

## EYFS III statements

### Intent - What we want our children to learn.

In Early Years we strive for our children to become confident and independent individuals who take lead of their learning. Children in Early Years will be confident to take risks in a fail free environment and show resilience when faced with challenge. We are committed to giving our pupils the best possible start to their school life in a safe and nurturing environment, where play and learning is combined. Our children will be exposed to fun and exciting experiences which will build their curiosity and ignite the spark in their own imagination and wonder, as they question and explore the world around them. They will build a lifelong love of learning which celebrates all children's achievements and backgrounds. They will receive high quality early learning that gives them a broad range of knowledge, skills and understanding through nurturing their interests and developing their communication skills in a language rich environment. 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 and knowledge to have a smooth transition into Year 1.

### Implementation - how learning will be organised.

Our Early Years curriculum is designed to fill our children's world with awe and wonder. We believe that high level engagement ensures high level attainment, and so we provide an engaging, broad and balanced curriculum that maximises opportunities for meaningful cross-curricular links and learning experiences. We introduce children to a new topic each half term which reflects the current world around them and covers a range of different themes each week. High quality planning alongside a carefully structured timetable of both directed teaching and continuous provision, provides our children with exciting, purposeful activities and opportunities for all areas of learning both inside and outside the classroom. We enhance our provision to reflect the topics we are learning about, as well as providing opportunities which reflect the children's emerging interests. This provides children with the flexibility to follow their interests and ideas. We incorporate the characteristics of effective teaching and learning into all learning experiences, which builds upon the children's current knowledge and understanding to promote the unique child. We prioritise creating a 'language rich' environment, and meaningful interactions from our highly experienced practitioners enrich children's learning through modelling, discussion, appropriate challenge and shared expectations. We develop and strengthen the provision according to each individual cohort's needs and review the curriculum annually to ensure the voices of our pupils, parents, staff and governors are heard. Through an inclusive approach, our children are given the same opportunities to thrive together and meet their full potential. We will conduct careful assessments through observations which are recorded and used to inform the next steps of learning and meet individual needs. We provide children with a range of additional interventions, working closely with a Speech and Language Therapist to plan support where needed. We provide children with opportunities that enhance their learning and that they have not experienced before. We have strong links with the community which feeds into quality first hand and real life experiences that we provide, as well as children having the opportunity to experience school trips and visits.

Impact - is how you know what you are doing is making a difference.

The impact of our Early Years is reflected in the well-rounded, confident and ambitious children we have, who take lead of their learning and show resilience when faced with challenge. Children demonstrate high levels of engagement throughout all learning activities and can draw on past experiences and link this to new learning. Our Early Years curriculum and its delivery ensure that children make excellent progress from their starting points, both academically and socially, developing a sense of themselves and ensuring they are equipped with the skills and knowledge to have a smooth transition into Year 1. During their time in Early Years, children make rapid progress towards the national expectation for a good level of development at the end of Reception.

Teaching and pedagogy is reviewed half-termly and the children's progress and learning is measured 4 times across the year at baseline, Autumn 2, Spring 2 and Summer 2, with action plans in place to identify areas for development and children who require additional support. Speech and Language, and Wellcomm interventions ensure children with speech and language difficulties make good progress.

The Reception Baseline Assessment (RBA) that is conducted within 6 weeks of a child starting Reception shows the progress children make from Reception until the end of KS2.