

St. Peter's CE Primary School Intent, Implementation and Impact for Early Years Foundation Stage

The Early Years Foundation Stage covers education from birth to 5 years. Each year we welcome a cohort of up to 20 reception children who are taught in a mixed EYFS/Year 1 class. We have good links with our main feeder nursery, **Country Mice** and link with other feeder nurseries from which our children come to ensure effective transition into Reception.

INTENT

In EYFS, at St. Peter's CE Primary School, the curriculum is designed to build upon children's prior learning from previous settings and their home experiences. We ensure that our curriculum is driven by our three main school curriculum drivers – Christian Values, Ambition and Opportunity and Global Community. Our curriculum is child centred at its heart, recognising that each child is an individual and comes to school with a wealth of knowledge and cultural experiences. Our 'Objective Based Planning' (Alistair Bryce-Clegg 2015) ensures that we work with the children from their own starting points and interests, across a broad and balanced curriculum.

From before they start in Reception, through good links to Country Mice Nursery and other nurseries, the children develop a sense of belonging to our school community, which help provide a solid foundation to their school life and later on their interaction with the wider, global community. Our curriculum, right from EYFS is aimed at fostering Christian values, opportunities outside their usual experience and gaining an understanding of community as a local, National and Global level.

We intend:

Learning to be life-long, child centred and full of hands on experiences, using outdoor and forest school experiences as a regular part of our curriculum.

For our curriculum to be broad and balanced.

For the children to understand how their skills and knowledge can be used in their wider life.

To treat each child as an individual, working with them from their numerous starting points, alongside developing good partnerships with parents and carers, for them to be well rounded, independent learners.

To take time to know children so that we can follow their interests, providing opportunities throughout our curriculum to assist learning, strengthen and deepen knowledge, ensuring children meet their next steps and their full potential.

To provide a learning environment, both indoor and out, that fully enhances a child's learning by pushing their leaning beyond their experiences.

To enable children to make good progress against their starting points and reach or Exceed their Early Learning Goals as appropriate.

To provide effective transition into KS1

IMPLEMENTATION

Our Early Years curriculum as St. Peter's CE Primary school is based upon the DfE's Early Years Statutory Framework for the Early Years Foundation Stage, updated March 2017.

Our child-centred and interest led curriculum, making use of a variety of engaging topics encourages the children's engagement, motivation and interest. We plan for all areas of the curriculum, ensuring that the children encounter a broad, balanced and differentiated curriculum as well as have imbedded opportunities to revisit, reinforce and retrieve knowledge. Trips, use of visitors and experiences form a vital part of our curriculum. Children get the chance to work collaboratively, independently and with adults throughout the day across the seven areas of learning in the EYFS: • Personal, Social and Emotional Development • Physical Development, • Communication and Language, • Literacy, • Mathematics, • Understanding the World, • Expressive Arts and Design

The children are supported by the environment and staff to practise old skills and develop new skills, obtain new knowledge and show their understanding in individual ways. Classroom pedagogy fosters – growth mind-sets, Christian Values, skilful learner skills and attributes, pupil ownership and an enquiry approach. We use continuous provision to ensure the development of knowledge and skills across the curriculum.

Staff engage children in Objective Led Planning (Alistair Bryce-Clegg 2015) when we take our objectives to the child's play and work from their own starting and interest points. In essence, this type of planning is based on delivering the objective to the children in play and not pulling the children out of play to come to an activity. Use this type of continuous provision ensures that children 'bump into' taught skills and have chance to practise and develop them thought out the year on a daily basis. For more information about this approach please see:

<https://eyfs.info/articles.html/teaching-and-learning/objective-led-planning-r170/>

Indoor and outdoor provision is used to ensure children encounter a variety of learning opportunities, across the curriculum. We provide outdoor learning throughout the year as we have appropriate shelter and outdoor clothing to support this learning. We ensure activities support the Characteristics of Effective Learning to ensure learning takes place. These are:

Playing and Exploring – children investigate and experience things and have a go.

Active Learning – children concentrate and keep on trying if they encounter difficulties and enjoy achievements.

Creating and Thinking Critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

They read at least once a week 1-1, are engaged daily in a differentiated phonic session and complete set Maths and Literacy tasks which are adult led. We ensure that adult led provision is also provided for the other areas of the curriculum, with next steps being identified and shared both with adults, parents and children. Curriculum planning makes reference to, and provides, opportunities to learn at the local, national and global level

There are also a variety of inspiring and engaging activities which the children can access independently and a variety of opportunities for child-initiated play. Our staff are trained in how to implement an objective led curriculum to ensure learning is child-led, progressive and relevant and of interest to individual children. All staff are trained in how to make appropriate observations, indicating next steps and taking the learning on from where the child is.

Reading forms the basis for all our umbrella topics. Children go deeper into texts using role play.

We use movement breaks throughout the day to help focus the children and to help them develop physically as well as ensure they are exercising enough. We have taught PE sessions which enable us to develop their physical skills but also, we use to teach them about healthy bodies, including the use of exercise and drinking water to keep healthy. The children have use of pedometers daily to ensure that they have some ownership over their own physical health.

We have set fruit times which not only form a good time for communication and language development, social skills but also enables us to talk about healthy choices with the children.

As part of our enhancement ideas, fitting in with our curriculum driver of ambition and opportunity, we use visits from local vets, paramedics and firefighters to give the children a greater understanding of the wider community. The children perform in a Nativity, get special mentions in worship for developing Christian learning values and have their work celebrated by joining parents during parent mornings like, Going for goals and sharing their work at parent evenings. Due to forest schools and their daily use of the outdoor environment they plant bulbs and seeds, watch them grow and begin to understand the impact they have on the environment around them.

As part of our driver of developing community we regularly keep parents informed through reading diaries, Facebook and school website posts and by using wow cards sent home as well as meeting regularly with them to ensure effective transition through the EYFS.

We also support the transition into Key Stage 1 for both child and parents. We often have to split Year 1 children into different classes so ensure friendships in Year 1 are maintained by Year 1 children having opportunity daily to mix with their peers in the other class for example over lunch, shared phonics, mixed learning afternoons, school play rehearsals and involvement etc.

Before they enter Year 1 the children have visits to their new class, meeting the teacher and ensuring that the Year 1 children in the Year ½ class have opportunity to encounter learning in environments that are similar at the end of EYFS and the start of Year 1. Parents can meet with new teachers and visit their child's new learning environment.

IMPACT

One strength of the impact of the early years curriculum has on the children is seen in how effectively it helps our pupils develop into adaptable individuals who live out our Christian learning values in the wider community with a successful transition into Key Stage 1.

Our child centred EYFS programme ensures that children do make age appropriate development, striving for excellence with the key skills and attributes needed to be life-long learners.

Children with SEND are given the support needed to make appropriate progress. For example, children with behaviour problems or autism are supported to make good progress against their starting points academically, socially and emotionally. All children make good progress against their starting points most, reaching the Early Learning Goals at the end of Reception. All areas of the EYFS curriculum are evidenced through Learning journals and Seesaw observations and successfully shared with parents.

The impact of our curriculum is reinforced by staff being available throughout the day to deal with any misconceptions because they are involved and observing children's learning through play. They are trained to go into play and take it on. We measure impact through a variety of assessment procedures which track outcomes against nationally agreed targets. We measure the number of pupils achieving age related expectations throughout the academic year, informing and working regularly with parents and the SENCO as needed. All EYFS staff use observations to make formative assessments which inform future planning and ensure that all children build on their current knowledge and skills at a good pace. Throughout the year we use summative assessment, comparing individual children's attainment to age related expectations using age bands in Development Matters. This is tracked using our own tracker which is filled in 5 times yearly. This helps us to ensure that rates of progress are good for all children, including vulnerable groups such as those with SEND, disadvantaged or summer born children. Our judgements are regularly moderated internally, with partner schools and through the locality moderation meetings.

An external moderation visit for our EYFS Profile was conducted by West Sussex County Council in June 2018 and it validated our school judgements.