



West Oaks Foundations Curriculum Pathway





Foundations Pathway

Rationale

The Foundations curriculum is designed to meet the needs of our Early Years and Key Stage 1 children. It is based on the principles and practice of play-based learning, taking our lead from the uniquely individual interests and motivations of our children, within a high quality and well-structured environment. This promotes the highest levels of engagement in a structured and supportive learning environment.

The Foundations curriculum is based on 'Development Matters' (2023)). It is delivered mainly through topic-based planning which aims to offer a wide variety of themes to provoke interest throughout the year.

Children accessing the Foundations pathway are aged from 2 through to 7 years old and developmentally range between 8-60 months. The curriculum provides challenge for all and enables smaller steps of progression across;

Communication and language development (Prime area)

Personal social emotional development (Prime area)

Physical development (Prime area)

Literacy

Mathematics

Understanding of the world

Expressive arts and design

The "Characteristics of Effective Learning" from the Early Years Curriculum are at the heart of our Foundations pathway and summarise the different ways in which children learn.

These characteristics highlight the importance of;

★ **playing and exploring** -

where children investigate and experience new things.

★ **active learning** -

where children concentrate and keep on trying when they encounter difficulties.

★ **creating and thinking critically** -

where children develop their own ideas, make links between them and develop strategies.

In Foundations, Religious Education is represented and taught in such a way as to ensure that these, the underlying principles are embedded into the curriculum: *Promoting positive relationships, kindness and friendships,*

★ *Valuing and celebrating cultural diversity*

★ *Providing opportunities for pupils to celebrate and share their own home and faith-related experiences*

Organisation of learning

Within Foundations there is an increased focus on strengthening the prime areas of learning knowing that these areas form the core of early child development. To support this focus the first term of every year has a greater emphasis on the prime areas of learning to ensure the children are more able to self-regulate and are progressing in their ability to communicate effectively.

All our pupils come into school working at very early developmental levels, we record achievements within very small steps. To better support this we have developed our own 'West Oaks Foundations Learning Goals' to support assessment and to aid curriculum planning processes. These goals are reviewed yearly to ensure that our pupils are being given the best opportunity to achieve a long term outcome based on their individual working level.

Organisation of learning environments:

In Foundations children are taught individually, in small groups, in class bases and across the Foundations base. Through a combination of teacher input and continuous provision opportunities, learning is planned to encourage children to develop independently through exploration and challenge.

Our learning environments, both inside and outside, are stimulating, exciting and relevant to the needs, age and developmental stage of our children.

In our classrooms children's learning is organised so that the following is evident;

- Structured, play-based activities in indoor and outdoor provision with high levels of adult support
- Daily opportunities for the development of literacy, numeracy, phonics and physical development within provision
- Areas of provision within each class that allow children to consolidate skills taught and explore their own play opportunities and within areas that are individually motivating to them
- A range of early communication strategies in collaboration with Speech and Language Therapists including Intensive Interaction, Attention Autism, Makaton, Communication aids, such as iPads, communication books, Objects of Reference and aided language displays
- Highly individualised teaching and learning environments in each class to allow opportunities for progression and extension throughout their time in Foundations
- Access to rebound, an immersive group room and larger (hall) spaces for sensory circuits and daily movement play opportunities

To ensure that these can happen, Foundations has the following systems and processes to support consistent high quality practice ;

- An established key worker system to support individual and targeted extension
- Differentiated learning outcomes described for each pupil: changed on a half termly basis and on display in the room so all adults know what each child is specifically working on in each area of learning
- WOW moments written by staff and displayed in class to ensure that all milestones are celebrated and all staff are familiar with what each child has achieved
- Collaboratively developed medium term plans in place which are reviewed regularly



Success indicators

Based on children's individual starting points we expect to see the following as a result of our curriculum being taught well;

- ★ Increasing independence and confidence.
- ★ Children who are increasingly comfortable and settled in the setting and who are engaging with familiar staff.
- ★ Increasing interpersonal interactions and subsequent progress in communication skills
- ★ Children begin to spend more time alongside peers and the development of early friendships.
- ★ Increasing curiosity and love for learning demonstrated.
- ★ Higher levels of engagement and motivation to engage with the learning opportunities on offer.
- ★ An increase in self-directed learning.
- ★ A consolidation of skills learnt.
- ★ Children who are able to self or co-regulate with familiar adults.
- ★ Children who are increasingly seeking to challenge themselves and extend their skills in the provision areas.
- ★ The fundamental skills being seen to be increasing in core subjects – numeracy, literacy and working scientifically.
- ★ Children who have begun to respond to and demonstrate an understanding of the ethos of respect towards others and the environment.

While the Foundations pathway has a distinct rationale and planning model, it is not isolated, but forms a continuum of provision with clear points of transition and shared principles that allow pupils to move between pathways when appropriate. This ensures that the learning opportunities remain responsive, ambitious and personalised.

Last but not at all least, we consider a strong indicator of the success of our provision and the curriculum is through strong parental/carer links. These have the most impact where they are forged to foster and enhance continuity in learning opportunities between school and home.