



As a school, we explore the barriers to learning that our children have, how we can support the removal of these barriers and what 'dots on the horizon' we need to be preparing our children for. We want all of our children to 'have roots to GROW so they develop wings to fly' and be motivated to attend school daily. We aim for the children to take part in a wide range of experiences about the world around them, and for them to look beyond their local area.

Environment—We feel that it is important to give children a range of experiences to allow each of them to reach their full potential. Our learning environment reflects this and the children have the opportunity to learn in our well planned classrooms and our exciting outdoor space.

The open ended resources are chosen carefully to ensure that they are suitable for enabling all children to learn independently and challenge themselves when making new discoveries and progressing their knowledge and skills.

Our enticing resources are displayed in a way to allow the children to choose their own learning (COOL time), collect equipment independently and engage in good characteristics for effective learning. Our environment ensures ample and varied opportunities for pupils to engage in writing and to practice key skills in relating to literacy, maths, understanding the world and expressive arts.

Characteristics of Effective Learning

A 'Can Do' attitude is important for children to reach their full potential. Characteristics of effective learning allow children to develop the skills they need to be resilient, curious and independent learners. Our GROW values will be modelled by all adults and be talked about throughout our daily activities so that children develop a sound understanding of them .

EYFS Curriculum
design...

'The Chellaston Fields
Approach'

Adult Led— Children take part in a variety of short adult led sessions per day.

Phonics - we use Story time phonics based on Letters and Sounds that uses quality texts to introduce new sounds.

A Maths session which follows the mastery principles of becoming fluent in facts, a good problem solver and to be able to link ideas.

A creative curriculum session which is linked to a quality text and delivered through activities contributing to creating a high standard end product. Sessions are planned using a combination of recognising the needs of children and following child initiated learning.

A story time session. Key texts are chosen to read to the class, modelling good reading and engaging in high quality interactions. Becoming familiar with key stories allows children to develop their story telling and role playing skills.

Sessions that follow COOL Time have an opportunity for reflection and reviewing of the learning so far their learning.

Next steps— Next steps are planned carefully by analysing data collected from observations, summative and formative assessments and identifying gaps. These are then communicated to staff during the week that the child is in the focus group and this will inform part of the agenda for that week. See also In The Moment Planning.

COOL time— Adults follow the children's interests and curiosities to ensure good characteristics of effective learning. Our staff use questioning, resources and their subject knowledge to initiate learning opportunities which follow the children's lead. This may involve modelling, commentating, questioning, supporting and many other strategies, depending on the progress that is being made. Next steps are identified and acted upon instantly. These interactions are then recorded using Seesaw

Staff are encouraged to 'watch and wait' to ensure that their interaction is going to be purposeful, ensure progress and not interrupt the flow of play.

Outdoor learning — Active learning is essential to good brain development and a healthy mind and body. During Choose Our Own Learning (COOL) time, the children are able to free-flow between the indoor and outdoor environments. Resources enable progress in all areas of the curriculum while developing gross motor skills.

The resources are organised so that the children can independently organise their own learning.

Language and vocabulary—Communication and language are at the heart of our curriculum. High quality interactions ensure that good language and extended vocabulary are constantly modelled.

Good quality story time, adult led interactions and an environment that encourages discussion between peers allows for a language rich setting.

Regular opportunities to perform including story-telling and performance poetry will develop confidence and good oracy skills.

Storytime Phonics— To teach reading, with fluency and good understanding, we follow the Storytime Phonics.

The programme incorporates phonics, handwriting, comprehension and spelling all linked to quality texts and real books. A love for stories and books is at the heart of teaching our children to read with fluency, confidence and expression.