



EYFS Review 2021/22

Develop a fully accessible, well organised indoor and outdoor learning environment that effectively meet the needs of all learners.

Throughout the year our physical learning environment has been a major focus of development. At the beginning of the academic year there were numerous resources in sheds and cupboards but no real coherent organisation so all staff knew and could access easily the vast amount of resources we had available. Time was spent in the nursery large cupboard sorting and organising resources and rehoming any resources that were no longer needed. This cupboard eventually will become the central storage space for all EYFS resources. The 2 smaller sheds in the garden area of Reception were reused as large construction storage that the children could access independently. The large shed was sorted so resources could be found easily. The 2 sheds under the shelter in Reception were sorted and one has become the storage for the balance bikes – they now get used more regularly as we can access them much easier. The large shed in the Nursery garden was sorted thoroughly during the Easter holidays and is now very accessible and organised. Time has been spent on ‘less is more’, ensuring that the resources we have out are easily accessed by all the children and time has been spent on teaching children where to put the resources when they have finished playing – this could be a photo label, shadowing or by modelling. Two areas in the Reception garden have been modified into smaller ‘nooks’ allowing space for conversations and imaginative play. New large wheel construction materials were purchased for Reception alongside some mirrors. The inside classrooms have been kept calm by having neutral colours and less busy. The Nursery environment will be more of a focus next academic year as we are awaiting confirmation of a new Nursery building.



Develop the role of the adult in supporting, guiding and extending children's learning during child initiated learning.

Jenni Ferguson (Early Year's Advisor) provided training to Reception staff and Early Years Lead provided training and support to Nursery staff. A huge improvement has been seen in all staff engaging with children through conversations, play and observing without taking over in the play. Regular conversations between staff has provided more enhanced learning experiences for the children as their interests and needs develop. The need for more physical play has been evident through the use of the balance bikes and Nursery using the play equipment on the field. All staff have taken on the 'less is more' approach and the importance of modelling appropriate learning behaviours.



Develop robust systems to effectively use assessment information to inform planning in the most timely way.

Daily conversations between staff ensure that no child is left behind. Any intervention needed is quickly put in place – writing name, numbers to 5, gross motor skills, social skills, daily readers and catch up phonic sessions. Regular phonic assessments ensure any children needing extra support is quickly put in place, alongside daily readers.

To implement a new phonics scheme that ensures consistency throughout the school.

Little Wandles Letters and Sounds Revised has been implemented in Reception since April 2022. All staff have been fully trained. During the Inset day, resources were sorted and stored in an organised manner, ensuring quick and easy access. Displays throughout Reception are consistent with the new programme and the children have enjoyed and embraced the mnemonics that represent each sound. As we started mid-way through the year a bit of catch up was required and this will be continued through into Year 1.



To ensure that the gap between PPG children and others is diminished.

Interventions were quickly put in place to ensure our PPG children had the same opportunity to progress and reach their full potential. One PPG child has additional needs but adaptations that have been made to our curriculum has ensured that he has made significant progress through his learning behaviours and communication and language. His needs were forever changing, but were always quickly assessed and resources put in place to meet these ever changing needs. A separate phonics programme was put in place to support a PPG child who started part way through the year. Another PPG child was always a focus child during class teaching sessions and has made significant progress throughout the year – her family are delighted with the progress and confidence she has made throughout her time in Reception. Time spent daily in Nursery with PPG children ensuring good quality conversations take place.

Other highlights:

Kite Flying Day
Phonics/Reading Parent Workshop
Maths Parent Workshop
Writing Parent Workshop – writing session with their child/children
Parent tour of school – child led
School Fruit shop experience
Stockwood Discovery Centre visit
Watching tree being felled
Celebrating Chinese New Year
Ark Farm Visit
Seasonal Dell walks
Parent forest school activities
Queen's Jubilee Celebrations
Science Day
Christmas Concert
Pancake Day
World Book Day
Weekly forest school sessions
Outdoor Adventurous week
Parent afternoon session – explore and learn
Regular Blogs engaging families in all aspects of our learning

