

EYFS Intent Statement 2022-2023

At the Holme we provide our EYFS children with a happy, safe and welcoming start to school. We aim to deliver a broad, engaging and motivational curriculum based around the children's interests. We firmly believe that Early Years lays the foundations for future learning in the key stage one curriculum and beyond. We therefore strive to provide rich learning experiences that build cultural capital and open the doors to independence, problem solving, self-esteem and a **love** of learning. We work to build our children's **courage** as they take risks in a safe environment and push themselves to try new things. At the Holme, we value outdoor learning and strive to use our wonderful grounds to enhance the children's opportunities, skills and learning behaviours. We aim to embed the Christian ethos of our school and community sensitively, maintaining inclusiveness of all faiths and backgrounds. We develop **wisdom** in all areas of our learning through kind interactions and respectful behaviour. We firmly believe that children learn best when there is strong partnership established between home and school.

Underpinned by the EYFS overarching principles:

- 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. (See "the characteristics of effective teaching and learning" at paragraph 1.15 of the EYFS framework). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

Implementation:

- Transition is planned to meet the needs of the children entering school. Nursery visits take place in the summer term in order to plan for the entering cohort with additional TPA meetings as necessary. A number of stay and play visits also take place during the summer term. The environment is planned to meet the needs and developing skills as well as interests of the incoming cohort. Weekly school readiness challenges are communicated through Tapestry over the summer. In the autumn term home visits take place and a week of transitional sessions takes place ensuring the children are familiar with the setting and the adults before starting school full time.
- In the autumn term a range of activities are planned that are designed to allow the children to demonstrate their skills and understanding. Objective Led Planning is then used in order to support staff to maintain focus on next steps during child-initiated play.

- Specific interventions are identified and planned for in order to meet the needs of the children. Target children are also identified on planning along with variation to extend or scaffold as necessary.
- Themes are introduced based around the children's interests, but high-quality texts, songs, poems and 'real' experiences are used to extend these interests and promote curiosity and critical thinking. This is captured through the use of floor books that the children are able to access and use as a means to discuss previous learning.
- Staff promote high levels of independence through the environment, challenges and through praise and encouragement. Growth mindset and positive learning behaviours are modelled and encouraged at all times.
- The EY lead analyses data and uses this to inform future plans. 'Welly Wednesdays' have been introduced as a way of encouraging boys to engage in all areas of the curriculum, in particular building fine motor and writing skills.
- Communication and Language remains a focus and interventions are identified early. Specific activities are planned to promote the development of language such as shared reading, snack and chat images, curiosity cubes and talk homework.
- Staff develop children's love of reading through reading aloud and dialogic storytelling and reciting rhymes in a way that excites and engages them, introducing new ideas, concepts, and vocabulary.
- Phonics teaching is secure through the use of RWI. Opportunities to bump into phonics learning are planned throughout the day with the use of pinny time, additional Fred talk, tuning in and rhyme and singing sessions in addition to mark making opportunities.
- Staff undertake ongoing formative assessment and keep records where necessary of individual progress to ensure the provision within the class can be modified to match the learning needs of the children. It includes all those involved in the child's learning and development and contributions from home are encouraged.
- Parent partnership is actively encouraged. Tapestry and high visibility of staff at the beginning and end of the day ensure parents are well-informed and able to celebrate and support their child's learning. The use of a 'wow wall' encourages parents to celebrate success with their children and talk homework stickers and Tapestry posts encourages parents to be active participants in what the children are learning.
- We have links with pre-school provisions and other Reception classes in our area. The EY lead has visited our local nurseries and attends local cluster meetings and Trust network meetings and CPD events. This has increased opportunities for cross-provision moderation and CPD in other aspects of EYFS teaching. The EY lead has provided support for the on-site independently run nursery.
- Staff in the EY use the language of 'Ready, Respectful, Safe' to reinforce the school rules alongside visual aids and red and green choice cards. EY is fully engaged in the schools behaviour policy and staff work hard to model and teach the children the expectations of the school. Behaviour incidents are tracked and monitored for patterns in order to plan effective individual behaviour support/interventions that are quickly put in place when needed.
- The schools values of 'Love, Courage and Wisdom' are used as a way to reflect on choices and promote good learning behaviours. Respectfulness of others is taught and modelled at all times. Other cultures are included in the texts chosen and activities offered enabling children to explore and ask questions.

Impact:

- **Children enjoy school** and settle quickly. By the end of YR, develop good listening skills and a firm foundation for positive learning behaviours. They can work both independently and collaboratively, showing clear respect and support for one another.
- **Transition** to Year 1 is well planned; the use of Tapestry is replaced with the use of Class Dojo so communication between home and school continues. The established phonics and number systems in place, are passed on to Year 1 with identical display and strategies being used.
- Staff provide information for parents about their children's progress, in line with the requirements of the EYFS. **End of year results** show children's progress is accelerated and the gap is closed.
- **Behaviour is good.** Children are enthusiastic and show respect for each other, working cooperatively together. They understand how to keep themselves safe. Children are developing their resilience to setbacks and take pride in their achievements. Visitors frequently comment on how confident our children are: a reflection on how safe and settled they feel from an early stage with us.
- **Pupil Voice** - Through discussion and feedback, children talk enthusiastically about school and speak about how they love learning. They can articulate their thoughts and recount their experiences. Children show confidence and believe they can learn about new ideas and apply the knowledge and skills they already have.