

Early Years Foundation Stage at Bracebridge!

SUCCESSSES

DEVELOPING

- **Communication and Language- adult interactions**

Prompt sheets around the classroom aid adults' interactions, linking with the learning and areas of provision.

All EYFS staff are involved directly with class inputs to gather expectations of learning and language. Staff can then be seen mirroring this within provision activities inside and out.

TAs given focus tasks, whereby planning depicts targeted questions and vocabulary, aiding the learning of the children and upskilling the staff members.

- **Personal, Social and Emotional Development (PSED)- Zones of Regulation**

Embedded daily routine- children recognise their emotions in the morning and place their faces on the relevant 'zone'.

Children can recognise, explain and respond to their emotions accurately and with little support from adults.

Emotions Toolkit- explicitly taught and modelled, with support given to children who need to access these throughout the day.

100% of the Reception cohort are on track to gain a Good Level of Development in the PSED Early Learning Goal (80% target)

- **Communication and Language/ Literacy- Drawing Club**

Embedded daily routine- children know the learning and behaviour expectations. Children are becoming fluent writers- coming up with their own sentences and transcribing these with little support needed from adults.

Any adult in the Reception classroom feels confident to take a Drawing Club input or group session.

77% of children on track to reach the Literacy Writing ELG- To write a simple phrase or sentence which can be read by others

Children are recalling the vocabulary and the definitions of the vocabulary.

Most children are using the vocabulary and language within their everyday conversations and play: "It's a raucous in here!", "that marble run is gargantuan!", "my headband is camouflage!"

81% of children are on track to reach their Communication and Language Speaking ELG- includes the use of taught vocabulary.

- **Curriculum Review**

Progressive across nursery and reception.

Builds on and reviews the skills needed to access the Early Learning Goals

Can be used as an accurate assessment tool to justify why children are/ are not on track based on progressive checkpoints at the end of each full term.

- **2 Year Old Provision**

Application to the Local Authority to secure grant funding for the expansion of our current nursery provision to include 2 year olds.

Physical remodelling works for the school (new toilets and classrooms moved around) to accommodate our intake of 2 Year Olds.

Recruitment of new staff to incorporate ratios for 2 Year Olds, in line with the EYFS Statutory Framework.

Training of new staff to encompass the development needs of 2 Year Olds.

- **Progressive Nursery Mathematics**

Progressive steps between nursery mathematics language and teaching and that of reception (curriculum)

Introduction of Master the Curriculum and White Rose Maths to aid the teaching and learning.

Maths Champion Scheme- EYFS Lead and Nursery Teacher (HLTA) taking part in a learning and mentoring scheme to help upskill the staff working in nursery on their mathematics knowledge and skills.

- **Outdoor Area**

Ongoing from last year, development of the outdoor EYFS area. Steps taken so far:

Artificial turf under the Reception and Year 1 Canopy area

New outdoor resources for the Nursery Provision- Outdoor role-play shed and climbing frame to encourage development of gross motor.

Grant secured from Tesco Stronger Starts Scheme for Outdoor EYFS Equipment. Using a large sum of this to be used to put thermoplastic markings in the EYFS outdoor area to develop the use of the bikes and trikes.

Continue the development of the outdoor area in line with the 2 Year Old Provision (fencing, resources).