



EYFS Emerald Pathway– 3 I's



Emerald representing
wisdom, growth and
learning

Intent

At Haughton School, we aim to provide a rich, engaging and inspiring curriculum that sparks awe and wonder, creating memorable learning experiences that nurture a lifelong love of learning. We recognise that every child is unique and are committed to meeting their individual needs, enabling them to achieve their full potential.

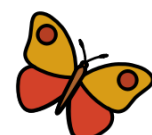
Our EYFS curriculum is child-centred, built around children's interests, developmental needs and individual Education, Health and Care Plans (EHCPs). Through a carefully balanced combination of adult-directed learning and child-initiated play, we provide meaningful opportunities for children to explore, discover and develop at their own pace.

We place communication at the heart of our practice and recognise the fundamental importance of Speech, Language and Communication in supporting all aspects of learning and development. A whole-school communication approach is embedded throughout our provision, ensuring that every child has the tools and opportunities to express themselves, build social relationships and access learning successfully. Through a language-rich, multi-sensory environment, children are supported to develop confidence, independence and meaningful communication skills.

Our curriculum is thoughtfully sequenced and delivered through creative, engaging and play-based experiences that motivate and inspire children to learn. We value the importance of consistent routines and understand that a careful balance between structured teaching and uninterrupted child-led play supports the best outcomes for our learners.

Positive, nurturing and respectful relationships are at the core of our practice. We recognise the importance of strong partnerships with parents and carers, valuing their vital role as a child's first educators and working collaboratively to support each child's development and wellbeing.

We understand the crucial role of early years education in laying the foundations for future learning and success. Therefore, we strive to provide a



stimulating, safe and inclusive indoor and outdoor environment that promotes curiosity, exploration, challenge and resilience, while fostering confidence, independence and a sense of achievement in every child.

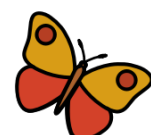
Implementation

At Haughton School, we meet the welfare requirements outlined in the Statutory Framework for the Early Years Foundation Stage (EYFS) and actively safeguard and promote the welfare of all children. This framework specifies the requirements for learning and development within the EYFS and identifies the prime and specific areas of learning that underpin our curriculum.

We prioritise creating a language-rich environment through the use of Singing Hands, which incorporates Makaton signing, nursery rhymes and songs, carefully selected high-quality texts that support our creative curriculum, and dedicated opportunities for meaningful interactions between adults and children and amongst peers. We recognise that every child is unique and, therefore, requires a personalised approach to communication. Trained staff utilise a range of strategies and interventions where appropriate, including Makaton, Intensive Interaction, visual symbols, photographs, objects of reference, Colourful Semantics, Word Aware, Attention Autism and a range of augmentative and alternative communication (AAC) approaches.

Children are encouraged and supported to work collaboratively, develop positive relationships and express their feelings. Personal, Social and Emotional Development is weaved through everything we do in EYFS. Skilled adults are actively engaged in children's play and learning, sensitively supporting their interests through modelling language, asking and answering questions, and scaffolding learning when appropriate.

We foster a love of reading and develop early literacy skills by ensuring books are an integral part of the learning environment. Books are accessible throughout the classroom, regularly refreshed within book areas, and carefully matched to each half-termly topic. Children access both picture books and books containing text when they are developmentally ready. Reading diaries provide parents and carers with guidance on how to support reading at home. We follow the progression of the DfE-validated Twinkl Phonics programme, using sessions to develop early phonics knowledge alongside correct pencil grip and letter formation. We also provide a wide range of engaging activities that



strengthen fine motor skills, enabling children to develop independence in self-help tasks while preparing them for mark-making, drawing, writing and creative activities.

We aim to develop confident mathematicians by providing daily opportunities for children to engage in singing, signing and counting through number rhyme activities. Mathematics is taught through carefully planned adult-directed sessions, differentiated to meet individual needs and informed, where appropriate, by the White Rose Maths approach. Mathematical understanding is further extended through meaningful exploration within the learning environment. Wherever possible, we incorporate real-life learning opportunities. For example, during regular cooking sessions, children read recipes, weigh and count ingredients, follow instructions, take turns and communicate about their experiences through speech, signing or alternative forms of communication.

Our outdoor environment provides rich opportunities for physical development and exploration. Children develop strength, coordination and gross motor skills through activities such as riding tricycles and balance bikes, exploring the mud kitchen, playing in the large sandpit, building and creating with loose parts, and accessing low-level climbing equipment alongside a variety of other stimulating learning experiences.

The curriculum is delivered through engaging topics, a creative curriculum and a multi-sensory approach. Learning is enriched through educational visits, visitors to school, classroom enhancements and carefully planned provocations that inspire curiosity and exploration. Planning remains flexible and responsive so that learning experiences can be adapted to reflect children's interests, needs and emerging fascinations.

Each child is allocated a Key Person in Butterflies Class and participates in a focus week once each month. During this time, observations are gathered and uploaded to their online learning journal through Tapestry, using the Cherry Garden assessment framework where appropriate. Staff trained in the Planning in the Moment approach observe, teach and assess children's learning within authentic experiences. Significant achievements and "WOW" moments are celebrated through displays on our WOW Board and recorded within children's learning journals. We place a high value on quality interactions and therefore



prioritise meaningful engagement with children over excessive photographic or video evidence, ensuring that learning experiences are not interrupted.

We recognise the importance of parental engagement and value the vital role that parents and carers play in their children's education. We strive to build strong partnerships between home and school through regular communication and collaboration. Parents and carers receive frequent updates through home-school communication diaries, telephone calls and emails where appropriate. They are provided with topic overviews, Word Aware vocabulary linked to each half-termly topic and weekly class newsletters, ensuring they remain informed about their child's learning. Regular updates are also shared through the dedicated Butterflies Class section of the school website.

Parents and carers can access their child's online learning journal through Tapestry, enabling them to view achievements, next steps and suggested activities to support learning at home. Families are encouraged to contribute their own observations and celebrate achievements from home, creating a shared picture of each child's development. All children are closely monitored, and where necessary, referrals are made to relevant external agencies. Early intervention strategies are implemented to ensure that children receive appropriate support as soon as possible.

As part of the teaching and learning process, children are continually assessed in relation to their progress against the Cherry Garden Branch Maps within Tapestry if they are in EYFS, or iASEND if they are in Year 1. Judgements are based on ongoing observations and detailed knowledge of each child gained through continuous assessment. These assessments are used to inform planning and identify next steps, ensuring that teaching is responsive to individual needs and supports continuous progress.

By the end of the academic year the EYFS teacher will have a clear plan of which will be the most appropriate learning pathway for each child to move into as they transition into KS1. Their assessments and overall learning styles will be carefully considered, and they will move into either the Topaz or Amethyst pathway.

The EYFS KS1 teachers work closely together to ensure a smooth transition into the next stage of learning. Consistent teaching approaches and familiar routines are maintained, particularly during the Autumn term, enabling children to settle confidently into their new classroom environment. This



continuity supports emotional wellbeing and allows children to continue their learning journey successfully within a familiar and nurturing ethos.

Impact

At Haughton School, we measure children's progress and learning throughout the year through a combination of formative and summative assessment. These assessments are informed by teachers' detailed knowledge of each child, alongside evidence gathered through observations and recorded within children's online learning journals. Assessment is ongoing and purposeful, enabling staff to identify strengths, celebrate achievements and plan appropriate next steps that support continued progress and development.

Our child-centred curriculum, personalised approach and high-quality provision ensure that children make strong progress from their individual starting points. Through carefully planned learning experiences, consistent routines and targeted support, children develop the communication, social, emotional, physical and academic skills needed to thrive and achieve their full potential.

To ensure assessment judgements are accurate and robust, the EYFS Lead meets regularly with KS1 teachers to discuss the progress and attainment of pupils who have transitioned from Butterflies Class into their new classes. These discussions support continuity in learning, provide opportunities for moderation and ensure that children's achievements and needs are fully understood as they move through the school.

Teaching and learning are reviewed and evaluated regularly to ensure that best practice is consistently embedded throughout the provision. Through ongoing monitoring, professional reflection and collaboration, we continually strive to provide the highest quality education and support for our children. As a result, children leave the Early Years phase as happy, confident and engaged learners who are well prepared for the next stage of their educational journey.

The Early Years provision is an integral part of the School Development Plan and is supported by a clear and ambitious programme of continuous improvement. Priorities are reviewed and evaluated throughout the year to ensure that provision remains effective, responsive and aligned with the needs of our children. This process is monitored and overseen by the EYFS Lead,



Jayne Jeffries, the Headteacher, **Lisa Williams**, and the EYFS Link Governor, **Liz Harrison**, ensuring accountability and a continued focus on achieving the best possible outcomes for all children.

