

Intent:

At Pirton Primary School our aim is to create an exciting and engaging learning environment and build strong relationships which support, enhance and encourage a child's curiosity, confidence and individuality to ensure that all children flourish regardless of background, circumstance or need. We aim to work closely, and collaboratively, with parents and carers to encourage independence, enthusiasm and ensure all children reach their full potential. It is our intent that children who enter our setting in Reception begin their lifelong learning journey by developing physically, verbally, cognitively and emotionally whilst also embedding a positive attitude to school and a love of learning. To ensure children make outstanding progress at Pirton Primary School, it is our intent to take into consideration children's individual starting points and needs as they begin their learning journey. Every child has access to a broad, balanced and adapted curriculum which prepares them for now and for the future in terms of opportunities and experiences. Following the children's personal interests and individual needs, allows us to plan and provide exciting and engaging opportunities throughout our EYFS curriculum to support learning and development.

Our EYFS curriculum enables our children to be:

- Competent, creative and curious learners
- Secure and confident learners, who enjoy coming to school
- Skilful communicators, who connect with others through language and play in a vocabulary rich environment.

It is our intent to ensure that all children will receive the high-quality teaching of early reading through systematic, synthetic phonics to learn to read words and simple sentences accurately by the end of Reception.

Implementation:

At Pirton Primary School we follow the Early Years Foundation Stage framework. This is made up of four overarching principles:

- Unique Child – Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.
- Positive Relationships – Children learn to be strong and independent through positive relationships.
- Enabling Environments – 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.
- Learning and Development – Children develop and learn at different rates. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities (SEND).

The curriculum provides a play-based and experiential learning environment, combined with focussed teaching and basic skills, to ensure children make rapid progress before moving onto Year 1. The children in Reception are provided with ample well thought out opportunities accessible during our indoor and outdoor provision. They engage in planned, focussed activities as well as self-initiated and free flow activities. The learning experiences within our Early Years are linked to the seven areas of learning and

development within the EYFS. These areas are split into three prime areas and four specific areas. The three prime areas are those which the children should develop first and are considered most essential for the healthy development and future learning of our children. These include:

- Personal, Social and Emotional Development – This involves helping children to develop a positive sense of themselves, and others, to form positive relationships and develop respect, to develop social skills and learn how to manage their feelings, to understand appropriate behaviour in groups and to have confidence in their own abilities. They will also learn how to look after their own bodies, including healthy eating and manage their own personal needs independently.
- Communication and Language – This involves giving children opportunities to experience a language rich environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- Physical Development – This involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

As children grow and make progress in the prime areas, this will help them to naturally develop skills within the four specific areas. These are:

- Literacy – the early teaching of literacy involves encouraging children to link sounds (phonemes) and letters (graphemes) and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest and encourage reading for pleasure.
- Mathematics – the early teaching of mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and describing shapes, spaces, and measures.
- Understanding the World – this involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- Expressive Arts and Design – this involves enabling children to explore and experiment with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Children benefit from meaningful learning across the curriculum and staff expertly plan for opportunities for communication, sustained shared thinking and physical challenge to build on existing skills considering the Characteristics of Effective Teaching and Learning. We do this by using high quality texts to link areas of learning. We also ensure that we provide the children with a rich literary diet to enable the children to see themselves in the books we explore. Rich first-hand experiences (inside, outdoors, visitors and school trips) will widen experiences, create a positive cultural capital and facilitate awe and wonderment. New vocabulary and concepts through reading and Drawing Club will excite and engage all learners which includes staff modelling high standards of English and asking high quality questions. Back and forth exchanges encourage the children to speak in full

sentences. At Pirton school all Reception staff use the ShREC approach to ensure high quality interactions throughout the school day. More information about the ShREC approach can be found here: <https://educationendowmentfoundation.org.uk/early-years/the-shrec-approach>

Our curriculum will promote and support children's emotional security and development of their character, enabling children to take risks in a safe and secure environment. Supporting children to be active and to develop physically including giving clear messages to children why it is important to eat, drink and exercise as well as to be kind to others.

Impact:

Our children will grow to be confident, competent lifelong learners and good citizens. They will recognise the qualities they have developed which enable them to be good learners such as being Ready, Respectful, Resilient, Responsible, Reflective and Resourceful.

The children at Pirton Primary School experience a smooth transition between Nursery, Reception and beyond. Effective communication and collaboration ensure the children leave the EYFS with a solid foundation of learning of which to build upon. We regularly take photos of the children in their learning environment, upload these photos to a weekly blog and have an online journal to share the children's learning with subject leaders across the school. We also create a classroom display to document the children's journey throughout Reception and allow the children to reflect on their learning. This is further supplemented with exercise books, which evidence to the children and their families the successes of the children throughout their time in Early Years. As a team, we carry out regular internal moderation sessions and ensure that staff attend external meetings and training to ensure that we feel confident with our judgements and that these judgements are consistent with a range of other settings. Assessment starts with careful observations which are then used to inform planning. Learning and teaching is therefore most effective when children feel a sense of belonging, curiosity and competence showing resilience and tenacity. By monitoring assessment procedures regularly, we can effectively demonstrate what learning is taking place and how each child is progressing in all seven areas of the EYFS curriculum.