



## Learning is an adventure!

### Intent

At Lakeside the child is central to all that we do, their happiness and wellbeing is at the heart of our curriculum. Our aim is for all children to be confident communicators, inquisitive, independent, and happy learners. We recognise children's individual needs and prior learning to create a holistic curriculum that build's strong foundations for the future. The skills and knowledge acquired is underpinned by a strong set of values. Children at Lakeside understand the importance of respect, they are considerate of others and develop social and emotional intelligence.

Throughout their time in the Early Years, the children develop a sense of belonging to our school community and we believe community involvement and parent partnership are key to children's education. We champion equality and believe every child can make progress. We recognise that all children are unique, and we celebrate differences within our school community. This is achieved through a curriculum that activates children's natural desire to learn, following their interests and own curiosities. We encourage children to show courage and be aspirational in all that they do.

At Lakeside we know the development of oracy skills is key not only in academic achievement, but a child's social, emotional, and interpersonal skills. We aim for all children to develop a wide vocabulary, to clearly articulate and communicate their needs, wants and ideas. To be able to activate their inquisitive nature and ask questions. At Lakeside we aim for children to acquire the skills and experiences to prepare them for life in an everchanging world. Ensuring they receive high quality and consistency in teaching and learning so that all children make progress.

We understand that children learn in a holistic way, and we orchestrate the environment to facilitate a community of enquiry. Children are given ample opportunities to act in an autonomous way and encouraged to take a lead in their own learning. However, we know that children need adult instruction to learn new things we ensure that there is a healthy balance. We trust in children's judgements and actively tune into their passions and interests using them as a vehicle for learning. Our Early Years staff are dynamic and creative in their approaches to delivering the curriculum and strive to offer learning opportunities in meaningful ways that are designed to promote the love of learning!

Our Early Years team follow a flexible timetable inspired by children's interests, curiosities and love of learning.





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### Implementation

Through quality first teaching and a clear sequence of objectives we ensure all children make progress and have appropriate challenge and support in all areas of learning. We use Progression of Skill and Progression of Knowledge documents to ensure all children follow a clear sequence of objectives. All children are recognised as individuals and treated according to their needs. We understand that children learn in a holistic way, and we orchestrate the environment to facilitate a community of enquiry. Children are given ample opportunities to act in an autonomous way and encouraged to take a lead in their own learning. However, we know that children need adult instruction to learn new things we ensure that there is a healthy balance. We trust in children's judgements and actively tune into their passions and interests using them as a vehicle for learning.

#### **Child Led Learning “Explore and Learn”**

Children have extended periods of time to engage in their own lines of enquiry. Our learning environment is set up to ensure children have access to open ended resources to support learning in all areas of the curriculum. The inside and outside environments have equal importance. During this time children will:

- Engage in open ended resources that support learning in all areas of the curriculum.
- Practice the skills and knowledge acquired in adult directed activities.
- Practice and embed learning behaviours.
- Develop their metacognitive skills and self-regulation.
- Adults interact in child led learning to support, scaffold, challenge and extend thinking.
- Children have agency over their learning and environment. Helping to develop intrinsic motivation and a love of learning.

#### **Thematic Approach and Adult Directed**

Our curriculum is planned around several high-quality texts, which follow a theme and are rich in language. Planning promotes awe and wonder, excitement and offers numerous experiences. Our themes are constantly evolving and developing according to community and cohort needs or interests. Direct teaching is a carefully planned set of objectives according to children's next steps. Staff teams meet half-termly to use the Progression of Skill and Knowledge documents to plan objectives according to children's next steps, to further extend current learning or plan new skills or experiences that need to be offered. Some planned activities include:

- Storytime and Grandma Fantastic – Her love of language promotes the development of new words.
- Systematic phonics approach.
- Daily Circle Times.
- Mindfulness – Breathing techniques, yoga, outdoor learning.
- Adult led inputs to teach a new skill and to develop knowledge.
- Enhancements – Activities available to the children with a clear learning objective.



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### Impact

The curriculum ensures that when children leave Early Years they have achieved a Good Level of Development (GLD) across all areas of the curriculum. An integral aspect of the curriculum is that children are prepared for their future and are beginning to acquire the qualities and skills of our Lakeside Learner. Their individual identity is valued, and our children are kind and caring whilst also promoting high levels of respect for others. From their different starting points, all children will make good progress academically, emotionally, creatively, socially, and physically. Knowledge, understanding and skills will be secured and embedded so that children attain highly and are fully prepared for starting Year 1.

At Lakeside, ongoing assessment is an integral part of the learning and development process. Staff teams will meet daily to evaluate the day's learning and discuss their observations of the children. In light of this discussion, learning will be adapted for the following day. We work closely with the Inclusion Lead to ensure our curriculum meets the needs of all children, including SEND and disadvantaged. A variety of summative and formative assessment methods are embedded into our practice to ensure that outcome judgements are holistic and focussed on the individual child. Photographs/Videos of children's learning are shared with parents through an online system called Tapestry. All practitioners have access to Tapestry and are responsible for sharing annotated photographs with parents throughout the year. We encourage parents and/or carers to contribute to their child's learning journey to feed into the child's overview of their learning.

### Progress Check

When a child is aged between 2 and 3, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

### End of Year Assessment

At the end of their time in Nursery, they will receive a written report against the prime areas of learning, characteristics, and next steps. This ensures that necessary information is passed onto the next setting to build on the child's knowledge and understanding. Those children with additional needs will have a report based around their characteristics of learning alongside their most recent individual support plan/targets. There will also be meetings and discussions with reception class teachers, SENCOs, DSLs at primary schools as appropriate

### Baseline

On arrival into our setting the team spend long periods of time interacting and building relationships with all children during their play. These in-depth observations are our baseline, which informs future planning and teaching opportunities. Alongside our internal baseline we complete the statutory Reception Baseline Assessment (RBA).

### Focus Children "Learning Detectives"

Reflecting the changes in EYFS assessment, across the Kite Academy Trust we use a Focus Child Approach.



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Each week a small number of children are chosen to be a focus child. During child-initiated learning time, adults will focus on these children to identify their progress/next steps and learning styles. Each child is a focus child twice a year, this resulting in parents having the opportunity to contribute and consult with the teachers in a structured way each term. In Nursery, the number of cycles will be dependent on the term the child will start with their academy. During each child's focus week, quality interactions and learning experiences are reflected on and used to inform next steps. These reflections are also shared with parents via Tapestry.

At the end of their week as a focus child the team will meet with the parents, via a phone call, to discuss progress, achievements, and next steps through a telephone conversation. Evidence in children's learning journeys supports all areas of the curriculum. These observations are used to shape future planning. Staff also consider observations shared by parents and/or carers. Next steps will be shared and agreed between key people and parents, and strategies provided to enable success at school and at home. Children with identified SEND will have individual targets set throughout the year which are regularly reviewed and discussed with parents. These targets will link to their intervention plan.

### **End of Year – Early Years Foundation Stage Profile (EYFSP)**

At the end of the year, we provide a well-rounded picture of your child's knowledge, understanding and attainment against the Early Learning Goals (ELG). We meet the family to discuss their child's progress, next steps and support when transitioning to year 1.

