way to adapt the curriculum e.g. checking that children understand and can use new vocabulary during teaching.

Assessment of learning identifies when specific curriculum goals/end points have been achieved - it is less frequent than AfL and has limitations as it often provides more limited information about children's security with smaller steps e.g. checking at the end of a block of teaching that a composite skills is being mastered - such as using a range of vocabulary in speech or writing.

Assessment as learning draws on the cognitive principle that children are likely to remember knowledge that they re-encounter and retrieve from their long term memory e.g. providing planned opportunities for children to retrieve essential words at the start and end of sessions.

- ⇒ Assessment is used to help identify special needs (see special needs cell).
- ⇒ Assessment should not take away practitioners from teaching the curriculum.

Monitoring and Governance



Monitoring:

- ⇒ This COQ is used to evaluate the impact of EY.
- ⇒ There should be a clear focus to monitoring which responds and reflects upon the impact of the provision's action plan.
- ⇒ Ideally, a whole school monitoring schedule, aligned to training, should set out the foci for the year ahead.

Link Governor visits prioritise 3 themes:

1. Discussing the effectiveness of EY with leaders (with reference to this COQ and the local action plan).
2. A focus on communication and language and the vocabulary that is taught by teachers and used by children.
3. The quality of adults' interactions with children and the extent to which this promotes the intended learning.

SEND and Inclusion



Every practitioner is a teacher of SEND.

- ⇒ Provision has arrangements in place for the early identification of any needs.
- ⇒ Leaders should identify an EY member of practitioners who builds up expertise in special needs and liaises closely with the SENCo.
- ⇒ During points of transition into and out of the setting any special needs and intervention must be shared.
- ⇒ APDRs should be in place for all children identified and be regularly reviewed.
- ⇒ Support for vulnerable groups should be identified and actioned.
- ⇒ Links with relevant agencies and partnerships (see below) should be established and harnessed.
- ⇒ Refer to our Trust wide **COQ for SEND**.

Enabling Environments



The environment (both indoor and outdoor) services the curriculum. It is accessible and matched to children's needs. The environment is:

- ⇒ Vocabulary and language rich.
- ⇒ Develops and promotes the COEL.
- ⇒ Is developmentally appropriate e.g. has tables and chairs of the right size and design.
- ⇒ Is inviting and conducive to learning.
- ⇒ Celebrates what children know and can do.
- ⇒ Is safe and well maintained.

Safeguarding / Care Practices



Children learn best when they are healthy, safe, secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.

- ⇒ Training and supervision are the cornerstone of an effective workforce.
- ⇒ Safeguarding procedures understood by all and practised.
- ⇒ Each child should be assigned a key person who understands children's needs and engages with their family and other relevant agencies.
- ⇒ Expectations regarding ratios and qualifications should be met at all times.

Parents and Partnerships



Parents/Carers are a child's first and forever teacher. Effectively engaging and communicating with families can boost the progress that children make.

- ⇒ Practitioners and parents/carers should keep one another up to date with children's progress and development.
- ⇒ Practitioners should demonstrate how they form partnerships both internally and externally that support children's development.
- ⇒ Good patterns and habits of **attendance** should be established and encouraged at the earliest possible stage.

Research & the Practitioner Curriculum



This document, and practice within provision, are informed by:

- [Ofsted's 'Best start in life' series.](#)
- [The EYFS Framework](#)
- [The Code of Practice](#)
- [The Education Endowment Foundation](#)
- [Speech and Language UK](#)
- [researchED series](#)

You can find out more about our curriculum for early years practitioners at:

- [Creative Learning Hub.](#)

Our Trust Vision:

Our vision for pupils:

- ✿ Strong attendance and outcomes for all.
- ✿ Freedom and Justice.
- ✿ A knowledge rich curriculum.
- ✿ Research/evidence informed teaching.

Our vision for people:

- ✿ Collaboration and kindness.
- ✿ Opportunities to develop and learn.
- ✿ A focus on wellbeing and workload.

Our vision for communities:

- ✿ Schools at the heart of the community they serve.
- ✿ A range of benefits to support families and vulnerable groups.
- ✿ Ongoing support as pupils transition to their next school and beyond.

Our Trust Values:

Integrity: Courage to do the right thing for the child.

Collaboration: Working together, enabling each other.

Dedication: Committed to supporting and improving.

Kindness: Acting with compassion

Understanding (Openness): Listening and valuing one another

Innovation & Creation: Using expertise and research to transform.