



Crosby Ravensworth CE Primary School

Statement of Intent, Implementation & Impact for EYFS

Intent

At Crosby Ravensworth School we educate for life in all its fullness by providing an ambitious, varied and relevant curriculum for every child in a safe environment. We believe that our first experiences of school should be happy and positive, enabling our children to flourish.

We promote cultural capital for all our children and encourage them to be confident, inquisitive and happy learners who will fulfil their full potential and achieve future success regardless of their various starting points and backgrounds.

In our very small setting we know our children well and provide high quality enhancement opportunities, built around our children's interests, to engage learners and deepen understanding ensuring that each child meets their next steps. We provide an aspirational yet relevant curriculum that offers a wide range of opportunities and builds on their personal experiences.

We work in partnership with our parents and carers to foster the sense of community and belonging that is unique to our rural 'family' setting. We have created a bespoke indoor and outdoor environment which not only supports learning but sparks interest, excitement and challenge. We prepare children to reach early learning goals at the end of the Foundation Stage and aspire to make at least good progress from their starting points.

Implementation

In our very small school we know our children well and recognise every child as a unique individual. Therefore, our curriculum is developed and adapted each year to follow the interests and fascinations of the children whilst also building on specific knowledge from the Early Years Statutory Framework for the Early Years Foundation Stage. This framework specifies the requirement for learning and development in the Early Years and provides prime and specific areas of learning we must cover in our curriculum.

The Characteristics of Effective Learning are threaded through, and central, to all learning in the EYFS curriculum. Emphasis is placed upon playing and learning, active learning and thinking critically. At Crosby Ravensworth Primary School, we ensure that all children experience the seven areas of learning set out in the Early Years Foundation Stage Framework through a balance of adult lead teaching and child initiated play.

There are seven areas of learning and development. The prime areas are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language

The Specific areas are:

- Mathematics
- Literacy
- Understanding the World
- Expressive Arts & Design

Continuous provision practice and principles begin in EYFS and support 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 provide fantastic indoor and outdoor provision that is accessible to all, where learning cannot be escaped, interest is initiated and learning is deepened. Our EYFS outdoor area is open all year round and children often venture out to take advantage of the entire school grounds with their key worker. The areas of continuous provision are clearly defined and easily accessible; resources have been chosen carefully to spark interest, scaffold and enhance learning. Key questioning for staff is available in the areas to promote oracy and enrich conversations between adults and children.

Our curriculum is carefully planned to be inclusive for all; it meets the needs of those children with SEN and those who are not on track for achieving the 17 Early Learning Goals. We target children's needs and provide the necessary interventions whether this is through direct teaching, linked provision, continuous or enhanced provision.

We recognise how learning builds sequentially from what the children already know and therefore place great importance on a rigorous baseline in Reception, followed by careful progression which ensures our children are ready for the transition to Year 1.

We draw upon the extensive knowledge and skills of our staff and continue to develop their expertise through regular and comprehensive professional development.

Our EYFS Curriculum is carefully devised to ensure that the children are introduced to key concepts and bodies of knowledge that they will re-visit in Key stage 1. The school follows the Rocket Phonics validated scheme from their early days in school. Through this children learn to read and write with accuracy, fluency and automaticity. The scheme provides support for parents. Staff are trained and monitored regularly to ensure a consistent and successful approach. Children read daily in class and the books are matched specifically to the phonic phase they are learning, ensuring they are able to read independently. We provide effective and focused intervention for those children who are finding learning challenging and are not on track to meet national expectations at the end of the year to enable them to catch up quickly with their peers. Support from parents is also enlisted at an early stage to ensure that the children have every chance to achieve the Early Learning Goals.

One of our EYFS teachers has undergone the NCTEM Math Mastery training and we have now adopted a mastery approach to mathematics in the early years. Children are encouraged to use a wide range of resources to deepen and embed key mathematical concepts which are accessible through all areas of the continuous provision.

A range of formative and summative assessments are used to identify what children know and understand and to precisely target their next steps in learning. During 'focus weeks', and at all other times, the EYFS team collect evidence of children's learning through work completed in their learning journey book, observations, photos and videos which are shared with parents using the 'Seesaw' online system. This means that parents can engage with children regularly about their learning and can contribute to the knowledge we have of the child in school. Parents are encouraged to come in and browse the journals and add extra information about activities/events the children have encountered at home. If deemed necessary, the judgements of our school can be moderated with other schools in our cluster. This means judgements are secure and consistent with government guidelines.

Due to our remote location, we strive to provide children with contextual, first hand opportunities that many may not have experienced before to enhance their learning. We go on many visits to support this and host a range of visitors and workshops within the school setting. We ensure that all

of our visits are learning related and will provide the spark for further immersion/consolidation of a theme or project. In this way, cultural capital is prioritised.

Planning and learning are reviewed and evaluated regularly through a weekly team meeting and at termly cluster meetings with other EYFS teaching staff. We ensure that the areas we discuss and develop are reflected in changes and developments in our classroom practice.

Having a mixed EYFS/KS1 classroom lends itself to a smooth transition and enables us to ensure that the curriculum and pedagogy in Year 1 continues to reflect the independent learning skills children have gained in EYFS. Our staff work tirelessly to ensure that children are immersed in a kind, caring and happy environment which helps them develop their own personalities in their journey through school. Through emotion coaching, staff feel equipped to encourage pupils to recognise their emotions and deal with them in an appropriate manner. Our ELSA trained staff member is also on hand to deliver bespoke support to children who may require help in regulating emotions, building confidence and resilience. Our school is a positive place to be where successes are celebrated and every child feels valued and respected.

Impact

The impact of our approach is reflected in our well rounded, happy and confident children who transition into Year 1 with key knowledge and overarching concepts. Our children are often amazing role models for others in the classroom and wider school and this continues to be reflected in future years across the school. Our children successfully reach the endpoints that have been identified for them through our carefully planned curriculum. Attainment is not published, in line with national guidance, to prevent identification of our very small cohorts. We reflect on our outcomes which are discussed and reviewed between staff and governors and we constantly seek to improve our practice to reflect the ever changing needs of our children. The Early Years provision features in the School Development Plan and a bespoke EYFS action plan is monitored and evaluated by the staff, the Head teacher and designated Early Years governor. This impact can be felt by stakeholders including parents and the wider community.