



Yoxall St Peter's C of E Primary



How we teach: **Early Years** **September 2022**

Review – September 2023

Vision & Aims

Intent

At Yoxall St Peter's we strive to ensure all children receive the best foundation for their future in education and our Early Years curriculum is designed with these goals in mind:

- To believe in the unique potential of every single child and foster a love of learning
- To enable children to be curious and creative thinkers who have an eagerness to learn
- To provide a nurturing and also challenging environment and rich, first hand experiences where children will become 'sustained thinkers', and develop the language needed to explain their ideas
- To support children's resilience and independence and give the children the experiences they need to become respectful and responsible members of our school community.

Implementation:

Our curriculum is based around the following principles that we believe in:

- Children need rich, first-hand experiences which can be used and enriched in the learning environment, supported by adults through modelling, scaffolding and questioning
- Children will need to learn a variety of skills in order to achieve a big goal such as writing a sentence – these skills need to be repeated and built upon
- Some children will acquire these skills more quickly and will need additional resources to experience the curriculum at greater depth
- Children and adults can construct a curriculum together that allows for both planned and spontaneous learning
- Will refer to guidance outlined in Development Matters (DfE), Birth to 5 (EE) and the EYFS Statutory Framework (DfE)

Impact:

We will measure the impact of our curriculum in the following ways:

- How well the children engage with their learning – Are they engaged, interested and learning in a creative way?
- What skills and knowledge have they gained? – Ongoing teacher assessments and judgements will track the children's progress against the goals we set for them
- How well do our families engage with their children's learning and how well informed do they feel?

EYFS Framework 2021

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”

DfE, 2021

The EYFS seeks to provide:

- quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind
- a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- partnership working between practitioners and with parents and/or carers
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

Guiding Principles:

Four guiding principles should shape practice in early years settings.

These are:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through positive relationships
- children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of learning and development. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

We aim to provide an education that supports the individual needs and interests of each child in the class. We use the characteristics of effective teaching and learning to encourage children to engage with the classroom environment and become sustained thinkers and learners. Our learning friends are as follows:

- Go for it Gorilla
- I know Rhino
- Concentrating Crocodile
- Persevering Parrot
- Creative Chameleon
- Slinky Linky Snake
- Proud Peacock

They teach children that, in order to succeed, all they need to do is have a go, then we carefully introduce the ideas of concentration and perseverance, using what we know to make links and be creative and then finally we will be

proud of the things we achieve. This is all taught through a mixture of adult lead sessions and activities, but also by supporting children in their independent play, by working alongside them and supporting their ideas.

Children are supported to build positive relationships with their peers and other adults in school. Teachers and support staff work hard to build an atmosphere centred around kindness and nurture through their professional relationships with the children. They support children with their personal, social and emotional development and this helps children to form strong and positive friendships with their peers.

The children have access to carefully constructed learning environments, encompassing both indoor and outdoor learning. They also participate in 'Welly Wednesday' each week for the duration of the year. The classroom has been set out to support the children's independent learning as they are able to access a wide range of resources across a number of areas. Resources are matched to the progression in skills that is expected across the year and there are also weekly challenges that the children are encouraged to complete to consolidate skills that have been modelled to them by adults.

Adults work with children in a variety of different contexts throughout the day. They complete group work, such as reading practise and guided writing. Adults are also used to support children during their play. When not directly working with an adult, the classroom environment and resources allow learning to continue in their absence.

Areas of Learning

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

These are the prime areas:

- communication and language
- physical development
- personal, social and emotional development

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied.

The specific areas are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Planning

Our curriculum planning is based around both the Educational Programmes and Early Learning Goals outlined in the EYFS and is supported by both 'Development Matters' and 'Birth to 5'. We have outlined broad topics to cover the knowledge and skills needed to allow the children to achieve the Early Learning Goals by the end of the Reception year.

The timetable in Reception consists of daily phonics lesson, following the Little Wandle: Letters and Sounds Revised scheme until the end of Year 1. We also teach discrete Maths lessons, using the NCETM Maths Mastery scheme of work, supported by the White Rose document and both are used to plan whole class teaching, continuous provision,

enhanced provision activities and where appropriate, guided work. Each half term we have a core text that will be used to support the children's Literacy, and then a number of other supporting texts are used which are based around children's particular interests, and are therefore subject to change. During the afternoons, we have whole class discussions and sessions to develop the children's knowledge and understanding of the world. The three prime areas of learning underpin the entire curriculum and are continually supported and developed by the adults working with the children.

Both the indoor and outdoor environment are designed to support and enhance children's learning and interests during their own 'choosing time'. The classroom environment is planned to allow children access to a variety of equipment which will consolidate what has been modelled to them by adults, and this is developed weekly to support the previous weeks learning. However, it is also enhanced in response to observations of the children and their interactions, so that if a particular interest in dinosaurs, for example, is shown by the children, amendments and opportunities can be planned to support this.

It is essential for children in Early Years to be able to make sense of the world around them and link their own experiences with new ones. This is how they develop new knowledge and skills. As children starting school will have a broad range of experiences, it is important to plan and cater for individual needs and stages of development. For some children, they may be identified as having special educational needs, and where this is the case, staff will take the relevant steps to ensure the right support is put in place. This may involve working with external agencies and professionals.

Teaching

Children in Reception will learn through a combination of adult lead, guided and independent (child-initiated) learning. They will also learn from their peers, both within their class and from the rest of the school. At the beginning of their Reception year, it is essential for staff to get to know the children and build secure relationships with them. To allow for this, formal teaching is kept to a minimum during the first few weeks and this develops over the year as the children prepare to move into Year 1. Where possible, staff use an objective lead approach to planning and this allows adults to work *within* the classroom environment, and can be much more responsive. This is mainly used for Maths and Physical Development.

By playing alongside the children, staff are able to better support the development of the prime areas of learning and ensure classroom procedures and rules are followed. This is particularly important at the start of the year. Staff understand the importance of having high quality interactions with the children, particularly when it comes to the modelling and using of new vocabulary. Staff also understand that sometimes, there is a need for observation before getting 'involved' with children and their play.

Assessment

Ongoing, purposeful and accurate assessment is needed to ensure that all children are making progress from their starting points.

At the start of their Reception year, each child will complete a variety of baseline assessments, some more formal (government assessments) and some less so, in order to determine their 'readiness to learn'. It is essential that these are completed in order to be able to plan effectively for the whole class, as well as individual children.

Each term, planning is geared towards achieving explicit 'milestones' – these are a combination of the knowledge and skills that the children need to acquire in order to reach the Early Learning Goals in the end of the year. Children achieving these milestones by the end of each term, will be judged as being 'on track'.

Staff will assess whether children have achieved these based on a variety of evidence, including:

- Their own knowledge of the children
- Observations taken on Tapestry – including those shared by parents if relevant
- Work completed in Phonics, Maths and Writing books
- Evidence of completing classroom challenges – taken by the children themselves – this will either be in their learning journals or on the class ipad
- Phonics assessments – these are undertaken every 6 weeks, in accordance with our phonics scheme

Where children are judged to be 'not on track', staff will ensure that the relevant support is put in place to help these children achieve a particular milestone. For example, a child struggling with their pencil grip, may receive some additional fine or gross motor support and where interventions do not appear to be having the expected impact, further help may be sought from the SENDCO and parents will be informed.

At the end of the school year, children are assessed by the class teacher, against the Early Learning Goals. The teacher makes a 'best fit' judgement, based on their knowledge of the child and will either be 'expected' or 'emerging'. A child who is 'expected' in the three prime areas, as well as Maths and Literacy, will have achieved a 'Good Level of Development'. Parents will be informed of the teacher's judgement in their end of year school report.

The results of the Early Years Profile are also shared with the Year 1 teacher as part of the transition process, as well as the Local Authority.

Inclusion and SEND

Yoxall St Peter's is an inclusive school and staff in Early Years follow the school's 'Inclusion and SEND policy' when supporting children and their learning.

Our SEND local offer can be found on our website using the following link:

[SEND | St Peter's Yoxall C of E Primary School \(st-peters-yoxall.staffs.sch.uk\)](https://st-peters-yoxall.staffs.sch.uk)

This is also information available on the website regarding Pupil Premium:

[Pupil Premium Statement | St Peter's Yoxall C of E Primary School \(st-peters-yoxall.staffs.sch.uk\)](https://st-peters-yoxall.staffs.sch.uk)

Transition – Starting School

Prior to the children starting at Yoxall St Peter's, parents will be invited to attend an induction meeting to find out to key information about our Early Years provision. This gives parents an opportunity to meet the class teacher and find out the important details of the transition process. These will include dates for:

- Stay and play sessions – where the children are invited to come into school and spend time in the classroom with the staff that will be based in Reception
- An invitation to come for a school dinner
- Dates and times for their first week in September

Following the parent meeting, the class teacher will begin conducting nursery visits and will endeavour to visit all children where possible. Information gathered by the class teacher is then shared with other supporting staff, in preparation for the first stay and play sessions. Parents are invited to stay for the first session, and will have the opportunity to share information and ask questions.

Parent-Teacher Communication

Here at Yoxall St Peter's, we strive to build open relationships with all parents and carers and value the sharing of key information between school and home.

Children enter through the classroom door each morning and there is always a member of staff available for parents to speak to, to pass on messages and receive quick updates. If parents require a more formal or lengthy meeting, these can be arranged through the school office.

We use an app called 'Tapestry' for a number of purposes. Parents will receive a consent form giving all the necessary details and will then be able to login to access Tapestry from home.

It is used for the following:

- To share observation of the children in class – this helps keep parents informed of what their child has been enjoying/learning in school
- To share a weekly Phonics newsletter – telling parents exactly which sounds have been covered that week during Phonics lessons
- To share Maths home learning suggestions
- For parents to upload 'show and tell' information for their child to share in class

Other information about wider school events such as celebration days, assemblies and trip is shared via email or text message. Tapestry is only used by classroom staff.

Parents can also expect two parents evenings in a year, one in the Autumn and one in the Spring, following by an end of year report.