

# Forest Oak School



Curriculum Intent, Implementation and  
Impact statement for *EYFS*

Area/Subject Lead(s):

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## Intent

At Forest Oak school we recognise the crucial role Early Years education plays in providing firm foundations for a successful educational journey into adulthood. Our aim is to create a learning environment and build relationships which support, enhance and invite a child's curiosity, confidence and individual competency to flourish regardless of background, circumstances or needs. Through our engaging and 'WOW' curriculum we tailor our approach to meet the needs and interests of each individual cohort, nurturing independent and creative learners of the future.

We work collaboratively with parents, carers and a multitude of professionals to encourage independent, enthusiastic learners who thrive and reach their full potential. It is our intent that children who enter our Early Years Foundation Stage begin their lifelong learning journey by developing physically, communicatively, cognitively and emotionally whilst also embedding a positive attitude to school and a love of learning.

Every learner has access to a broad, balanced and topic-based differentiated curriculum which prepares them for now and for the future in terms of opportunities and experiences. Following personal interests and individual needs allows us to plan and provide opportunities throughout our Early Years Foundation Stage curriculum to support learning and development and achieve their next steps. All learners receive phonics teaching, utilising a range of strategies and programmes to provide tailor made approaches unique to each learner.

Our focus is to nurture learners into skilful communicators, who can connect with others through language and play in an environment with rich vocabulary. We also support learners to become curious about the world around them, who are confident to be themselves, and who are eager to learn new skills and knowledge. By providing a firm foundation to their educational journey, we are developing strong young learners of the future.

## Implementation

At Forest Oak school the implementation of our Early Years curriculum is child centred by tailoring to each individual and their needs. Our planning is derived from the development matters statements and our topics/continuous provision have been created from our bespoke scheme of work; Cornerstones curriculum. We meet the welfare requirements laid out in the Statutory Framework for the Early Years Foundation Stage, and actively safeguard and promote the welfare of all our children. We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school, beginning with thorough pre-admission meetings to share knowledge and also

through liaising with a range of professionals who support each family. This rich information ensures the curriculum can be appropriately tailored to meet everyone's needs, enabling each learner to have a successful start in their educational journey.

We value the importance of play-based methodology and this underpins our approach throughout our primary education; evidencing our understanding that play is an integral part of learning. We have developed a child centred approach to promote curiosity and engagement and provide memorable learning experiences appropriate for all. Promoting challenge, resilience, exploration, independence and an innate love of learning is our passion.

Our school was carefully built to support children of all ages and physical abilities to develop and strengthen their core muscles. We have a range of outdoor play resources including a climbing frame, slide, bikes, scooters and sensory equipment. We also offer weekly Hydrotherapy sessions in our onsite swimming pool. We nurture the development of our learners through exploratory and sensory experiences in an environment which reflects children's interests and skills through a differentiated and adaptive approach. Each day, our learners spend time outdoors in the natural environment in all weathers: in the garden, at the sandpit, in the mud kitchen on the play equipment or exploring in our onsite Forest School. We support children to learn to work together, manage their feelings and ask questions through skilled adult facilitated play. Our environment and all interactions and routines are intentional and founded in much valued research and theory. Our staff to child ratios reflect each individual need, and our positive relationships ensure each child feels valued and is celebrated for every achievement; no matter how small.

We deliver our curriculum through topic related learning which is enriched with quality key texts, classroom enhancements, trips and visitors. We also use songs, nursery rhymes and stories to support learning opportunities, and provide a tailored and individualised approach for each unique learner. We have a communication rich environment, offering a 'total communication' approach. All interactions between adults and learners are differentiated and of quality, implementing individualised targets from Speech and Language Therapists to unpin each interaction and ensure every learner is nurtured to reach their potential and become confident communicators. This is supported by using Makaton and communication aids that are structured and adapted for each child to enhance autonomy, choice and to enable them to express their wants and needs.

Reading is championed throughout our school, particularly in the Early Years settings. Learners are supported to develop an early enjoyment and love of reading through our engaging approach, utilising story sacks and sensory stories to engage the senses and promote curiosity. We then progress to teaching phonics in a fun and motivating approach, utilising a range of schemes and methodology to ensure we engage and motivate each unique learner, thus providing a solid foundation to their educational career.

Mathematical development is embedded into all aspects of learning, from problem solving to the exploration of shapes, numbers and concepts. We nurture our learners to become confident in applying mathematical concepts in real life situations and thus develop vital life skills.

We use a range of approaches to support our curriculum, including: a balance between child-initiated and adult-led learning, continuous provision, play based learning, small group

activities, 1-1 learning and 'in the moment' reflection and planning. As part of the learning and teaching process, learners are assessed in relation to their progress towards Development Matters and the Early Learning Goals. These judgements are based on accumulative observations and in depth knowledge of the learners acquired through ongoing assessment. These ongoing assessments are used to inform planning and next steps in teaching and learning for all learners throughout the year.

## Impact

Our curriculum and individualised child-centred approach guarantees that every child makes progress from their own unique starting points. Our children join us with lower than average national starting points both socially and academically due to their diagnosed needs, at the end of the Early Years period many reach multiple Early Learning Goals and all make progress. Celebrations in each child's Learning Journey evidences their achievements in all areas of the Early Years Foundation Stage curriculum.

Class teachers use observations to make formative assessments which inform future planning and ensure that all learners' build on their current knowledge and skills at a good pace. Summative assessment compares learner's attainment to age related expectations using month bands in Development Matters. This is tracked to ensure rates of progress are appropriate for each individual learner and their needs. Our assessment judgements have been moderated both in school and externally with local schools and others in our trust. We also partake in local authority moderation which has validated our school judgements. Our curriculum is reviewed annually to ensure relevance and to ensure the voices of our pupils, parents, staff and governors are heard. We believe our high standards are due to our carefully planned environment, enriched play-based curriculum, quality first teaching and the rigour of assessment. Our dedicated approach to learning ensures learners are able to take appropriate risks and apply their knowledge in a range of situations and contexts.

The Early Years approach and ethos remains as learners move into Key Stage 1 and beyond, continuing to support learners to develop through the play-based approach for as long as required. Learners also continue to develop their characteristics of learning during the Early Years Foundation Stage and beyond, supporting them to become effective and efficient learners for life. Our approach focuses on supporting each individual to develop a sense of 'self', understand the fundamentals of communication and be equipped with basic social and life skills.

The impact of our curriculum, coupled with our focused and effective practice in the Early Years Foundation Stage is also measured by how effectively it helps our learners develop into well rounded individuals. Thus embodying our values and carrying with them the knowledge, skills and attitudes which will support them to become lifelong learners and valuable future citizens who are prepared for the future, with an innate passion for learning.