



Newnham St Peter's C of E Primary School

EYFS



School Vision

Cherish Everyone ~ Flourish Together ~ Serve Others

Newnham St Peter's School Intent Statement

We aim to work in partnership with parents, governors, the Church and the community to provide a broad and balanced curriculum that enables all our children to develop into well rounded individuals and life-long learners. 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.

Curiosity underpins lifelong learning, from pre-school up our curriculum is based upon asking questions and exploring. Reading is the gateway to sustainable learning. We have a structured approach to reading to ensure children develop skills that are applied across the curriculum. Vocabulary is a key focus and our curriculum is designed to ensure children develop both rich creative and subject specific vocabulary.

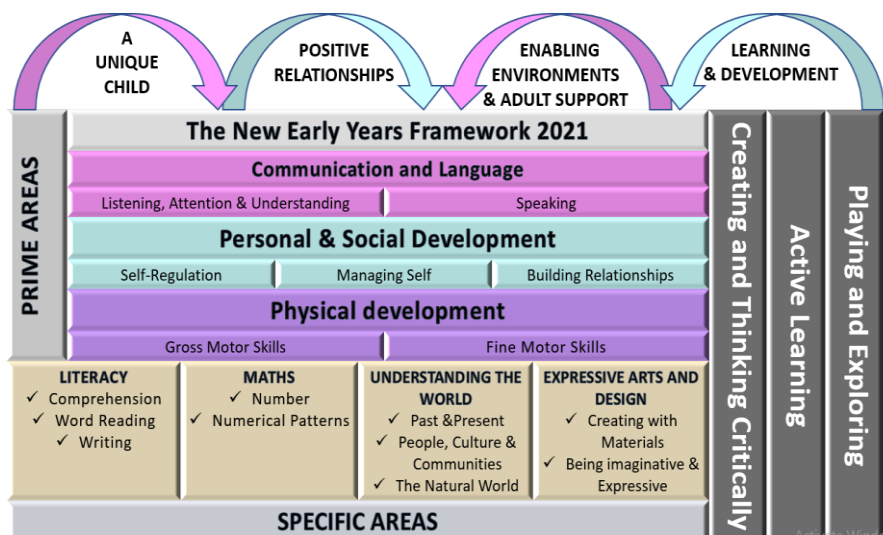
To ensure knowledge is retained and learning 'sticks', our curriculum is carefully mapped out across all phases, providing continuity, supporting transition and revisiting / building on key concepts.

Our curriculum is centred on our Forest of Dean setting by the River Severn whilst also ensuring that pupils are outward looking with planned opportunities to gain experience of the wider world.

We aim for children to leave our school not only achieving their full academic potential, but with the skills to keep themselves physically, mentally and spiritually fit. The confidence to push themselves outside of their comfort zone and the moral compass and drive to be active global citizens.

The Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) framework sets the standards for learning, development and care for children from birth to 5 years.



Intent – What we want for the children

At Newnham St Peter's Primary our Early Years Foundation Stage delivers a personalised and tailored curriculum which provides all children with the knowledge, skills and understanding they need to be confident, inquisitive, curious, independent learners and influence their wider thinking across all areas of the curriculum. We believe that providing an education that does all of this gives children the best chance to become well-rounded, happy individuals, ready to succeed in an ever-changing world.

We believe that high level engagement ensures high level attainment. We therefore provide an engaging curriculum that maximises opportunities for meaningful cross-curricular links and learning experiences, as well as promoting the unique child by offering extended periods of play and sustained thinking. We follow children's interests and ideas to foster a lifelong love of learning both in and outside of school. Through the experiences our curriculum offers, our children's ambitions and aspirations are unlocked. These experiences allow them as individuals to develop their own passions and interests and become invested in their learning, leading to a sense of drive and motivation which allows them to reach their potential and achieve their dreams.

Learning is carefully planned by the staff with a focus on the Prime Areas of Learning - Communication and Language Development, Personal, Social and Emotional Development and Physical Development. These are woven through all of our learning in all the other 5 areas of learning.

Our core values of respect, hope, perseverance, forgiveness, friendship and thankfulness drive our creative curriculum and underpin all that we do throughout school. Children learn to believe in themselves and be proud of their local community. They understand the importance of their actions and the part they play in the diverse wider world. Through a strong self-belief leading to a positive physical and mental well-being our children are equipped to take risks and overcome any challenges they may face. Children will leave the Early Years as compassionate individuals with a developing understanding that everyone should be valued and respected, therefore preparing them for life in modern Britain.

By the end of the Reception year our intent is to ensure that all children make at least good progress from their starting points and are equipped with the skills, knowledge and independence to have a smooth transition into Year 1.

Implementation – How it will be delivered

At Newnham St Peter's we encourage children to demonstrate their attitudes and behaviours to learning through the Characteristics of Effective Learning.

Our curriculum is designed to recognise their prior learning by providing first-hand learning experiences and allowing the children to develop interpersonal skills, build resilience and become creative, critical thinkers to enable them to challenge themselves.

Each half term, EYFS staff introduce a new 'I wonder...' statement to provide inspiration for learning, whilst providing the flexibility for children to follow their own interests and ideas.

Children learn through a balance of child-initiated learning, adult directed teaching and focus group teaching. The timetable changes throughout the year to take into consideration the changing needs of the children. 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. Children are provided with plenty of time to engage in 'exploration' throughout the variety of experiences carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas.

English

Reading is at the heart 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 will be embedded in our provision through activities, story sessions and on display for children to access independently. Through this, children begin to internalise new vocabulary, language patterns and begin to retell stories.

Spoken language underpins all seven areas of learning and development in the revised 2021 Early Learning Goals so in Pre-School we use 'RWI Phonics for Nursery' which concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Reception. We focus on reading aloud, teaching children poems and songs and talking with the children. "Nursery children rely on read-a-lot, talk-a-lot, and sing-a-lot." Ruth Miskin

From Reception we follow the Read Write Inc programme within which children use books that match their phonic knowledge so the children can apply their learning with the aim of becoming successful, confident and fluent readers. Children are encouraged to read at home and are listened to regularly in school.

Writing is developed with a focus on each individual child's writing 'stage'. We use an assessment which tracks children through the pre-phonemic stage, the early phonemic stage, letter name stage and traditional stage. We use non-cursive 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 everywhere. Adults model writing during continuous provision and during adult directed sessions. All children should write/mark make every day.

Mathematics

In Pre-School, 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. Children's fine manipulative skills are a focus to develop 1-1 correspondence, so children count each object only once.

In Reception we follow the 'CanDo Maths' scheme of work. High quality learning environments and meaningful interactions with adults, support children in developing mathematical thinking and discussion. Pupils learn through games and tasks using concrete manipulatives and pictorial structures and representations which are then rehearsed, applied and recorded within their own child-led exploration. Children in Reception have daily 'Morning Maths' and a daily class maths session to develop fluency, revisit key concepts and address misconceptions.

Wider Curriculum

Our wider curriculum is taught through the learning areas; 'Understanding of the World' and 'Expressive Arts and Design.' EYFS staff have a good understanding of how ELG's feed into the National Curriculum through our robust planning and CPD opportunities. In reverse, colleagues throughout the school are also aware of the key ELG's 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.

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.

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

Baseline

Prior to children starting school, staff spend time speaking to the child's parents, previous settings and read previous learning journey's to gain an understanding of the whole child and where they are at. During the first half term in Pre-School and Reception, all staff use ongoing assessments, observations and conversations with the child to develop a baseline assessment. This identifies each individual's starting points in all areas so we can plan experiences to ensure progress. This information is tracked on Insight.

We also have to take part in the statutory Reception Baseline Assessment (RBA). This assessment focuses on 'Language, Communication and Literacy,' and 'Mathematics.' The purpose of this is to show the progress children make from Reception until the end of KS2.

Ongoing Observation

Our observations record the WOW! 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 WOW books.

WONDER!

QUALITY OBSERVATIONS: SUCCINCT, FOCUSED & REAL. NO NOVELS NEEDED!

- **WOW** – WHAT WAS THAT **WOW** MOMENT? BRIEFLY DESCRIBE!
- **OVER HEAR!** – WHAT WAS ACTUALLY SAID? THIS CAN BE SO POWERFUL!
- **NEW SKILLS** – WHAT NEW SKILLS WERE DISPLAYED THAT YOU HAVE NOT SEEN PREVIOUSLY?
- **DIG DEEPER** – HOW DID THE CHILD BEHAVE/LEARN? CONSIDER COEL HERE!
- **ENGAGEMENT** – DID YOU INTERACT IN ORDER TO MOVE THE LEARNING ON?
- **RESULT** – WHAT HAPPENED AFTER THIS? HOW DID THE WOW MOMENT END?

Assessment

Phonic 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. Our aim is for children to 'keep up' rather than 'catch up' where possible.

Assessments against the early years framework are completed four times per year (September, December, April and July). In Summer Term 2, the EYFSP is completed where teacher judge whether the child has met each of the 17 ELG's. They will be assessed as either 'emerging' or 'expected.' Whilst there is no judgement to state if a child is exceeding beyond an ELG, teachers, have a duty to provide a narrative for both parents and the Year 1 teacher.

Impact is also evident through our successful transitions into Year 1. EYFS staff have a good understanding of how ELG's 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.