

## **Early Years Foundation Stage**

### **Intent**

At Cadmore End Church of England School, we strive to provide our children with an exciting, challenging and meaningful start to their school journey. We offer a curriculum which is carefully designed, over a two year programme, to provide a flexible and broad education filled with rich, memorable and engaging experiences to embrace the ever-changing needs and interests of all pupils. We are committed to nurturing a lifelong love of learning alongside the aims of the EYFS statutory framework. Our school's mission, "from small beginnings come great things" is threaded throughout our Early Years intent by building strong relationships with our children and families; fostering the development of each child's character; and developing our children's belief in themselves promoting positive attitudes towards learning. We offer a personalised approach which recognises a child's previous learning and experiences and aims to develop each pupil from their individual starting points to acquire the skills, knowledge and understanding they need in order to flourish through their educational journey. The curriculum which we offer embraces our rural school setting and provides ample opportunities for children to explore and play in their natural environment through carefully planned activities and the use of our Forest School. In Nursery and Reception, the Christian and School values are at the heart of everything we do which support our children to develop their personal, social and emotional skills and ensures all pupils feel safe, secure, confident and valued.

It is our intention to embed all seven areas of learning through planned, purposeful play, and through a mixture of adult-led and child-initiated activities. Through warm and positive interactions, we strive to respond to each child's needs and interests and individually guide their development. This will enable them to consolidate and deepen knowledge, understanding and skills and encourage them to be inquisitive, creative and life-long learners.

### **Implementation**

At our school, we provide a stimulating yet calm learning environment both indoors and out. The children work towards the Early Learning Goals at the end of the Reception year by following the EYFS statutory framework which encompasses seven areas of learning.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

We use the Development Matters framework to support our own professional knowledge of child development, and we plan varied learning opportunities that enable pupils to develop the skills they need to be independent and successful learners. Children in our Early Years setting learn through play, adult modelling, observing each other, and through guided learning and direct teaching.

At Cadmore End Church of England School, we focus on strengthening the children's language and vocabulary development by providing a language-rich environment through meaningful interactions. Our chosen systematic synthetic phonics programme (Twinkl Phonics) begins with Level 1 in Nursery and focuses on the development of sound awareness, rhythm and rhyme. In reception, children begin the learning of phonemes, blending and segmenting through quick paced and high quality teaching. Alongside this, children in Reception begin guided reading and individual reading sessions as well as dedicated story times using engaging and quality texts.

We follow a combination of White Rose maths and Mastering Number (NECTM) which is taught through whole class teaching as well as enhancements in our continuous provision. Skills are taught practically and through engaging activities to inspire and motivate and provide a sound and deepened knowledge of early number.

Our themes are driven from child-centred topics and are developed with our cohort's cultural capital in mind. Effective continuous provision practise and principles support our children to develop key life skills such as independence, innovation, creativity, enquiry, analysis and problem solving. During the school day, children will have an opportunity to work independently, work collaboratively with their friends and with members of staff. We promote strong relationships with parents and carers and provide weekly Newsletters and share children's learning on our online learning platform, Evidence Me.

### **Impact**

Through the relationships which we build, the children enter the classroom happily each day and feel safe and secure at school. Our curriculum and its delivery ensure that children, from their own starting points make good progress. Our children demonstrate high levels of engagement and motivation which supports them to become lifelong learners. At Cadmore End School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year. These also provide an overview of children's progress, so that we can identify our pupil's strengths and gaps and take further actions where needed. The level of development children should be expected to have

attained by the end of the EYFS is defined by the early learning goals (ELGs). By the end of Reception, most children will have achieved the expected level of development in each area of learning and transition into Key Stage One having attained a Good Level of Development (GLD). At the end of a child's time in our Early Years setting, they are able to demonstrate the characteristics of effective learning and are well prepared for their next stage in learning. This is achieved by all children having access to a balanced and enticing curriculum regardless of their background, needs or abilities. At Cadmore End School, Children are supported by adults who are well trained and passionate about providing the very best education for each child.