

## **EYFS Statement of Intent 2021**

### **Intent**

At Holymead Primary, the EYFS curriculum is designed to encourage independent, inquisitive and happy learners. We work hard to provide a broad, balanced curriculum and a stimulating environment that provides exciting opportunities, promotes challenge, exploration and a real love of learning. We recognise that children have a thirst for new experiences and knowledge, and should be provided with opportunities to engage their inquisitive minds. Therefore, we provide vibrant continuous indoor and outdoor provision, that follow children's interests, to support learners in investigating and developing their skills.

Every child is recognised as a unique individual, and we acknowledge and promote children's interests to provide them with the opportunities to follow their imagination and creativity. We celebrate the differences in our school community, and always strive to promote a love for learning. In Reception, we invest time into helping children to recognise their personal goals, which allows them to reflect and aim high.

To ensure children make good progress we ensure we take their starting points and needs into consideration as they begin their learning journey. It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures and communities. We aim for our children to be confident and independent, to be positive in their abilities and interact positively with others.

We understand that play is an integral part of learning and this is at the heart of our Early Years curriculum. Therefore, we believe that the correct mix of adult directed and uninterrupted child initiated play ensures the best outcomes for pupils. We work in close partnership with parents and carers throughout the year to support their learning and to encourage children to reach their full potential. We also aim to support the transition from EYFS to KS1 and provide children with the skills and attitude they need to succeed throughout their education.

### **Implementation**

Each half term, EYFS staff introduce a new theme to provide inspiration for learning, whilst providing the flexibility for children to follow their own interests and ideas. Children learn through a balance of child-initiated and adult-directed activities. The timetable is carefully structured so that children have directed teaching in Phonics, Maths or English each day. We also ensure regular circle time sessions to focus on C&L and PSED and topic sessions to focus on UW and EAD in our weekly timetable. These sessions are followed by group work, this time enables the teacher to systematically check for understanding, identify and respond to misconceptions quickly and provide verbal feedback. The timetable changes throughout the year to take into consideration the changing needs of the children.

In the EYFS children learn by playing and exploring, being active and thinking critically and creative and this takes place both indoors and in our outdoor area. Our outdoor area is open all year round

and the children are able to make their own decision about where they learn best. The teachers provide activities indoors and outdoors to reflect all areas of the curriculum.

Throughout the year evidence on the children's learning is collected in many different forms. This includes in their workbooks, observations, photos and videos. These are shared with parents using the Tapestry online system. We often provide home learning opportunities through Tapestry to encourage the parents to engage in this way. Many parents enjoy sharing their child's milestones and weekend news in this way too. We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school.

Children are provided with plenty of time to engage in play throughout the variety of experiences carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas. We prioritise creating a 'language rich' environment through the use of songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. Trained staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators.

Reading is at the heart of our curriculum and our aim is to encourage a love of reading right from the start. In EYFS we plan our topics and maths sessions around a book and introduce a 'book of the week'. The aim is to expose children to a range of books that not only develop a love of reading. We follow the DfES Letters and Sounds programme as well as Jolly Phonic songs for mnemonics. We begin the year teaching Phase 1 alongside Phase 2 and then Phase 3 when the children are ready, where they will develop segmenting and blending skills to decode words. During the Summer term, children may move on to Phase 4 if they are ready.

Children are encouraged to read at home and are listened to regularly in school. They are given books that match their phonic knowledge in order for them to apply their learning with the aim of becoming successful, confident and fluent readers. We also provide the children with natural patterned language books to expose them to a range of different types of books.

We link our maths learning to our current topics to create purposeful activities for the children to engage with during play. High quality learning environments and meaningful interactions with adults, support children in developing mathematical thinking and discussion. Pupils learn through games and tasks using concrete manipulatives and pictorial structures and representations which are then rehearsed applied and recorded within their own child-led exploration. Children in Reception have a 'daily maths' session to develop fluency, revisit key concepts and address misconceptions.

Our wider curriculum is taught through the learning areas; 'Understanding of the World' and 'Expressive Arts and Design.' We love to provide children with opportunities that lots of them have not experienced or that enhance their learning in school. We go on visits to support this, for example, a trip to Tyntesfield to hunt for insects and visits from Police Officers and Nurses during our 'People who help us' topic. We ensure that all our visits are learning related and will engross the children in the current topic.

Our inclusive approach means that all children learn together, but we have a range of additional intervention and support for children who may not be reaching their potential. This includes sessions for developing speech and language, social skills, fine motor skills, phonics, and mathematics.

As part of the learning and teaching process, children are assessed in relation to their progress towards Development Matters and the Early Learning Goals. These judgements are made on the basis of accumulative observations and in depth knowledge of the children acquired through ongoing assessment. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year. We are also highly focused on frequently moderating outcomes across the year group so that every member of our team feels confident in making accurate judgements about where individual pupils are and their next steps for learning. This is also supported by external, small group moderations with other Early Years teachers within our Cluster.

Regular monitoring of teaching and learning by SLT and the EYFS leader ensure staff develop good subject knowledge. The EYFS leader ensures staff receive CPD specific to Early Years to develop their practice during INSET days. For example, we offer CPD on quality interactions, in order to understand how to extend a child's learning during play.

## **Impact**

Prior to children starting school, staff spend time speaking to the child's parents, carrying out Nursery visits and read previous learning journey's to gain an understanding of the whole child and where their starting points are. During the first half term in Reception, all staff use ongoing assessments, observations and conversations with the child to develop a baseline assessment. This identifies each individual's starting points in all areas so we can plan experiences to ensure progress.

We measure progress and children's learning across the year through formative and summative assessment which are based on the teacher's knowledge of the child, their learning journeys, photographs and videos on Tapestry. Our curriculum and its delivery ensure that children, from their own starting points, make good progress. We aim to exceed the National and Local Authority data for children achieving a Good Level of Development. As a team, we carry out regular internal moderation sessions and also ensure that staff attend external meetings and training to ensure that we feel confident with our judgements and that these judgements are consistent with a range of other settings.

All ongoing observations are used to inform weekly planning and identify children's next steps. Teachers draw on their knowledge of the child and their own expert professional judgements through discussions with other practitioners, photographs and physical examples such as a child's drawing / making. Some observations are uploaded using Tapestry and shared with the supporting parents and carers and examples kept in individual files.

Children develop their characteristics of learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and failures with peers and adults drawing on their experiences to improve or adjust what they are doing. We believe our high standards are due to our carefully planned environment, enriched play-based curriculum, quality first teaching and the rigour of

assessment.

The Early Years Provision features in all areas of the School Development Plan and has a rigorous plan for development each year. The is monitored by the EYFS Lead, The Head teacher and Deputy head. The impact of the EYFS curriculum is reflected in having well rounded, happy and confident children transitioning into Year 1.

Date: 28.5.21

Review: 28.5.23

