



## EYFS

### Intent

At Sherdley Primary School we aim to give each child a happy, positive and enriching start to their school life where they can establish solid foundations in order to expand and foster a deep love of learning. Our Early Years Team values each child as a unique individual and is dedicated in preparing them socially, physically, intellectually and emotionally for their own learning journey. Opportunities to develop the children's characteristics of learning are embedded throughout Reception and Pre-School as the children develop and learn in different ways.

In our Early Years we want our learners to be:

- Happy, confident and resilient.
- Curious and creative.
- Motivated and independent.

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

Management - EYFS is managed by a very experienced senior leader, of the staff who was worked within Reception for many years.

The EYFS lead is a LA moderator, this training provided the lead with an insight into assessment and moderation procedures across the authority. The EYFS lead attends training within the St Helens cluster group and the EYFS Hub along with members of the EYFS Team as part of our CPD programme.

Planning - Our curriculum follows both the DfE Statutory Framework for Early Years Foundation Stage and the Development Matters documents. These two documents underpin the planning, teaching, learning and assessment within the Early Years.

Long term plans and progression of skills maps have been devised by all the staff to ensure consistency and progression from Pre-School into Reception and provide an overview of the teaching and learning that will be covered throughout the year. Our curriculum is delivered through the use of carefully planned high quality texts providing a language-rich environment, that focuses on developing children's oracy skills.

Each text is planned to ensure coverage of the Framework and provide the children with a breath of experiences across all the 7 areas of learning. Alongside these plans staff have developed tiered vocabulary ladders to reflect the importance of communication and the development of language and vocabulary across the EYFS curriculum. These text plans also provide parents with a range of ideas for activities and learning opportunities that their children can access at home.

Children learn through a balance of child-initiated and adult-directed activities. The timetable is carefully structured so that children have directed teaching during the day. The timetable changes throughout the year to take into consideration the changing needs of the children. These sessions are followed by small

focused group work. This means the teacher can systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning.

In Reception children have planned daily maths and phonics/reading sessions.

For maths we follow the White Rose Maths Scheme of work which is divided into 3 weekly units and the NCETM programme. Within these programmes the children are given the opportunity to develop and understand and master mathematical concepts, thinking and fluency. In Pre-School the children are taught maths within maths focused activities and across other areas of the curriculum, eg singing counting songs.

For phonics we follow the government accredited scheme Little Wandle.

Within this programme the children progress through the Foundation for phonics, (in Pre-School), Phases 2, 3 and 4, developing skills in blending and segmenting, recognition of GPCs with a range of digraphs and trigraphs and the reading of tricky words, (in Reception). Daily phonics sessions occur in Reception starting in Autumn Term 1 and in Pre-School from Autumn Term 2. Within the enhanced planning phonic activities are also provided within the different areas of the classroom for the children to access.

Our Reception children are encouraged to read at home and are listened to 3 times a week in school, focusing on word recognition, prosody and comprehension. They are given books that match their phonic knowledge in order for them to apply their learning with the aim of becoming successful, confident and fluent readers.

Alongside this the children in both Reception and Pre-School children take home a weekly book from the lending library for them to share and discuss with their parents as part of our whole school initiative to promote a love of reading.

Children are provided with plenty of time to engage in purposeful play and develop their own ways of learning throughout the variety of experiences carefully planned to engage and challenge them in the provision. The curriculum is planned for both inside and outside the classrooms and equal importance is given to learning in both areas. Specific areas are enhanced weekly to reflect the previous learning and knowledge that has been taught during adult-directed activities. Children are given the opportunity to revisit and review prior learning in order to embed and transfer these skills and knowledge. In Reception these opportunities are planned as weekly challenges not only allowing the children to demonstrate and consolidate their learning but also enabling staff to assess their progress and plan their next steps for learning.

Staff are currently developing common play behaviour plans as a progressive approach to the skills that the children will be demonstrating within child-initiated play. These plans provide an overview of the children's play behaviours and inform staff of how to support the children as they progress from emergent to high level skills within their play.

## **Impact**

### **Statutory Assessments**

Children in Reception complete the Early Learning Goals within the Summer Term. Our 2022 GLD data shows the positive impact of teaching and learning within Reception as our overall GLD score of 71% is in line with our previous pre-covid data of 70%.