

EYFS Intent



Explore, Discover, Grow

Exploration and **discovery** is at the heart of our Early Years philosophy. Children learn through first hand experiences and innovative ideas, enabling them to **grow** in themselves, their ideas and their values.

Our language-rich and engaging environment, encourages children to explore, investigate, question and learn.

Our curriculum is challenging and ambitious. It is carefully planned and rooted in the interests of our children; it is inclusive, flexible and unique to the needs of our diverse, and multicultural community.

Through well established, caring relationships our children and their families are nurtured to build strong foundations enabling us to thrive and learn together.

Our ethos supports our children to develop a positive sense of themselves, show empathy for others, build friendships, flourish as unique individuals and develop an appreciation of God's wonderful world.

As we journey together and follow in the footsteps of Jesus, we
Explore, Discover and Grow.



EYFS Implementation

We aim for the school and parents and families to work closely. This has a very positive impact on a child's development but relies on a two-way flow of information and knowledge. We endeavour to find as many opportunities to encourage parents to play an active role in their child's education. These include, but are not limited to; weekly drop in's, home school reading record, library books, SeeSaw, parent and pupil craft mornings, parent events, coffee mornings, assemblies, Reading and Intake meetings and the half termly newsletter.

We have a curriculum that is child-centred and that is based upon first hand experiences and topics which engage the children. We encourage active learning to ensure the children are motivated and interested. We take time to get to know children's interests and what motivates and enthuses them.

All areas of the EYFS curriculum are followed and planned for to ensure there is a broad, balanced and progressive learning environment and curriculum. The children will learn new skills, acquire new knowledge and demonstrate understanding through the seven areas in the EYFS curriculum:

- ✓ Personal, Social and Emotional Development
- ✓ Physical Development
- ✓ Communication and Language
- ✓ Literacy
- ✓ Mathematics
- ✓ Understanding the World
- ✓ Expressive Arts and Design

These 7 areas are used to plan children's learning and activities. Planning for this curriculum is designed to be flexible so that a child's unique needs and interests are supported.

Daily adult-led activities are set up and planned, both indoor and outdoor, that cover different areas of the EYFS curriculum and allow children to develop their next steps in learning. Areas of need and next steps are identified for all children to ensure good progress is made. There are also a range of stimulating and engaging activities which the children can access independently, both indoors and outdoors, and a variety of opportunities for child-initiated play. In planning and guiding children's activities we consider the different ways that children learn and reflect these in our practice.

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.

Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. Our outdoor areas are used all year round and in most weather conditions. Our outdoor area is 'bigger, louder and messier.'

Staff are continually interacting with the children, having high quality and meaningful interactions and engaging in back-and-forth conversations, building vocabulary. All staff use the 'SHREC' model when engaging with children.

They model language in the play by echoing what the children say adding new vocabulary, commenting on what the children are doing and building language rich environment. Our carefully planned out vocabulary progression and continuous provision planning support adults within the different areas and topics.

Children are assessed each term using a track/on track system, Interventions are then put into place where appropriate. SEND children (if appropriate) are assessed using the Cherry Garden Branch maps each half term and progress is carefully tracked.

Staff support transition into Reception and Key Stage 1. Preparing children with visits to their new class, meeting the teacher and ensuring the children are familiar with their new environment and staff. Transitions are adapted to meet the needs of different children.

EYFS Impact

- We endeavour to ensure children make at least good progress across our EYFS from their varied starting points. We also strive for all children to achieve the Early Learning Goals at the end of Reception and be working at National Expectation. We recognise that children are all different so progress is tracked carefully and interventions are put in place for those children who may need this during the year.
- Evidence is collected in Children's Learning Journeys, Writing Books and online using Seesaw and these reflect all areas of the EYFS.
- Class teachers use observations to make assessments of children and use these to inform future plans. Children's current knowledge and understanding is built on at a good pace throughout the years. Our ambitious curriculum allows the children to revisit topics, learn new skills and deepen their knowledge and understanding.
- Summative assessments take place at regular intervals throughout the year. Staff use our own carefully mapped out curriculum to track their progress and identify next steps. This data enables staff to track rates of progress for children to ensure that all children make at least good progress, this includes those with SEND and those who are vulnerable or disadvantaged.
- Assessments are moderated both internally and externally with other schools and the LA.
- At the end of each school year staff work together to ensure all children receive the necessary transition arrangements so children feel ready and prepared for their new class.