

# Sir Alexander Fleming Primary School and Nursery Early Years Foundation Stage Policy

Updated January 2023



## Intent Statement

At Sir Alexander Fleming Primary School and Nursery we feel privileged to work with the families and children in our care.

We recognise that a child's early opportunities and experiences impact greatly on their future education and life chances. Therefore, their time with us is crucial and we have a great responsibility to ensure that they fulfil their potential, make good progress and be **SUCCESSFUL**.

*"No job is more important than working with children in the early years." (Development Matters 2021)*

*Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. (Statutory Framework 2022)*

As we are shaping our future generation, we believe and foster an holistic teaching and learning approach in which the 'whole child' is considered and supported to develop. We help children to understand and develop their sense of identity through the building of **RESPECTFUL** relationships and a thoughtful and sequenced curriculum which develops their knowledge of themselves and others.

We know that early teaching and learning opportunities provide 'building blocks' for later learning. Therefore the progression of knowledge and skills is considered across all areas of the curriculum. We can ensure that children are secure at the 'earlier steps' so that they have the prior knowledge to succeed in their later learning.

We believe in 'Learning without limits!' Children do not have a ceiling on their learning here and our environment is set up to foster children at all stages in their learning journey. Children feel **SAFE** and show what they do. We combine specific resources and scenarios with open-ended ones in order to enable appropriate challenge for all. Our practitioner's know how to intervene to support and challenge children's thinking.

We also know that the content of the curriculum must be delivered through strong pedagogical approaches in order to be successful. We focus on The Characteristics of Effective Learning so that children develop good learning behaviours such as **BRAVERY**, independence, resilience and collaboration. Adults take **PRIDE** in creating opportunities which interest and inspire children. Children are expected to work hard and try their best through our 'have a go' ethos.

We value play! Through this children's positive attitudes are developed and these good experiences are important in building a life-long love of learning for our children.

## Our Philosophy



### **We want our children to be:**

*Kind, independent, confident, resilient, creative, talkers that are listened to, nurtured, noticed, healthy, investigators, researchers, challenged, safe, self-regulators, collaborative.*

### **Our practitioners will be:**

*Kind, nurturing, creative, positive, patient, open-minded, knowledgeable, role-models, scaffolders, listeners, collaborative.*

### **Our environment will be:**

*Safe, stimulating, motivating, engaging, real, interesting, accessible, communication-friendly, calm.*

### **Our learning will be:**

*Playful, fun, exciting, purposeful, motivating, valued, risky, active, challenging, language and resource rich, analytical, open-ended.*

## Implementation

Our approach is influenced by the work of educationalists, researchers, psychologists and practitioners who have guided our knowledge of how young children learn and how adults can support their learning.

“Knowledgeable practitioners appreciate that adult-led learning offers a child something different from, but complementary to, child led learning and it is one without the other that leads to an impoverished educational experience.” Fisher, 2016.

At Sir Alexander Fleming Primary School and Nursery provision is underpinned by a complementary relationship between adult led, adult-initiated and child led learning. We are ambitious in our approach using a continuous cycle of observation and assessment, planning/teaching, alongside structured and systematic lessons and guided work.

We have a playful approach to all learning within our Early Years Foundation Stage.



*Play is  
the highest  
form of research.*  
ALBERT EINSTEIN

### *it's not "just play"*

Play is an essential part of early learning.  
It is the lifeblood of the learning process.

As children play they are developing the cognitive, socio-emotional and physical skills they will need to take them into a successful adulthood.

They are developing their curiosity, problem solving, intentionality, flexibility, and verbal & non verbal skills.

Socio-emotionally they are developing their emotional intelligence – learning confidence, cooperation, negotiation, sharing, empathy and how to communicate appropriately.

Physically their fine motor and gross motor skills are being practised and developed.

*It's not "just play" they are  
skills for life!*

MHC Early Childhood Solutions



## Continuous Provision

This occurs during Open Door Sessions in which children have access to all areas of our environment. Continuous provision transcends all areas of learning and provides children with the opportunity to demonstrate the three characteristics of effective learning. Children are given the freedom to make independent choices and are encouraged to be active learners and take control of their own learning. Adults play and interact with children and intervene, when necessary, in order to move learning on.

## Adult-led Provision

Short focused groups are planned for writing, reading and maths. These sessions are planned with care, meeting the needs of all children, using prior knowledge of the child's learning experiences and the non-statutory guidance from the EYFS document 'Development Matters', 2021.

Adults also lead provision during Open Door sessions in which they engage in Project Work. Project work has been planned by practitioners in order to deliver our curriculum goals.

High-quality interaction is crucial in order for all children to make progress.

Our practitioners use their knowledge in order to evoke responses from children which show what they can do.



## The Role of the Adult

Research shows that progress will be significantly enhanced by the effective support and role models of adults within a high-quality learning environment.

Within our setting interactions between children and adults will look like this:

- Tuning in to what is happening or a child's thinking.
- Showing genuine interest.
- Respecting children's own decisions and choices.
- Inviting children to elaborate.
- Recapping on what has happened so far.
- Offering personal experience.
- Clarifying ideas
- Reminding.
- Using specific praise e.g., that is a good idea because...
- Offering an alternative viewpoint.
- Speculating/ using 'I wonder if...'



The definition of teaching in the Early Years as stated by OFSTED (2015); Teaching should not be taken to imply a 'top down' or formal way of working. It is a broad term which covers the many ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating, and setting challenges.

It takes account of the equipment they provide and the attention to the physical environment as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do as well as take account of their interests and dispositions to learning (characteristics of effective learning), and use this information to plan children's next steps in learning and monitor their progress.



## The Role of the Environment

The importance of each adult to support progression is crucial however, we equally understand that in times when a child is on their own independent learning journey the environment plays a significant role in development.

"When it comes to what we have and where we have it, then nothing should be left to chance" Alistair Bryce-Clegg, 2015.

At Sir Alexander Fleming each area of the classroom has been considered thoughtfully in order to engage, inspire and meet the needs and interests of our children. We use all three classrooms in order to ensure our provision is resourced in the best way possible.

As the needs of the children change, as they grow and develop, so does their learning space. The environment is also enhanced and adapted in order to ensure children are given opportunities to meet our curriculum goals.

Practitioners have considered and anticipated the Common Play Behaviours children will display in each area and resourced it in order for children of all abilities to be challenged. A progression of knowledge and skills has also been created in order that adults can recognise where children are and how to move them on.



We offer familiar resources which children can revisit and reuse for different purposes over time.

We provide a variety of stimulating resources that engage children and have the potential to extend their learning.

## Sir Alexander Fleming Primary School and Nursery

### EYFS – Effective Continuous Provision/ Open Door

### COMMON PLAY BEHAVIOURS

#### JUNK MODELLING



Behaviour	Joining	Cutting	Building	Folding
HIGH LEVEL	Split Pins Tying Paper Clips Large tape dispenser	Material Corrugated paper Tissue Paper Card/ boxes Regular scissors Cutting out a shape	Brackets Opening levers Hinges curved Variety of shape and size	Complex Fold, i.e. Fan Thicker paper
MID LEVEL	Small tape dispenser Tape Masking tape Pegs Scissors Glue spreader	Trimmers Hole punch Paper sheets Spring scissors Card Toilet roll tubes Cutting lines	Bridging Smaller objects Irregular shapes Different shapes	Simple Fold Regular paper
EMERGENT	PVA glue brush Finger glue Glue sticks	Snipping Paper strips Whole hand scissors	Stacking Larger objects Regular shapes Same shapes	Scrunching Thin paper

Our timetable allows for long uninterrupted periods of continuous provision that allow the children time to reach a deep level of involvement as they engage, play, investigate and talk.

We have a distinctive natural style which is based on the need to create a calm, stimulating and nurturing place which children and parents enjoy coming to. Our setting reflects what we believe our children need and that is bringing the outdoors inside. Research shows that plants and greenery enhances children's concentration while supporting their mental health.



We also use the outdoors as a vehicle for learning during and Forest School sessions which happen weekly. During these develop a sense of awe

and wonder at the world around them and begin to ask and answer questions about similarities and change that they notice. They also learn how to become responsible for their own safety and the safety of others.

## EYFS 2021

We follow the EYFS Statutory Framework (2021). Within this framework there are four guiding principles which shape our practice. These are:

1. Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.
2. Children learn to be strong and independent through positive relationships.
3. Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
4. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

### EYFS learning and development requirements

Our curriculum encompasses seven areas of learning and development. All areas of learning and development are important and interconnected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships, and thriving. These are called the prime areas:

- communication and language
- physical development
- personal, social, and emotional development.

Four areas help children to strengthen and apply the prime areas. These are called the specific areas:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Throughout their time in the Reception Year our children partake in an ambitious curriculum which is designed in a sequential way to ensure progress towards the end of reception goals. These goals are defined as Early Learning Goals (ELGs)

It is also important to highlight that our plans are flexible to allow us to respond quickly to children's new interests and/or needs.

Weaving throughout the EYFS curriculum at Sir Alexander Fleming are three Characteristics of Effective Learning.

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements



Continuous Provision sessions children



- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

These elements underpin how we reflect on each child's development and adjust our practice accordingly. Supporting children in their individual learning behaviour and observing the context of children's play is essential.

'What children learn is important, but how children learn is even more important if they are to become learners in today's society.' Helen Moylett *How Children Learn*, Nancy Stewart (2011)



## Curriculum

Our EYFS curriculum content is planned by practitioners thoughtfully and reflects the needs of our community. We have a strong rationale for each terms topic.

**Who Am I?**

**CULTURE**

**Tolerance**

**values**

Young Advice Mankind Ideas Plans Listen Judge  
Experiences Love Generations Humans strong  
Gender values Respect Communication Family Victory  
Trends Getting Directions Supervision Sharing  
Future Youth Watch

Early Years Foundation Stage

Curriculum Overview

Autumn 1

**U is for Unique**

Hypothesis

**Respect**

As a school, it is our priority to build positive relationships with children and their families. Bruce believes that when children feel secure that they perform better. Young children are ego-centric (Pollard) and therefore are interested in matters which relate to their own lives. What matters to children is themselves! Practitioners have chosen this project as all children can relate to it and have experiences of the key themes such as faces and homes. This is also important to our school, due to the limited life experiences some of the children may have had. Practitioners feel that this project is relatable and accessible to all parents, thereby further strengthening parental partnerships, which will ultimately improve child outcomes. This project will develop children's sense of belonging within the setting as well as developing an understanding and respect for other's lives. The professionals in the Foundation Stage have also reflected on their practice and recognise a need to provide children with opportunities in which they are exposed to a variety of people, cultures and ways of life. This project will allow this.

### Provocation

Every child and their family were set a 'Holiday Challenge' in which they were asked to take a family 'selfie'. Children will be encouraged to discuss their photographs to enhance their speaking and listening skills and talk about their lives. This will also give practitioners an insight into the child's experiences and interests and act as a vehicle towards building strong relationships between them.

<p style="text-align: center;"><b>Sense of belonging</b></p> <p>To develop self-confidence/ security to show adults and children what they are capable of.</p> <p>To be in a secure environment in which they know that they are <b>safe and valued</b>.</p> <p>A learning <b>community</b>/ community learning contract. Children learn from other children. Children are <u>not</u> empty vessels!</p> <p>Knowing their place in the world. Being ambitious.</p> <p>Showing tolerance and understanding regarding others' and their culture.</p> <p>Change and growth exploration.</p> <p>Philosophy for children; exploring what it might mean to be human.</p>	<p style="text-align: center;"><b>Strengthening Parent Partnership</b></p> <p>Expressing to parents that we are interested in the <b>whole child</b>. Most of a child's important experiences happen at home. <b>Celebrating</b> and discussing these experiences.</p> <p>Rites of passage.</p> <p>Being honest and open about what children <b>can do</b>. Building on their <b>previous knowledge</b> and utilising their strengths and interests.</p> <p>Being aware of each child's home traditions and <b>cultures</b>. <b>Enriching</b> other children's experiences by sharing what is important to each of us.</p> <p>Recognising <b>similarities and differences</b>. <b>Understanding</b> others and being understood.</p> <p>Using Seesaw to enhance the ways we communicate with children and their families.</p>
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Children will know . . .	Children will say . . .	How we will deliver this . . .
<p><b>N</b></p> <ul style="list-style-type: none"> <li>People in their family and people who are not.</li> <li>The names of some of their care givers, teachers and a significant friends name.</li> <li>They have a place they live in.</li> <li>The names of two rooms in a house/ nursery.</li> </ul> <p><b>R</b></p> <ul style="list-style-type: none"> <li>Most of the children's names and all the teachers who support them in their class.</li> <li>That they are part of at least two communities; home and school.</li> <li>Some of the features of their home.</li> </ul> <p><b>Y1 Geography, RE, PSHE</b></p> <ul style="list-style-type: none"> <li>They belong to a class and that it is apart of a wider School community.</li> <li>Other people have feelings and how to work well within a school community.</li> <li>Land use around the school.</li> </ul>	<p>Mummy, daddy, nanny, Miss Reese, a child's name, house, windows, roof, door, two rooms for example, bedroom, kitchen.</p> <p>Different types of home for example a flat, bungalow.</p> <p>Kitchen and associated features such as fridge, oven, sink.</p> <p>Bathroom – toilet, sink.</p> <p>Bedroom – bed, wardrobe.</p> <p>Fish and chip shop, job, road, church, community centre, forest, path, bridge, traffic, office staff, headteacher, senior leaders, caretaker, responsibility, roles, allotment, playground.</p>	<ul style="list-style-type: none"> <li>Books: Peace at last, Not Now Bernard.</li> <li>Nursery Rhymes and Songs: Wind the bobbin up, Going to build a house, Head, shoulders, knees and toes.</li> <li>Small world houses and homes.</li> <li>A nurturing home corner, which reflects some of the items in their homes.</li> <li>Home challenge – to bring in a photograph of their family in their home.</li> <li>See sequence of lessons for Autumn 1.</li> </ul>

## Communication and language Development

At Sir Alexander Fleming Primary School, we believe the key to success in all areas of learning is communication. Research clearly shows that the level of development in language and communication is the greatest predictor of success in later life. At school children use language to:

- Build strong relationships.
- Communicate their ideas and their feelings.
- Think creatively and critically.
- As a tool for learning.
- Become confident with the written word.

(Julie Fisher, 2016) The development of a young child's communication and language comes primarily from tuning in to conversations that are meaningful to the child.

The preparation for all aspects of written language develops through one to one conversation with a responsive adult. Alongside quality interactions, rich and varied experiences ensure language provides the foundation of thinking and learning. Improving young children's vocabulary is paramount. Exploring and extending pupils' vocabulary is part of everyday teaching. Lessons are planned to enrich vocabulary and incidental opportunities are exploited. Vocabulary is discussed with the intention of building background knowledge so pupils can comprehend spoken language and later, the content of a text. Our EYFS classrooms have interactive vocabulary displays which are used, referred to and added to in partnership with the children.



Children also participate in Helicopter Stories sessions once a week in which they listen to, create and act out stories that are verbalised to support their language development.

We use published assessments, interventions and make appropriate referrals in order to support children who require further support in this area.

Many of our staff are trained in Makaton and this is used to support language development and understanding across the EYFS.

### **Early Reading and Writing**

At Sir Alexander Fleming Primary School and Nursery this is taught through a Systematic Synthetic Programme called Jolly Phonics. Please see the Reading Policy for further details.

Stories, texts and rhymes are a key aspect of our practice.

We have created an EYFS reading offer as we prioritise this as a fundamental part of our teaching.

Texts are used daily during a story-time, used to inspire mathematics and English activities and during continuous provision.

Throughout the learning environment a range of fiction, non-fiction and poetry books are selected and presented for children to use in appropriate contexts, to further enhance their learning.

A writing focus is planned weekly during Open Door sessions.

### **Mathematics**

At Sir Alexander Fleming Primary School and Nursery this is taught discretely using the White Rose coverage document. We also plan a weekly mathematics challenge to be undertaken during Open Door sessions. But we also believe that maths is everywhere! For example, there are endless opportunities in the malleable area alone; arrays in trays, size of cutters, lengths of dough, amounts of decorations, patterns etc.

### **Projects**

During Open Door children engage in projects which have been planned by the adult due to children's needs, interests of curriculum goals. Adults differentiate project content to meet the needs of children.

### **Assessment**

Throughout Continuous Provision observation forms a fundamental aspect of the pedagogy of the EYFS at Sir Alexander Fleming Primary School.

"Young children demonstrate language, mathematics, science, creativity, physicality – sometimes all within one activity – and the task of the practitioner is to make sense of what is seen, to recognise any significant steps in learning that may have taken place and to identify where help and support are needed to make further progress" Jan Dubiel, 2014

Observation and responding to children's thinking inform our planning of experiences and opportunities, how we create our environment for thinking, the strategies the adults use to extend learning (modelling, scaffolding, questioning, discussion, shared sustained thinking) and how we capitalise knowledge of children's interests to ensure high levels of engagement. All adults take note and sometimes record significant moments when a child does or says something that demonstrates progress or skill in a particular area using Seesaw.

Children in Reception record their learning in Mathematics, Writing and Reading Journals and these are marked in accordance with the whole-school marking policy.

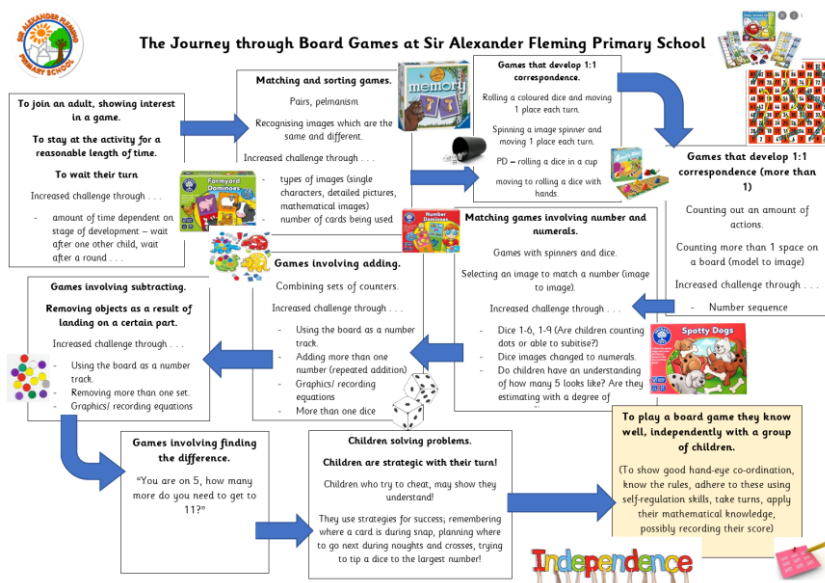
In addition, to the continuous cycle of observation and formative assessment which informs each child's next steps, summative assessments are carried out for phonic development, number and an assessment of each child's stage of development for each of the 7 areas of learning. These take place termly and inform planning of subsequent teaching and learning.

### **Progression of Knowledge and Skills**



This is considered by all practitioners and used to move learning on appropriately. It is reflected within the resources provided so that children can access play at an appropriate and challenging level.

We have also created 'Our Journey' documents to show children's journeys through all aspects of our provision at Sir Alexander Fleming Primary School and Nursery. We believe that any experience can be adapted to challenge any child.



All subject co-ordinators area aware of the EYFS related content.

An EYFS Historian will know ...

N That they are a child.  
That they will change over time.  
What babies are and what they need.  
That they were a baby.  
That they have participated in events in the near past.  
Recall some parts of stories set in the past.  
R The difference between a baby and a child.  
Their age and some significant ages of others.  
The difference between a child and a grown-up.  
The name of a significant historical figure and two key facts about their life.  
How to talk about past, personal events.  
Talk about some significant differences of the past, when studying stories set in the past.

An EYFS Historian will say ...

N Long ago, now, baby, cot, bottle, soon, poppy  
R Then, old, today, when, next, grown-up, adult,  
change, bigger, taller, remember, soldiers, die

Displays/ floor books

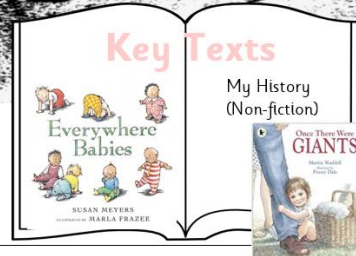
What did we do last time?

Last term?

Baby resources in the role-play area

Understanding the World

Past and Present



History opportunities  
in our environment

Past and present books;  
fiction and non-fiction

A timeline of the year

Nursery rhyme imagery

Small world people of different ages



EYFS historians will take part in history projects

Autumn Term Enquiry Question: Were we always this way?

- Real life experience – have a baby visit the setting. *Primary evidence and some historical interpretation.*
- Book – Information book; Now and then. *My History. Primary evidence.*
- Talking bags – baby objects/ sorting baby and child objects and comparing them. *Primary evidence.*
- Children to bring in photographs of them as babies/ artefacts such as baby clothing/ toys. *Primary evidence.*
- To mark-make what I have learnt – a baby in a cot with a nappy on etc. To talk about reasons for wearing a nappy etc.
- Create representations of me in the past and me now (the chronology of my life.)

Spring Term Enquiry Question: Why was Florence Nightingale important?

- Real life experience – have a nurse visit the setting. *Primary evidence and some historical interpretation.*
- Book – Information book; Little People, Big Dreams. *Primary evidence.*
- Making comparisons between nurses now and nurses in the past.

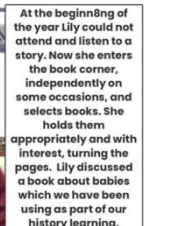
Summer Term Enquiry Question: How old will we be in the future?

- Children to bring in photographs of the oldest member of their family. *Primary evidence.*
- Book – *Primary evidence.*
- Birthdays exploration
- Comparing and contrasting children with adults
- Visit an Old People's Home/ Invite them in.



Evidence of children's learning	
The EYFS Statutory Framework highlights that there is no need for formal recording of children's learning in the EYFS, especially as this can detract from teaching and high quality	

Whole class and playful discussions taking place.



## JUNK MODELLING



Behaviour	Joining		Cutting		Building		Folding	
HIGH LEVEL	<b>Knowledge</b> I can join a range of materials in a variety of ways. I select a method based on the purpose/ properties of materials.	<b>Vocabulary</b> Material, cardboard, split pin, metal, thick, thin, join, fold, tie	<b>Knowledge</b> I can use regular scissors to cut around a shape and remove it. I make good attempts to cut cardboard and fabric.	<b>Vocabulary</b> Cardboard, fabric, slice, shapes-round, square etc	<b>Knowledge</b> I can build models using brackets, levers and hinges. I use materials that are small.	<b>Vocabulary</b> Model, bracket, lever	<b>Knowledge</b> I can do a complex fold such as creating a fan with thicker paper.	<b>Vocabulary</b> Fan, pattern
MID LEVEL	I can use two methods of joining materials such as glue and tape. I use these techniques with increasing accuracy.	Fix, tape	I can use spring scissors to cut strips off from paper.	Line, position – up, down, side	I begin to create models with a purpose. I can talk about my design choices.	Because, so, I have chosen/ used	I can do a simple fold using regular paper.	Fold
EMERGENT	I have an awareness of glue and some of it's properties. I can use glue to stick two objects together.	Glue, brush, sticky, stick	I can use loop scissors to snip paper.  I can tear paper with my hands.	Cut, snip	I can place objects next to one another/ on top of one another. I use large to medium sized objects.	Build, stack	I can scrunch up paper and tissue paper.	Scrunch

## Parental Partnership

Parents are the first and most important influence on their child's development and future outcomes.

Children have two main educators in their lives – their parents and their teachers. Therefore, the school and the parents all have crucial roles to play. The impact on a child's education is greater if parents and schools work in partnership.

At Sir Alexander Fleming, parents are invited to be involved in every step of a child's journey in education. Beginning with home visits for nursery children and a pre-starting school meeting followed by an invitation for their child to attend several 'transition' sessions before the Autumn term commences.



We use an online platform, 'Seesaw' to record, track and celebrate progress made by each child. Seesaw enhances this special time in a child's life and captures children's experiences as well as monitors development and learning. Text, images and videos can be uploaded by parents to share learning and experiences from home via PC, tablet or mobile. Every entry helps to create a complete story of a child's time at school. We also encourage parents to engage in a termly 'Home Learning Challenge' which involves parents and children talking together about an upcoming project and sharing it with the class in order to inspire future learning.

Throughout the year families are invited to 'Stay and Play' sessions, Science days, Forest School sessions, Reading meetings along with many whole school events for example, sports days, reading mornings. We pride ourselves on building positive relationships with the families of Sutton Hill. We create an environment that is conducive to interactions where all feelings can be taken into account. A warm welcome each day often leads to a deeper knowledge and understanding of each child and their family.

"It is knowing the child and family that opens up endless possibilities for interactions that deepen the emotional bonds between a practitioner and a child, and lead, in turn, to educational opportunities to support and extend learning." (Fisher, 2016)

We also work closely with parents and carers in order to strengthen safeguarding within our setting and support the early identification of barriers to learning for our children.

## SEND and Early Intervention

Assessment ensures that practitioners identify children who are not on track for their age or those who have significant needs. Adults use termly checkpoints, created from Development Matters (2021). Practitioners use this data within Pupil Progress meetings in which they devise ways forwards to ensure children make progress towards being on track developmentally. In this way staff tailor provision to 'close the gap'.

Staff also use published assessments such as Stoke Speaks Out Screening Tool and Elklan ICW's in order to make appropriate referrals quickly.

We work closely with the health visiting team, speech and language therapists and the local EYFS SEND team to plan provision for children who require this support.

We work with parents to attend training, share strategies or signpost them to relevant support and services.

## Impact

All of the children in our care make progress from their starting points.

They know more, remember more and do more!

The most recent statistics show 58% of our children leave the EYFS with a Good Level of Development (GLD).



Broadly, children enter Key Stage One ready to begin the next chapter of the educational journey. They are equipped with a range of knowledge and skills that provide the right foundation for future progress through school and life.

In 2017, a 'Study of Early Education and Development: Good Practice in Early Education' was published which outlined 3 themes that underpin effective practice that are aligned with our ethos and development.

At Sir Alexander Fleming we;

1. Tailor practice to the needs of the children - the child is at the centre of our practice. We have a clear vision of what we want to achieve for the children in our care, and these clear goals inform all areas of our practice.
2. Are committed to developing skilled and experienced staff - that support children to reach their full potential.
3. Operate an open and reflective culture – our culture is driven by continuous improvement. We seek out other settings and professionals to learn from, share and reflect practice. We recognise the knowledge and expertise of our own staff and value open discussion and staff consultation; and embedded within our school is a culture of self-evaluation as a means of driving continuous improvement