



Newnham St Peter's C of E Primary School



EYFS

School Vision

Cherish Everyone ~ Flourish Together ~ Serve Others

Intent – What we want for the children

At Newnham St Peter's C of E Primary School and Pre-school, we believe that Early Years education is fundamental in creating joyful, creative and aspirational learners. Research shows that that high quality Early Years education has a lasting, positive difference to children and this is the cornerstone of our mission at Newnham St Peter's C of E Primary School. We recognise and place great value on the development of children as individuals and providing them with the best possible foundation of knowledge, skills and understanding necessary for lifelong learning. It is our intent that our children acquire curiosity, knowledge, resilience, ambition and empathy for others.

We aim to enable all our children to develop verbally, socially, emotionally, physically, spiritually and cognitively through a broad and balanced curriculum that is tailored to the needs and interests of the children, high-quality interactions with adults, as well as providing a nurturing and engaging learning environment. We hold high expectations for all children in our settings - promoting independence, supporting self-regulation and their 'sense of self' so that they feel that they can achieve their learning goals.

As a church school, our curriculum is built upon a strong Christian foundation, with our core values of hope, perseverance, respect, friendship, forgiveness and thankfulness at the heart of all we do. By working in partnership with parents, governors, the Church and the community, we strive to provide a rich variety of opportunities and experiences for our children to foster a love of learning and ensure that they are given the best opportunities so that they become happy, confident and successful learners who are well prepared for the next phase of their education in Key Stage 1.

Implementation – How it will be delivered

Our children are at the heart of our curriculum. The skills, knowledge and concepts that are taught throughout our EYFS are relevant to our children and provide progression and essential links to later learning in KS1 and beyond. At Newnham St Peter's we have designed the Early Years curriculum using a curiosity approach where each topic has an over-arching 'I wonder' question which lends to particular topics. These topics are enriched with classroom enhancements, visitors and trips and are supported by quality key texts. All planning however, is flexible and responsive to children's needs so plans can be adapted dependent on children's interests.

Throughout our EYFS at Newnham St Peter's C of E Primary School and Pre-school, we follow the Early Years Statutory Framework for the Early Years Foundation Stage. This framework specifies the learning and development in the Early Years and provides prime and specific areas of learning we must cover in our curriculum.

Learning is divided into seven key areas:

Prime areas

1. Communication and language
2. Physical development
3. Personal, social and emotional development

Specific areas

4. Literacy
5. Mathematics
6. Understanding the world
7. Expressive arts and design

Underpinning these areas are three 'Characteristics of Effective Learning':

1. **Playing and exploring** – investigate, explore, experience things and 'have a go'.
2. **Active Learning** – concentrate and keep trying, adapting their approach to overcome obstacles, and enjoy achievements.
3. **Creating and Thinking Critically** – having and developing their own ideas, make links between ideas, and develop their own strategies.

We recognise the importance of developing the children's fundamental skills in communication and language, physical development and personal, social and emotional development, and as such focus our teaching and learning experiences on these prime areas in Pre-school and throughout Reception. Within our curriculum we provide a wide range of opportunities to learn ambitious vocabulary through specific teaching, such as Drawing Club and also ensure the children's learning environment is language-rich, with opportunities for quality conversations with adults who model communication skills effectively. Children develop their fine motor and gross motor skills in specific PE lessons, Forest School and through carefully planned opportunities within the learning environment. We support children's personal, social and emotional development primarily through the nurturing and enabling learning environment where adults model positive behaviour and interactions with others, as well as through specific teaching in PSHE and circle times.

Our Early Years environment is enabling, with learning areas both indoors and outdoors filled with a rich array of open-ended and easily accessible resources. Children learn through a good balance between adult-directed teaching, child-initiated activities and focus group teaching. This is complemented by open-ended, sustained play opportunities throughout the day that are both engaging and challenging. Adult directed teaching sessions are followed by small, focused group work. This means the adults can systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning. All learning experiences are all designed to support children's understanding and to deepen knowledge in order that our children build firm foundations and connections that are needed for future learning.

Reading

Reading is a key driver of our curriculum and we encourage a love of reading right from the start. Our aim is to expose children to a range of books that not only develop a love of reading, but have been chosen specifically to develop their oracy, vocabulary and comprehension. High-quality texts are embedded in our provision through activities, story sessions and are prominently displayed for children to access independently. Through this, children begin to internalise new vocabulary, language patterns and begin to retell stories. In Pre-school we concentrate on developing children's speaking and listening skills and lay the foundations for phonics, which starts in Reception. We focus on reading aloud, teaching children poems and songs and talking with the children. Moving into Reception we follow the Read Write Inc programme. The programme provides children with books that match their phonic knowledge, enabling them to apply their learning with the ultimate goal of

becoming successful, confident and fluent readers. Children are encouraged to read at home and we regularly listen to their reading progress in school to further support their literacy development.

Writing

Writing is developed throughout the Early Years curriculum. We use non-cursive handwriting and follow the RWI mnemonics to teach letter formation. Within the environment there is a huge focus on writing and opportunities for mark making are abundant throughout. Adults model writing during continuous provision and during adult-directed sessions. Drawing Club is used as a method to teach writing skills, contributing to children's language development while fostering their creativity in writing. We use high-quality texts to explore ambitious vocabulary and story-telling and encourage children to explore their own creativity and experience the joy that stories bring.

Mathematics

In Reception, we follow the 'White Rose Mathematics' scheme of work. Children's mathematical thinking and discussions are developed through a high-quality learning environment and meaningful interactions with adults. Pupils learn through games and tasks using concrete manipulatives and pictorial structures and representations. These concepts are then practised, applied, and recorded during their own child-led exploration. In Pre-School, we base our teaching on 'Master the Curriculum' which focuses on developing early mathematical skills and awareness of number and patterns. Children develop a love of maths through games, songs, rhymes, and play using concrete manipulatives. There is a focus on the following counting principles; one to one correspondence, stable order and cardinal principle. We emphasize the development of children's fine manipulative skills, particularly in building one-to-one correspondence. This ensures that children count each object only once. 'Master the Curriculum' is closely matched to support the White Rose Mathematics scheme which is used from Reception-Year 6. Therefore, it provides a continuum of learning across the Early Years.

Wider Curriculum

Our wider curriculum is taught through the learning areas; 'Understanding the World' and 'Expressive Arts and Design.' EYFS staff have a good understanding of how ELGs feed into the National Curriculum through our robust planning and CPD opportunities. In reverse, colleagues throughout the school are also aware of the key ELGs that link to each foundation subject and the progression of the subject. Exciting, purposeful and contextual activities are planned to build on children's natural curiosity. For example, building a boat for their favourite toy enables them to think like a 'Scientist' and 'Engineer' as they explore a range of materials and test out their own ideas.

We offer weekly Forest School sessions, led by a qualified Forest School practitioner where the children engage in learning across all curriculum areas. Forest School is a wonderful opportunity for children to develop their skills in the prime areas of Communication and Language, Physical development and Personal, Social and Emotional Development, for example working together to build a den, or ask questions about what they notice in the world around them. There are also countless opportunities to explore learning in the specific areas, from learning about microhabitats, exploring weather patterns or identifying geographical features to solving mathematical problems in the environment and oral story-telling.

At Newnham St Peter's we provide our children with a wealth of wider opportunities that aim to enhance and enrich their learning. These include excursions beyond the school, for example to farms, zoos and museums as well as inviting visitors into the school such as the fire service or a mobile planetarium. Children have the opportunity to try a range of sporting experiences from

external sports specialists such as cricket, cheerleading and Zumba which are often subsequently offered as an extra-curricular club or information is shared with parents for further opportunities outside of school in these sports.

Our inclusive approach means that all children learn together, but we have a range of additional interventions and support for children who may not be reaching their potential or are showing a greater depth of understanding and need further challenge. This includes, for example, sessions for developing speech and language, social skills, fine motor skills, phonics, and mathematics. We have a well-equipped sensory room that has been thoughtfully designed to support learners with additional needs in an environment where teaching is matched to meet their specific needs. Alongside the inclusive learning environment, the EYFS staff receive ongoing Continuous Professional Development – CPD, in a range of areas, including supporting pupils with autism, communication, trauma and attachment training.

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. For example, we offer CPD on effective observations, in order to understand where pupils are, and their 'next steps,' for learning.

Impact - What we want the outcomes to be

The impact of the EYFS curriculum is reflected in the development of our happy and confident learners over the year in each of the seven areas of learning. Summative assessments are made four times per year and formative assessments are an integral part of our planning process. Regular moderation with the EYFS team and cluster EYFS practitioners ensure we are confident with our overall judgements. Observations via Seesaw are used to support these judgements and parents are informed through parental meetings at least 2 times per year, a written report and when interventions are deemed necessary to support the individual child.

Baseline

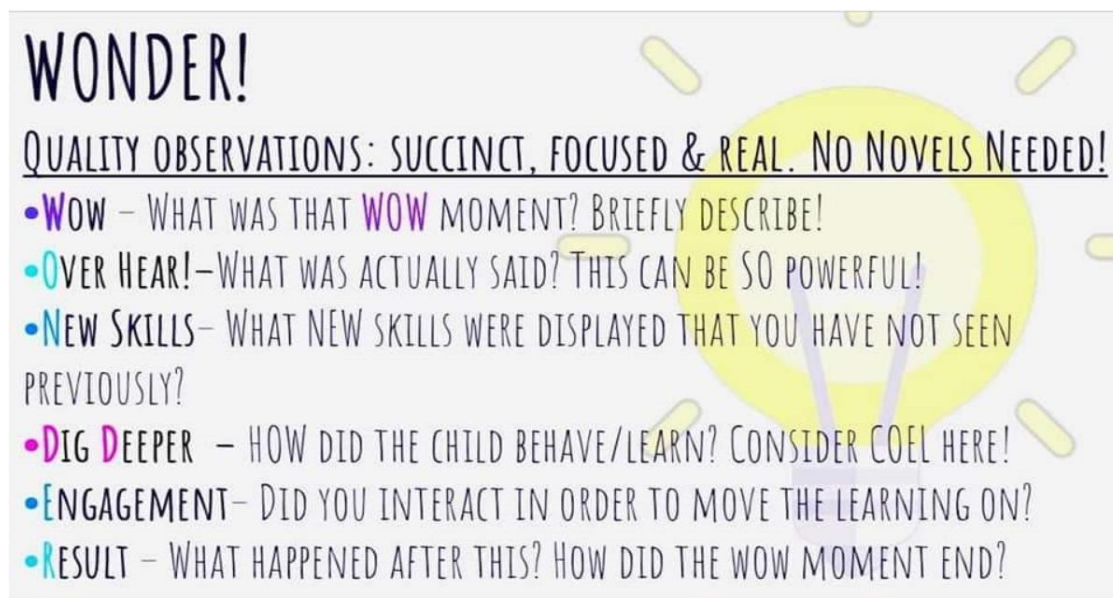
Before children commence their school journey, our staff dedicate time to engage in conversations with parents, consult with previous educational settings, and review learning journeys or transition records. This comprehensive approach allows us to grasp a holistic understanding of each child and their current developmental stage.

In the first half term of Pre-School and Reception, our entire staff actively employ ongoing assessments, observations, and meaningful conversations with each child. This aims to establish a baseline assessment, identifying the starting points of each individual across all areas of development. By doing so, we can strategically plan learning experiences tailored to each child's needs, ensuring continuous progress. The information gathered during this process is recorded and tracked on Insight.

Additionally, we are obligated to participate in the statutory Reception Baseline Assessment (RBA). This assessment places specific emphasis on 'Language, Communication, and Literacy' as well as 'Mathematics'. The primary objective of this assessment is to demonstrate the progress that children achieve from the commencement of Reception through to the culmination of Key Stage 2 (KS2).

Ongoing Observation

Our observations record the moments using the WONDER steps. This formative assessment does not involve prolonged periods of time away from the children and excessive paperwork. Practitioners 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. Observations are added to the children's adventure books or Seesaw.



Assessment

In Reception, phonics assessments are carried out every half term and children are regrouped to match their next steps. The assessments quickly identify pupils that are not making expected progress and specific, targeted interventions are implemented. Our overarching goal is to facilitate an environment where children can 'keep up' with their learning, minimizing the need for extensive 'catch up' efforts whenever possible.

Assessments against the Early Years framework are completed four times per year in September, December, April and July. In Summer Term 2, the Early Years Foundation Stage Profile - EYFSP is completed. During this assessment, teachers judge whether a child has met each of the 17 Early Learning Goals - ELGs, categorising their progress as either 'emerging' or 'expected.' While there is no specific judgment indicating if a child exceeds the expected level in an ELG, teachers have a duty to provide a detailed narrative for both parents and the Year 1 teacher.

The impact is also evident through our successful transitions into Year 1. The EYFS staff have a good understanding of how ELGs link to the National Curriculum, and through our robust planning and delivery across the spectrum of subjects, both core and foundation, children leave the EYFS stage with the skills, knowledge and confidence to continue their journey as scientists, historians, artists and geographers.