



'Let your light shine!' (Matthew 5:16)

Winslow Church of England School Early Years Foundation Stage Intent.

Rainbows Preschool & Reception.

Vision Statement:

Our vision is 'Let your light shine'. The rainbow symbolises God's unconditional love for each individual. We seek to reflect that light in all we do: in our community, both local and wider, our communication, both word and action, with curiosity and courage, and with care and compassion for everyone, inspiring a love of learning. This Christian vision drives and shapes all we do, including our curriculum.

Intent:

At Winslow Church of England School, It is our intent to ensure that every child has access to a broad, balanced Early Years curriculum which prepares them for now and for the future in terms of opportunities and experiences. Following personal interests and individual needs allows us to plan and provide opportunities throughout our curriculum to allow children to achieve their individual next steps. Our Early Years curriculum aims to enable our children to be:

- Competent and creative learners; who are curious about the world around them.
- Secure and confident; who enjoy coming to school and learning new skills and knowledge building on their existing learning.
- Skilful communicators; who connect with others through language and play, ensuring that they play in a vocab rich environment.

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

The Early Years at Winslow Church of England School is strongly focused around the needs of our community, whilst following the principles of the EYFS Statutory Framework. Our curriculum is designed around a language rich environment and aims to develop the foundations for excellent communication skills. Our curriculum intent is to provide the children with both a range of familiar topics, linked to their experiences, as well as unfamiliar topics, to spark their interest, curiosity, and exploration of the wider world. In doing this, we provide a provision where the children feel safe and secure when developing their knowledge and skills.

We create a learning environment which fosters supportive relationships to enhance and invite a child's curiosity, confidence, and individual competency; allowing them to flourish as individuals regardless of background, circumstance or need. We aim to work collaboratively with parents and carers to encourage independent, enthusiastic learners who thrive and reach their full potential. It is our intent that children who enter our EYFS begin their lifelong learning journey by developing physically, verbally, cognitively, and emotionally whilst also embedding a positive attitude to school and a lifelong love of learning.

Our Early Years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework set out in 2021. The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. However, 3 areas known as the prime areas are seen as particularly important for building children's capacity to learn, igniting curiosity and enthusiasm for learning, form positive relationships and thrive.

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



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- Understanding the world
- Expressive arts and design

Implementation:

Transitions:

Transitions are of crucial importance for children joining our Early Years Provision as we want to ensure all children feel safe and happy. Transitions are carefully planned for and significant time is given to ensure continuity of learning and care. At times of transition, we acknowledge the child's individual needs and establish an effective partnership with those involved with the child and other settings. Our transition schedule, includes:

- A visit to the child's home, nursery, or previous childcare setting.
- Liaise with parents and practitioners to gather information about the child prior to them starting.
- A 'stay and play' for parents/carers and their child starting.
- Transition mornings/sessions.
- Parent induction information meeting.

Parent Partnerships:

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers that goes beyond the initial transition period. Parents and/or carers are kept up to date with their child's progress and development where regular conversations take place, alongside parent consultations which enables support provided by teachers to parents, enabling them to best support their child at home. Throughout the year, we host a variety of events in which we encourage parents and/or carers to attend, for example, stay and play sessions, curriculum workshops and 'wow' events that children have taken part in.

Planning:

Our curriculum and provision at Winslow Church of England School upholds the principles and foundations of the EYFS Framework;

Unique Child – Every child is 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, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.

Learning and Development – Children develop and learn in different ways. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

Our curriculum aims to spark curiosity, enthusiasm, and independence in an open-ended environment both inside and outside; promoting awe and wonder, enabling each individual child to flourish. We establish our curriculum through a mixture of topic led and interest led themes, with specific skills and knowledge planned to be taught in a progressive manner, and where possible, creating cross-curricular links to immerse children at a deeper level. We continually adapt our EYFS curriculum to ensure it is mapped in line with our current cohort of children, ensuring it is the cultural capital our children need.

The curriculum is implemented through a mixture of whole class or small group adult led activities. In Preschool this would consist of activities such as; Little Wandle Phase 1 Phonics, Helicopter Stories and circle times. In Reception, this would consist of; Little Wandle daily Phonics sessions, Drawing Club sessions, Math's Mastery sessions and circle times. This compliments our well-resourced, opportunity rich continuous provision environments which cater to cover the 7 areas of learning both inside and outside. Provision enhancements are planned alongside adult led activities to support enhance specific



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interests and skills- they are carefully planned for where practitioners have a clear understanding of the ‘why’. All of our practitioners have an awareness of the learning journey and are able to support end points, confidently, through play in provision.

Staff plan activities and experiences for children that enable them to develop and learn effectively. In order to do this effectively, EYFS staff consider the individual needs, interests, and stage of development of each child in their care, and they use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. Staff make regular use of assessment opportunities using the Development Matters Guidance and Birth to Five, to inform the children’s next steps in their planning. In planning and guiding children’s activities, staff reflect on the different ways that children learn and include these in their practice.

The Learning Environment:

At Winslow Church of England School, we aim to create an attractive, enabling and stimulating learning environment rooted in line with ‘The Hygge Approach’ to enable a calm, nurturing environment which fosters feelings of cosiness, happiness and familiarity, capturing a sense of security and wellbeing for children during their early stages of development. Within this approach, the use of natural materials and loose parts are used encouraging children to explore, investigate and learn through first hand experiences of open-ended resources providing them with endless opportunities to be curious, imaginative and create wow moments of awe and wonder!

Recording of work:

In EYFS we take a balanced approach to how learners demonstrate their understanding. As well as recording work in class floor books or in individual books, we also look to promote oracy throughout the curriculum. This may include learners verbally presenting work. Adult scribing - where appropriate- also supports children to articulate their knowledge whilst removing a barrier of writing.

Special Educational Needs & Equality:

We are committed to narrowing the gap in progress and attainment of all learners, ensuring that no child underachieves, especially those from identified underperforming or underrepresented groups. We believe that every child has the right to a well-planned and meaningful curriculum that will provide them with the tools needed to succeed throughout their lives, regardless of culture, social class, gender, physical and cognitive capabilities, and beliefs. We respond to the development and learning of each child by planning a range of personalised experiences which include the Prime and Specific areas of learning and the Characteristics of Effective Learning. Diversity and inclusion are our priority and therefore we differentiate our planning and provision to ensure every child can access the learning experiences at their stage of development.

Impact:

The impact of our EYFS curriculum is measured through the monitoring cycle in school alongside our assessment procedures. This includes:

- Lesson observations
- Book monitoring
- Learning walks
- Discussions with class teachers
- Discussions with pupils

Monitoring and assessment information is used to measure whether:

- Learners enjoy and are enthusiastic about learning in our school



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- There is a clear progression of learners' work
- Learners' work shows a range of topics and evidence of the EYFS curriculum coverage.
- Learners are becoming increasingly curious in their questioning and thinking.
- Feedback from teachers has an impact on our pupils, often with next step questions to push learning on
- All learners are making progress, including EAL and SEND learners
- Learners can demonstrate that they know more and are remembering more
- Learners are being asked to 'do more' with their knowledge as they move through their EYFS year.

Assessment, Reporting and Tracking Progress:

Assessment in EYFS starts with careful observations and meaningful interactions which are then used to inform planning. Learning and teaching is thus effective when children feel a sense of belonging, curiosity and competence showing resilience and tenacity. As a team, we carry out regular sessions of dialogue, in half termly pupil progress reviews and ensure that staff attend external meetings and training to ensure that we moderate our judgements, specifically in Reception. Staff make summative judgments on a half termly basis and this information is tracked on our Sonar, tracking system. The data is analysed by the EYFS team, by Subject Leaders and by Senior Leaders. EYFS practitioners utilise the information to make strategic choices about Children's development and next steps in learning. Regular monitoring and evaluation of children's progress enables us to continually adjust our provision in response to any areas of underachievement that may be identified, or if further challenge is needed. By using 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.

Throughout the EYFS phase, formative assessment is the most significant method which practitioners use. Using The Development Matters guidance and Birth to Five, teachers make judgements about the learners' progress through target questioning and through discussions about learning. In addition, EYFS Assessment is a fundamental part of the planning process. To help us decide what to provide we observe children in their play in a range of situations. "On-going formative assessment is at the heart of effective early years practice." (Revised Development Matters in the EYFS 2021, p.3)

At the end of Preschool, the aim is for all children at Winslow C of E School to be able to:

- Have verbal and physical communication skills to express themselves.
- Interact with an adult/peer through play, taking turns.
- Listen and show interest to a subject or stimulus for a short period of time.
- Respond to boundaries.
- Make observations, notice things, and ask questions.
- Show an interest in holding and turning the pages of a book.

At the end of Reception, the aim is for all children at Winslow C of E School to be able to:

- Have strong communication skills, both written and verbal to express themselves.
- Interact with an adult/peer through play, conversation and take turns.
- Listen respectfully and with tolerance to the views of others.
- Take pride in all that they do, always striving to do their best.
- Demonstrate emotional resilience and the ability to persevere when they encounter challenge.
- Develop a sense of self-awareness and become confident in their own abilities.
- Show that they are kind, respectful and honest.
- Demonstrate inclusive attitudes and have a sense of their role in our wider society.
- Make observations, notice things, and ask questions to demonstrate their curiosity of the world around them.

Alongside, achieving Early Learning Goal's (ELG's) across the seven areas of learning.



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We believe these end goals best prepare children to transition into their next learning phase, allowing them to 'let their lights shine'.

SMSC Development

Throughout our Early Years Provision at Winslow C of E School we promote SMSC into our curriculum and provision in the following ways;

Spiritual Development- Children explore their own religious and spiritual identities as well of those of their class and in their community by participating in Religious Education and a variety of Religious Celebrations throughout the school year, as planned for in our Curriculum Mapping. We ensure festivals celebrated by individuals are celebrated by all of us to ensure that all children feel special and valued in our diverse environment.

Alongside the religious aspect, we provide opportunities for children to show awareness of feelings and emotions expressed by not only themselves, but others and to respect these. Mindfulness is a priority here at Winslow and children know that they can use the reflection areas to pursue this, should they wish to do so.

Moral Development-We encourage children to respond appropriately to the needs and feelings of others and to show considerations and kindness of these. We ensure children are aware of their rights and responsibilities within the provision, and develop the understanding from right and wrong, with the ability to develop appropriate ways to handle these. Children are introduced to the 'Zones of Regulation' and this enables them to reflect on their learning behaviour to ensure it is positive, allowing them to participate in their learning and school community.

Social Development- This is a crucial aspect that we focus on within our Early Years provision in order to develop children's social skills and understanding. We ensure opportunities are created for children to develop positive relationships with peers and adults, and that these are used as a key factor for both play and learning.

Cultural Development- We celebrate each other's cultural identities and encourage children to value their own cultural heritage and develop a positive, personal identity, and to show respect for other people's values and beliefs. Within this, we encourage children to show an interest and participate in and respond positively to the languages, food, music and cultural practices of different diverse communities.

Safeguarding:

"Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them."

(EYFS Framework 2021)

This policy should be read in conjunction with our other key safeguarding polices:

- Safeguarding Policy
- Intimate Care Policy

It is paramount that all children in the school are 'safe'. We educate children on boundaries, rules and limits and to help them understand why such rules exist, this also includes online safety. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. At Winslow C of E School, we understand that we are legally required to comply with the safeguarding and welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021.