



## Early Years Foundation stage

### Intent

At Christ Church Primary School we place value on the development of children as individuals and providing them with the skills, knowledge and understanding they need to prepare them for the challenges as they move to the next stages of their education and beyond. Our aim in early years is to build strong foundations rooted in academic success as well as moral and spiritual development. We offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.

It is our intent that all children develop, physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.

As a school we prioritise children's personal, social and emotional development and the development of communication and language in our early years. Our enabling environment and warm, skilful adult interactions support children as they begin to link learning to their play and exploration. We understand that play is an integral part of learning and this is at the heart of our early years curriculum. We believe that the correct mix of adult directed and uninterrupted child- initiated play ensures the best outcomes for pupils.

Warm and positive relationships between staff and children, constant routines and strong relationships with parents/ carers are key. We recognise the crucial role that early years education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

### Implementation

We believe that in early years our children learn through a balance of adult directed and child-initiated learning experiences. Our timetables are carefully structured so that children have rigorous directed teaching across the different areas of the curriculum, small group time work and continuous provision. 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 to become confident communicators. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics. Our curriculum is taught through topics which are enriched with classroom enhancements, trips and visitors. These are carefully planned to ensure progression of

skills from nursery through to key stage one. Our local environment is integral to our curriculum and is used as a key resource. Topics are supported by quality key texts. These are chosen carefully to encourage children's speech, language and communication development. All planning however, is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests.

### Impact

To ensure the needs of all our children are met we spend time interacting with children and evaluating how children are learning. The approach we use includes talking to children, looking at their work, observing their learning experiences, analysing data and progress of children from their starting points across the different areas of learning. All EYFS staff take part in assessing children using this information to plan new learning experiences and next steps so that prior knowledge and skills can be built upon and strengthened. We carry out data drops four times a year, with staff updating the progress the children have made as well as assessing the impact of teaching. Children who are not on track will have their next steps discussed as a team and intervention and extra provision put in place if necessary. This can be class, group or individual. We believe our enriched play-based exploration alongside the rigour of assessments and a rich diet of balanced learning experiences is definitely the best way to develop happy, inquisitive and active children.

Our ongoing monitoring of teaching in learning includes feedback and support to teachers to develop good subject knowledge, CPD and high quality practice. We use a range of up to date documents to inform our ideas and planning of the teaching and learning. These include:

Statutory Framework for the Early Years Foundation Stage 2021

Reception Baseline Assessment Framework

2020 Development Matters Non-statutory Curriculum Guidance for the EYFS

Early Education - EYFS Reforms