

# Holy Family Catholic Primary School, Cronton

## EYFS Statement of Intent



**At Holy Family Catholic Primary School, we highly value the Early Years and believe it is crucial in providing a firm foundation for learning. We believe that in their early years of life, children develop quickly and that their experiences in these important years will have a profound impact upon their future. Because of this, we recognise the significance of delivering a curriculum that allows all children the chance to succeed and thrive, tailoring to individual needs and providing appropriate challenge too.**



**Our EYFS fosters learning in a considered and well planned way. We see the EYFS as a triangle of The Child, The Adult and The Environment.**

## Effective learning & development



### The Child:

We intend for children to develop a love for learning and build life-long skills through delivery of a play-based curriculum that allows all children in our care to succeed to the best of their ability. We know that all children have different starting points and we intend for all children to follow their own unique journey of learning to develop and make progress at their own pace. It is our intent that the children who enter our EYFS make progress in various ways; physically, verbally, cognitively, socially and emotionally and that they leave EYFS with a set of skills that will enable them to thrive and prosper further up the school.

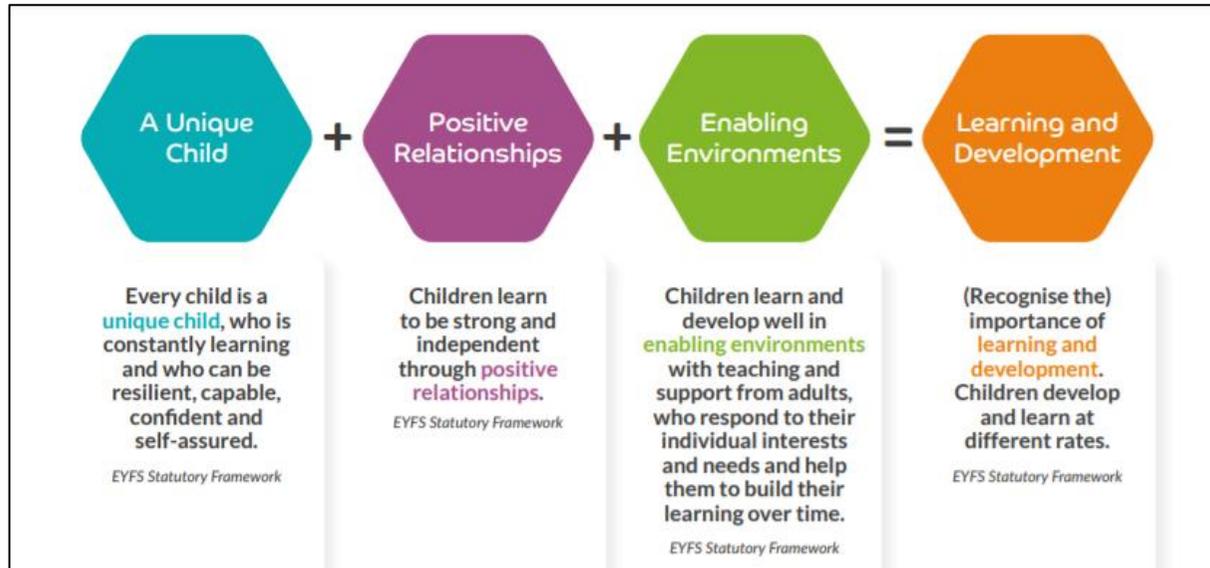
### The Environment:

We intend to provide an environment rich in learning, vocabulary and experiences that develop curiosity and provides opportunities for children to build long lasting memories. We have a well-resourced indoor space with specific areas to foster different types of skills and knowledge. We also have a large outdoor space which is perfect for large scale art, movement and physical development. Our environment contains resources that can meet the needs of both Nursery and Reception children and each week and across the year, enhancements to the environment provide an important way for pupil voice and for children's fascinations and interests to be followed through interest tables and additional resources.

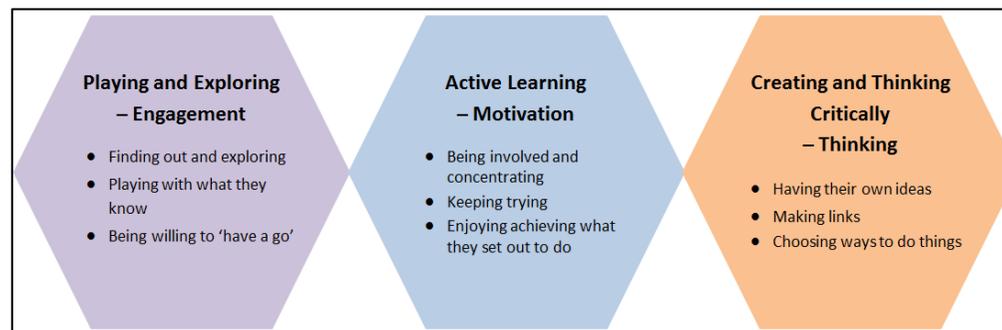
### The Adult:

We intend for adults to play a pivotal role in the development and progress of the children. We know that adults have a very significant role to play in the children's progress throughout the year and our staff are knowledgeable, skilled and continually reflecting, individually and as a team, about best practice and the 'whys' of what we do. The children are at the center of what we do and our role is through a carefully balanced routine of child and adult initiated activities. In the provision, adults work with children to observe, listen and extend learning. We focus particularly on introduction of vocabulary and the 'right time' to intervene to maximize quality and meaningful interactions.

This links with the 4 guiding principles that shape practice in Early Years Settings.



There are also 3 Characteristics of Effective Learning that guide our understanding of how children play and learn in the classroom, indoors and outdoors. We use these to help us monitor and assess children’s involvement and engagement and these inform us of how we can best suit their needs and the unique ways they learn. We foster these characteristics that we see in the children in our care and plan opportunities for these to be constantly developed.





## ***‘Early childhood is an explosion of experience’ – Jennie Lindon***

We intend, through working with the individual child, developing an effective environment and utilizing the role of the adult, to do the following things in our EYFS:

Link	Intent	Implementation	Strategies Used
	<p>We intend to provide an inclusive curriculum, placing the child at the center and addressing unique starting points and appropriate challenge.</p>	<p>Everyone is welcome in our classroom and our school. We aim to meet the needs of all pupils and will adapt our teaching styles, classroom environment and support depending on the cohort of children and their individual talents and skills. The children’s interests are at the heart of what we do and we follow these to provide interest tables and activities for them in the provision. Positive relationships with children allow staff to meet children’s needs depending on their age and stage of learning through skilled questioning and support.</p> <p>We have regular team meetings to discuss pupil needs and how these can be supported in the provision, noting this on our CP planning. We know that early intervention and identifying of additional needs is key to putting support in place and we have experienced staff who regularly liaise with outside agencies where necessary.</p> <p>We assess the children 3 times a year and do our own baseline assessment and we track this progression. We engage with families prior to starting with an initial pre-school parents meeting where we gather information about the child and their needs. We adapt provision accordingly.</p>	<ul style="list-style-type: none"> <li>• Tuning in to interests in the provision</li> <li>• Adaptable classroom environment</li> <li>• No ‘one size fits all’ view of EYFS</li> <li>• Celebrating the unique child</li> <li>• Staff training opportunities</li> <li>• Early intervention support</li> <li>• Parents Meetings x3 a year</li> <li>• Fun, engaging and calm classroom environment</li> <li>• Use of open ended questioning from highly skilled practitioners</li> <li>• Blank Level Questioning training and tools</li> <li>• Yearly audits from EYFS Lead and senior staff</li> <li>• Development of low, middle and high level vocabulary</li> <li>• Regular training opportunities for staff with School Improvement Liverpool, Knowsley and outside agencies</li> <li>• Documentation of significant learning observations and next steps on Tapestry</li> <li>• Baseline assessments and termly summative assessment on PP</li> <li>• Skills progression documentation</li> <li>• Baseline</li> </ul>
	<p>We intend to secure the foundations for a life long love for reading – this is the heart of our curriculum.</p>	<p>We know that reading and developing effective decoding and blending skills is a key part of the Reception year and that prior to this, children also need to have a firm foundation of listening skills. Rhymes form a key part of our curriculum with weekly rhymes in both Nursery and Reception that are repeated throughout the week to build up memory and rhythmic cognitive skills. To build skills these we have a robust plan for the delivery of Phase 1, 2 and 3 and 4 in our phonics programme Little Wandle and subsequently Phase 5 in KS1.</p> <p>Both classrooms have spaces for reading areas with decodable books available alongside Non-Fiction and Fiction texts. Our Pie Corbett Reading Spine that we send home with the children allows them to become familiar with a number of texts across their time in Nursery and Reception. These are age appropriate, exciting and rhythmic texts that children will come to know well, reciting and adding texts to a bank of books and rhymes.</p>	<ul style="list-style-type: none"> <li>• Wide and diverse collection of books</li> <li>• Books that celebrate our uniqueness</li> <li>• Books that have repeated refrains</li> <li>• A robust and carefully planned phonics curriculum</li> <li>• A language rich environment with regular links to books for each area of the provision</li> <li>• Providing a solid foundation of Phase 1 phonics through a delivered programme in Nursery and revisited at the beginning of Reception</li> <li>• Sharing stories as a school community</li> <li>• A whole school approach to reading for pleasure</li> <li>• Access to reading areas in Nursery, Reception and outside</li> <li>• Sharing book recommendations in the weekly class newsletter</li> <li>• Guided Reading groups Jan – July in Rec to monitor and assess children’s reading and comprehension skills</li> <li>• Decodable books in the continuous provision</li> <li>• Communication Friendly Spaces</li> <li>• Pie Corbett Reading Spine</li> </ul>

			<ul style="list-style-type: none"> <li>• Weekly Read Along, Read Aloud books to go home</li> <li>• Decodable phonics books to go home (Rec January)</li> <li>• Weekly rhyme that we share with parents and ask children to memorise</li> <li>• Foundations of Literacy approach</li> <li>• Multisensory Literacy lessons</li> <li>• Talk4Writing – at least x3 stories a year</li> </ul>
	<p>We intend to 'Talk, Move, Read, Write' every day!</p>	<p>Staff are experienced and skilled in a range of communication based skills. EYFS Lead regularly discusses communication and language and early talk skills in the weekly meeting with a focus on developing new vocabulary. Staff identify children in need of support on the weekly continuous provision plan.</p> <p>Group talk is a big focus in Nursery with Phase 1 phonics taught throughout the year. The classroom environment is planned and organized with talk in mind with spaces for chat and communication is highly valued at the snack table.</p> <p>In Literacy, we focus on a book a week, maintaining emphasis on reading and comprehension skills in both N and Rec and also have a core group of books that we send home and read regularly.</p> <p>Physical Development is an important aspect of our continuous provision with regular activities for fine motor skills indoors and large scale play outdoors with an environment cohesive to developing gross motor skills. We do a daily Wake and Shake to support regulation, gross and fine motor skills and to have lots of fun!</p>	<ul style="list-style-type: none"> <li>• Staff observe each other in the provision to ensure that interactions are engaging, purposeful and support challenge.</li> <li>• Audits take place from SLT and EYFS Lead to check best practice</li> <li>• Weekly CP Plan</li> <li>• Daily Wake and Shake</li> <li>• Large scale art and messy play outdoors</li> <li>• iCan Talk Boost groups in Nursery</li> </ul>
	<p>We intend to provide a careful balance of child-initiated and whole class adult-directed activities.</p>	<p>Our EYFS Unit plans together as a staff team to ensure provision is of a high standard. We are flexible and adaptable with this provision to meet the children's interests and needs and change the environment weekly to ensure children are regularly engaged and actively learning within the continuous provision.</p> <p>The majority of learning in the continuous provision is child initiated but there are opportunities throughout the day for children to take part in carpet times and small group activities. There is a carefully planned day that balances the need for adult led carpet times and child initiated, play-based learning.</p>	<ul style="list-style-type: none"> <li>• Carefully balanced timetable of child initiated and adult led time</li> <li>• Careful planning of the continuous provision</li> <li>• Continual access to both indoors and outdoors - whatever the weather</li> <li>• Weekly EYFS team meetings to ensure provision is planned and delivered with a team approach</li> <li>• A rich and varied curriculum planned throughout the year with a focus on developing a love of reading, language and vocabulary</li> </ul>
	<p>We intend to use children's interests to inform our provision and to provide quality next</p>	<p>In our team meetings we plan based on the children's interests which we discuss together. We record and plan on a Continuous Provision plan format that feeds forward from the previous weeks interests noted in the provision. This is completed by all staff including support staff.</p> <p>Skilled staff and positive relationships enable staff to plan and deliver 'in the moment' to progress learning and consider next steps for the individual child.</p>	<ul style="list-style-type: none"> <li>• Weekly staff planning meetings</li> <li>• Dedicated CP plan that 'feeds forwards'</li> <li>• All About Me at the beginning of the year to find out children's interests</li> <li>• X3 Interest Collection letters for parents to pinpoint interests and areas for support</li> <li>• Parents Evening x3 year</li> <li>• Regular interactions with parents on Tapestry with messages sent in from home</li> </ul>

	<p>steps and 'in the moment planning and learning.</p>	<p>In our observations of the children, where relevant, we include next steps. These can also be used to inform our continuous provision and learning for the following week. We tune in to children's interests through good home/school links using Tapestry and home school links to find out what children are interested in.</p>	<ul style="list-style-type: none"> <li>• Staff termly meeting about gaps in EYFS and how to plan to meet these in the provision</li> <li>• Pupil Progress meetings with senior staff</li> </ul>
	<p><b>We intend to build positive relationships with parents to support home/school partnerships.</b></p>	<p>We have 4 parents meetings a year, one before the child starts and one a term. This ensures that conversations about children's progress are ongoing. Where we have concerns we will arrange appointments with parents to discuss appropriate action or referrals with the SENDco. We use Tapestry and observe the children on a two week cycle, ensuring that children have both individual and group obs. We encourage observations from home and share these with the children, providing opportunities for children to discuss their home life with their friends in class. We communicate our learning throughout the week through a weekly newsletter. We provide parent workshops for families including phonics, maths and communication and language. We hold events throughout the year for families to be involved with including a Stay and Play for each class.</p>	<ul style="list-style-type: none"> <li>• Communication with parents via our online learning platform Tapestry</li> <li>• Weekly class newsletters</li> <li>• Stay and Play events twice a year</li> <li>• Parent workshops for Maths and Little Wandle phonics</li> <li>• Weekly Home Learning Activities sharing tips for learning at home referencing the weeks work</li> </ul>





## Our Early Years Backpack

As part of our main Curriculum Intent, we have outlined a suitcase of qualities and skills that we feel a Holy Family child will take away with them.

The foundation of many of these qualities begin when a children in the Early Years, either as a 3 year-old in Nursery or a 4 year-old in Reception. In Early Years, we believe that our curriculum, continuous provision and adult support can offer children more specific things that we aspire for the children to have when they leave Reception class and move on to Year 1 and subsequently, the National Curriculum.

It is these things that we believe underpin the learning they will later go on to do in KS1 and KS2 in the school and, ultimately when they leave our school to be a citizen of the world.