



EYFS Intent

At Inmans Primary School we work hard to create a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning. We want our pupils to be independent, happy learners who thrive in school and reach their full potential from their various starting points. We aim for our children to be confident and to believe in themselves and interact positively with others.

Every child is recognised as a unique individual and we celebrate and welcome differences within our school community. It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people.

We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents and carers are key. We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based. Therefore, our curriculum is based around topics but is also child led, following the interests and fascinations of the children in the current year group. We are passionate about children leading and engrossing themselves in their learning. 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.

We provide children opportunities to develop their sense of wellbeing and ability to regulate their feelings so that they feel confident in our community and are equipped with all the tools they need to transition to Year 1 effectively.

Implementation

Our curriculum follows the Early Years Statutory Framework for the Early Years Foundation Stage, updated September 2020 for early adopters of the 2021 curriculum. We actively safeguard and promote the welfare of all of our children. This document specifies the requirements for learning and development in the EYFS and provides the prime and specific areas of learning we must cover in our curriculum. All areas are planned for to ensure there is a broad, balanced and progressive learning environment and curriculum.

The curriculum is taught through topics which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality key texts. All planning, however, is flexible and responsive to children's needs

so plans can be changed and adapted dependent on children's interests. Our learning environment is adaptable in order to reflect children's interests and progression. Through our knowledge of each child and formative assessments the EYFS team plan exciting and engaging activities that will move the children's learning forward. This may involve following a class theme where we take advantage of cross-curricular links in order to combine transferable skills and develop a wide-ranging vocabulary. This may also include following individual children's interests and making the most of those focused moments where the teaching and learning can be maximised in a one to one way with teacher and child. We learn through a blend of whole class, guided, adult directed play and child-initiated play activities dependant on the nature and needs of the class of individuals. We try to provide children with opportunities that enhance their learning in school. We plan any visits or visitors that will support and provide the spark for further immersion into our topic of learning.

Children in EYFS learn by playing and exploring, being active and thinking critically and creatively and this takes place both indoors and in our outdoor area. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play. Children make their own decisions about where they play within a zone and teachers ensure that there are opportunities for all areas of learning across all of the zones. 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. Keyworker groups at the end of every day supports this.

Every child has access to a phonics session every day with intervention opportunities for those who find this area of learning more difficult. We use the phonics session to also develop children's expertise in handwriting. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration.

During the school day, children will have an opportunity to work independently, work collaboratively with their friends and with members of staff. There are a range of stimulating and engaging activities which the children can access independently and a variety of opportunities for child-initiated play. Daily guided activities are also planned to cover different areas of the EYFS curriculum. Staff in the EYFS make regular observations of the children's learning. Through observations and discussions, any areas of need and next steps are identified to ensure progress is made. We provide effective and focused interventions for those children who are finding learning challenging and are not on track to meet expectations at the end of the year. We regularly assess where the children are in relation to their progress towards meeting the Early Learning Goals. 'Development Matters' is used to support this alongside the "Birth to 5 Matters" checkpoints. We assess pupils using 'On track or Not on track'. These judgements are made on the basis of accumulative observations and in depth knowledge of the children acquired through ongoing assessment. We then ensure our planning, adult interaction and learning environment; including continuous provision, supports children to reach their next steps.

The EYFS team collect evidence of children's learning through work completed in their books or on paper as well as by capturing photos and videos of pupils "magic" moments. These are when a child has developed a new skill or has particularly wowed us. These are shared with parents using the Tapestry online system. This means that parents can engage with children regularly about their learning and can contribute to the knowledge we have of the child in school. Homework and memos are set on Tapestry which helps build up a holistic picture of the child's learning both at school and at home.

All children participate in a Christmas play as well as in other celebrations/festivals that develop their understanding of the wider world. To encourage the children, stickers are given out regularly and Good Workers are celebrated in assembly and given certificates.

We build close links with parents/carers. To support this we provide regular opportunities for parents and carers to come into school to observe or work with their child (pre-covid). Other opportunities include nursery visits, transition days, tea party, stay and play sessions, parent workshops (to support with the understanding and teaching of phonics and maths), parent consultations and end of year reports as well as more frequent informal communication to suit individual families.

We support the transition into Key Stage 1 for both child and parents. We prepare children for Year 1 with visits to their new class, meeting the teacher. Parents have the opportunity to meet with the new teacher and visit their child's new learning environment.

By the end of the year we provide opportunities for children to increase their independence in recording their work as appropriate to ensure they are well prepared for the move to Year 1.

Impact

The Early Years team work hard to ensure that children are surrounded by a kind, caring and happy environment which helps them develop the skills needed for lifelong learning. It is a positive place to be where resilience, perseverance and successes are celebrated and every child feels valued and respected.

We believe our high standards are due to our carefully planned environment, enriched play-based curriculum, quality first teaching and planned/unplanned activities. Our provision and the way we deliver the curriculum is reviewed on an ongoing basis, before, during and after a topic to ensure it has had maximum impact.

We strive to ensure that our children's progress across the EYFS curriculum is good from their starting points. We also strive for children to reach the Early Learning Goals at the end of Reception and to be at least in line with National Expectations.

The impact of our curriculum is measured by assessment procedures which allow us to measure outcomes against all schools nationally. We measure progress and children's learning across the year through formative and summative assessment which are based on the teacher's knowledge of the child, their learning journeys, photographs and videos recorded on Tapestry. We continuously put supportive interventions in place when needed. Class teachers use observations and formative assessments to inform future planning and ensure that all children build on their current knowledge and skills. Termly assessments are based on all staffs knowledge of the pupil and judges if they are on track or not on track. Development matters statements and check points are used as a basis for this. Any areas that are identified as having a larger proportion of pupils not on track becomes a focus and environments and activities are enhanced to support these areas.

Our assessment judgements are moderated both in school and externally with local schools and the LA. We also have an SLE for Early Years in the team who is also a moderator for the LA.

The impact of our curriculum will also be measured by how effectively it helps our pupils develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which

will make them lifelong learners and valuable future citizens. We endeavour for pupils to be Key Stage 1 ready and have our school values embedded by the time they leave reception, preparing them for their future.