

Early Years at Stamshaw Infant School

Intent

Our Early Years setting is where each child's learning journey begins. Our creative curriculum is carefully designed to incorporate children's prior learning, experiences and interests. We work closely with our new families and nursery settings to ensure transition to school is a successful and positive experience. Every child is a unique individual, developing, learning and reaching milestones at their own pace. The development of communication, social skills and wellbeing underpins each child's readiness to learn. Our children have many opportunities to develop their social skills and build positive relationships with adults and peers. They develop turn taking and sharing skills and are encouraged to be independent when learning in our safe and nurturing environment.

Our school ethos of '**helping stars to shine brightly**' is embedded within every learning opportunity. Our school values underpin our beliefs and aspirations for all pupils.

Implementation

The Early Years Curriculum follows the EYFS Framework Development Matters, published in September 2020 and Revised in July 2021 by the DfE. The guidance sets out the pathways of children's development in broad ages and stages through 7 areas of learning.

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Art and Design

Underpinning each area of learning are the 3 Characteristics of Effective Learning which support the child in being curious, motivated learners.

1. Playing and Exploring
2. Active Learning
3. Creating and thinking critically

Children learn through a balance of child initiated and adult directed or initiated learning.

Enhancements are planned weekly in both our inside and outside environments. The available continuous provision provides children with the tools, resources and space to create and lead their own learning through play and development of key skills. We encourage children to take ownership of their learning by promoting independence and providing opportunities for talk, thinking and valuable conversation.

Children enjoy daily Phonics lessons starting with Phase 1 opportunities to develop listening and attention skills. We encourage transference of skills they learn in Phonics into their reading and writing both independently and with adult guidance.

Writing opportunities are also supported by our *Funky Finger* interventions which are set up throughout our provision. Activities designed to develop children's fine motor and gross motor skills as well as finger strength and pencil control.

Interventions are personalised and implemented quickly and are tailored to support children’s individual learning needs;

Early Years Interventions	
Reception Narrative	Talk based programme focussing on the development of communication, language and social interaction
BEAM – FMS/GMS	Whole class physical intervention with repeated recap for identified pupils
Funky Finger intervention	Hand/finger strength, pencil grip and control, development of fine or gross motor movements
Name writing	Letter formation and spelling
Precision Teaching	Recalling numbers and/or letters
1 to 1 reading	Whole class weekly intervention
Phonics guided group work	Targeted small group work planned and tailored to develop gaps in learning

Our learning is designed around carefully planned topics which aim to engage and motivate all children. We adapt our planning to ensure we follow children’s interests, topical conversation and significant global events. The launch of each topic aims to hook and engage.

Impact

Before starting school, staff spend time visiting Nursery settings as well as attending a City Wide Transition meeting. This gives time and opportunity for Nursery staff to discuss each child regarding wellbeing, attainment, interests and needs. Each child’s Nursery transition document also evidences progress and highlights starting points for each area of learning.

Our school assessments are continued during the first half term to gauge each child’s starting points in all areas of learning. The Reception Baseline Assessment (RBA) revised by the DfE in 2021, is an age-appropriate assessment of early mathematics and literacy, communication and language. It is administered within the first six weeks of a child starting school. The RBA will be used to create school-level progress measures for primary schools which will show the progress pupils make from reception until the end of KS2.

On entry data is compared to end of year outcomes enabling us to measure progress made throughout the year.

Ongoing observations inform our weekly planning as well as helping us to monitor pupil progress. Teaching staff combine their knowledge of the child with their own professional judgement. Evidence is gathered through discussion, photographic observations, recorded independent and adult guided work and pupil voice. Our learning platform Seesaw, allows us to upload and share photographs and observations with parents and carers on individual learning accounts.

The EYFSP is completed in the summer term where Teacher judgements are made against the 17 areas of the Early Years profile. The judgements made will determine the percentage of pupils making a Good Level of Development (GLD). This data alongside professional conversation supports our transition process from

Early Years to Year 1. Scheduled meetings with KS1 teaching staff provide opportunity for exchange of dialogue.

Our passion and belief is that each child's Early Years' experience will provide them with the key skills, knowledge, confidence and independence to become lifelong learners with the curiosity and determination to fulfil their own ambitions, dreams and goals in education and beyond.

"Children get off to a flying start in Reception. Staff provide children with exciting learning opportunities and tailor them to their individual next steps and interests. They help children to develop good independence skills"..... Ofsted Report 2018