

CHERRY TREE ACADEMY

EARLY YEARS FOUNDATION STAGE



Subject Statement

EYFS



Rationale	At Cherry Tree Academy we teach a broad and balanced curriculum planned around the Early Years Foundation Stage (EYFS), the non-statutory documents, development matters and birth to 5. We offer a broad and balanced curriculum that provides high-quality teaching designed to meet the needs of the children in our Early Years setting. We are passionate about promoting self-motivated learners who love to join in with new learning and challenge themselves. Our curriculum is a mixture of adult-led, child-led learning and play based learning where children have daily opportunities to develop their knowledge and skills in all areas of the EYFS curriculum.
Vision for the curriculum	As a team we work hard to create a learning environment, both indoors and outdoors which inspires the children to investigate, ask question and challenge themselves each day. The children can explore the different areas throughout the school day and access a wide range of continuous provision opportunities alongside well-planned enhancements and interventions. We want to provide our children with every opportunity and support to fulfil their potential and work on reaching the Early Learning Goals at the end of the Early Years Foundation Stage so that children are ready for the year 1 curriculum. Every child has access to a broad, balanced and differentiated curriculum. Following personal interests and individual needs, allows us to plan and provide opportunities throughout our Early Years curriculum to support learning and development and achieve children's next steps. We want our children to love to come to school and be excited to engage with and learn new skills.
Intent	At Cherry Tree Academy our aim is to create a purposeful, engaging, language rich learning environment which supports, enhances and invites a child's curiosity, confidence and individual competency. This enables children to flourish regardless of backgrounds, circumstances or needs. We aim to work collaboratively with parents and carers to encourage independent, enthusiastic learners who thrive and reach their full potential. We believe that children who enter our Reception class begin their lifelong learning journey by developing physically, verbally, cognitively and emotionally whilst also embedding a positive attitude to school and a love of learning. We work closely with feeder pre-schools and Nurseries in the surrounding area to support transition for our Reception. We are also working closely to build and maintain links with the external on-site Pre-school, Cherry Blossom Nursery.
Implementation	Learning is carefully planned to encourage children to develop their learning independently through exploration and challenge so thus ensuring the children gain a good understanding of the world around them.
Impact	Throughout Reception, we follow the Early Years Statutory Framework for the Early Years Foundation Stage alongside the non-statutory documents, development matters and birth to 5. These frameworks specify the requirement for learning and development in the Early Years and provides prime and specific areas of learning we must cover in our curriculum. Our Early Years curriculum is taught through a combination of whole classes, small group adult led activities and free flow child-led activities. Carpet and group sessions are used to deliver direct teaching of knowledge and skills from our curriculum intent. This can take many different formats such as Read write inc phonics, NCETM mastery of number, talk through stories including vocabulary work. We then look at ways to embed and develop our curriculum through the use of enhancements, a well-planned learning environment and adult/ child interactions and interventions. Our curriculum is language rich, inspiring and broad to allow all children to learn and to widen their horizons in each area of learning. All areas of the EYFS are followed and planned for to ensure there is a broad, balanced and progressive learning environment and curriculum. The children learn new skills, acquire new knowledge and demonstrate understanding through the seven areas of the curriculum.

Pedagogical Approach	At Cherry Tree Academy we have a high focus on quality enhancements. These are resources and activities that are added to the continuous provision. Our enhancements are clearly linked to and support the intent of the curriculum. Enhancements focus on developing the learning that has been identified by assessment and addresses children's next steps. This gives us the opportunity for reinforcement of learning or challenge to be added. It is clear to see how resources meet the children's needs and promote learning. All practitioners can explain the reason for the choice of resource and activity. Adults then support children to develop the key learning or skill that has been planned. Enhancements are regularly reviewed so they can be removed or developed further when they are no longer meeting the children's learning needs.
Adaptation for SEND learners	We use a wide range of adaptations to meet the needs of SEND learners dependent upon their range of need as follows: <u>Environment Adaptations</u> • Flexible seating: Use cushions, wobble stools, or quiet corners. • Visual supports: Use picture schedules, labels, and visual timetables. • Reduce distractions: Create calm, clutter-free spaces for focus. <u>Curriculum & Activity Adaptations</u> • Simplify instructions: Break tasks into small, manageable steps. • Use multisensory approaches: Incorporate touch, sound, movement, and visuals. • Offer choices: Let children choose materials or activities to boost engagement. <u>Communication Support</u> • Use Makaton or sign language: Support understanding and expression. • Visual cues: Use gesture, objects of reference, and photos. • Repeat and rephrase: Give extra time for processing and responding. <u>Task Adaptations</u> • Adjust expectations: Focus on individual progress, not just age-related outcomes. • Provide scaffolding: Offer prompts, models, or peer support. • Alternative recording: Allow drawing, building, or using technology instead of writing. <u>Social & Emotional Support</u> • Social stories: Prepare children for changes or new experiences. • Emotion cards: Help children express feelings. • Consistent routines: Provide predictability and security. <u>Collaboration</u> • Work with specialists: Involve SENCOs, speech therapists, or occupational therapists. • Family partnership: Communicate regularly with parents/carers for consistency.
Strengths	Headlines • 74% of children achieved GLD a rise on the previous year of 71% • Above national results for GLD 68% • Boys continue to outperform girls 80% compared to 67% • Fidelity to the NCETM programme for maths has seen a significant increase in number from the previous year 71% to 86%

- EAL children continue to achieve well 86% achieving GLD a 6% increase on the previous year

Thank you for sharing this important data point. Here's how you could incorporate the finding that boys are outperforming girls by 80% compared with national averages into your Ofsted impact statement, using appropriate language and context:

Current assessment data indicates that boys are outperforming girls, with 80% of boys achieving above national expectations.

This is a notable strength when compared with national averages, where boys typically perform less well than girls in the Early Years Foundation Stage. This outcome reflects the effectiveness of the curriculum in engaging boys and supporting their progress, particularly in key areas such as communication, language, and literacy.

However, the school recognises the need to ensure that girls make equally strong progress. Leaders are already analysing provision and adapting teaching strategies to ensure that the needs of all groups are met, and that girls are equally challenged and supported to achieve their full potential.

Maths teaching in the EYFS is strong, and children make good progress from their starting points. Practitioners use a range of practical, play-based activities to develop children's mathematical understanding. Continuous provision is well planned, enabling children to explore number, shape, space, and measure in meaningful contexts. Staff skilfully adapt questioning and resources to meet the needs of all learners, including those with SEND, ensuring that every child is challenged and supported. Regular assessment informs next steps, and progress is celebrated.

