



EYFS at Barnes Infant Academy

Impact of COVID-19 and how practice has adapted to support this:

Barriers to learning:

- Significantly low baseline on entry
- Lack of independent skills
- Poor social skills due to missed opportunities and prolonged period of time where children were unable to socialise with others
- Communication skills
- Development of fine and gross motor skills
- Missed opportunities to develop specific skills and knowledge due to closure of nurseries

What did we do to address this?

Nursery:

- Focus on language development – early stages of communication
- Training for staff and support from school based SALT to further support and develop CAL
- Review of provision – areas, resources, additional spaces for project work
- Adapted practice to meet the needs of the children
- Adapted dinner time routines to support and meet the needs of the children
- Increased opportunities for mindfulness, yoga.

Reception:

- Increased focus on PSED – developing children's independence and confidence
- Promoting relationships and friendships
- Increased focus on mindfulness sessions
- Focus on Phase 1 during Autumn 1 to ensure skills children had missed out on were firmly embedded to ensure progression through letters and sounds phases.
- Introduction of weekly dance sessions to further promote well-being.

Staff are fully aware of the differences in the cohort and the demands we are faced with this year. Children's well-being is our priority; we want our children to be happy, confident, risk taking individuals who can thrive in their learning environment. We are determined to do our very best to ensure that the children are given the best possible opportunities so that we can accelerate progress and give them the very best start to their school life.