



Netherbrook Primary School- Early Years Foundation Stage Intent, Implementation and Impact Statement

Intent

At Netherbrook Primary School we believe that all pupils deserve an education rich in wonder and memorable learning experiences that allows their natural creativity and curiosity to flourish, alongside purposeful acquisition of skills and knowledge. We believe that an education that does all of this gives pupils the best chance to become well-rounded, happy individuals that are ready to succeed.

We recognise the importance of giving our pupils the best possible start to their education by planning and implementing teaching and learning opportunities that supports them in reaching their full potential. We know that our pupils enter Nursery and Reception classes with various life experiences and we aim to plan teaching and learning opportunities accordingly.

The Development Matters document along with the Foundation Stage Early Learning Goals set out the end of Reception year expectations for pupils at the end of the Foundation Stage. We recognise the crucial role that Early Year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

It is our intention to provide a broadly enriched, rounded and stimulating learning environment where pupils can work with adults and peers in a climate of mutual respect to develop;

- Confidence in their ability to learn.
- The ability to be an effective communicator.
- The social skills necessary to learn.
- The emotional capabilities to enable them to understand, regulate their feelings and to solve problems.
- A unique child.

We aim to provide pupils, with a well-structured, safe, active learning environment both indoors and outdoors. This will enable them to develop the skills, attitudes and understanding that will form the basis of lifelong learning and encourage them to become useful, active members of a diverse and constantly changing society.

Implementation

At Netherbrook Primary School and Nursery we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage. We actively safeguard and promote the welfare of all of our pupils. We recognise that pupils will learn most effectively when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults who care for them. We aim to provide a setting that encompasses a safe and stimulating environment where pupils are able to enjoy learning and grow in confidence that helps them to achieve their fullest potential.

We meet the legal requirements for:

- Safeguarding and promoting pupil's welfare.
- Providing suitable adults with appropriate qualifications, training, skills and knowledge.
- Maintaining records, policies and procedures for the safe and efficient management of the setting and to meet the needs of the pupils.
- Planning and organisation to ensure that every child receives an enjoyable and challenging learning and developmental experience tailored to meet their individual needs.

The curriculum is planned and implemented using a cross curricular thematic approach. This approach we feel gives pupils the opportunities to apply learning from across the curriculum that gives their work practical context and also opportunities to apply knowledge and skills they have learned within 'real world' problem solving.

Each half term, pupils will cover a new topic or theme of work. This topic is introduced to the pupils and they are given the opportunity to influence and plan the direction of their own learning by identifying, what they already know, understand and would like to know about each new topic of work.

Each topic is then flexibly delivered through a staged approach incorporating an initial engagement to 'hook' the pupil's imagination in their new topic or theme of learning. This learning then develops through a series of lessons that builds skills, knowledge and understanding within that topic of learning. We strive to provide pupils with opportunities they may not have experienced before or that enhance their learning in school.

We use visits and visitors to fully immerse pupils in the topic for example a trip to the seaside for our 'Ticket to Ride' theme or arranging for a firefighter to come into school to talk to pupils about his job during the topic 'Let's Celebrate!' At the end of each topic of work pupils are given the opportunity to evaluate their learning and celebrate their achievements within each topic of learning and this celebration is often

shared with other pupils in school and parents. We value the importance of Communication and Language and Oracy in EYFS and provide opportunities for all pupils to talk and be heard.

The Statutory Framework for the Early Years Foundation Stage reflects the three prime areas and four specific areas of learning identified in the Early Learning Goals, all of which are equally valued at Netherbrook Primary School. These experiences our pupils meet through a healthy diet of both adult initiated, adult directed activities, child initiated and a problem solving approach to learning, enable them to develop a number of competences across all areas of learning. The Early Learning Goals are in line with the National Curriculum and provide the basis for planning throughout the Foundation Stage.

Pupils have rigorous direct teaching in English, maths and phonics daily with regular circle time sessions to focus on PSED. These sessions are followed by group work where pupils work with a member of staff to develop their individual targets. Netherbrook Primary School follows the DfE accredited **Rocket Phonics** synthetic phonics programme, using pupil booklets and online resources to support this. Reception pupils access daily phonics sessions with intervention opportunities for those who find this area of learning more difficult.

We use the **Kinetic Letters** handwriting scheme to develop pupils' expertise in handwriting, starting in Nursery. This is where our pupils develop their core body strength moving towards the ability to correctly form letters and numbers in Reception.

In Maths, we aim to teach pupils to develop a deep understanding of number and the acquisition of mathematical language. Pupils learn through games and tasks using concrete manipulatives which are then rehearsed and applied to their own learning during exploration. Nursery pupils begin to develop these key skills during maths sessions where they explore sorting, quantities, shape, number and counting awareness.

Netherbrook Primary School provides a safe, stimulating outdoor learning environment in order to enhance teaching and learning against engaging, problem solving, investigative and explorative ways. Pupils have daily opportunities to access the outdoor environment which also enables them to increase their levels of physical activity. Learning is enabled within the outdoor environment which is seen as an extension of the classroom within which pupils are encouraged to use and apply their newly acquired knowledge and skills through outdoor learning opportunities that also engages all pupils in a positive way with their local, natural environment.

The EYFS staff collect evidence of pupil's learning through work completed in their Learning Journey, observations, photos and videos which are shared with parents. The Class Floor Book documents the shared learning experiences of the topic. We use **Class Dojo** to share messages, praise and information with our parents which means that parents can engage with staff regularly about their child's learning and can contribute to the knowledge of the child in school. This is also used for the setting of some homework and remote learning tasks.

Our inclusive approach means that all pupils learn together. We have a range of additional interventions and support to enhance and scaffold pupils who may not be reaching their potential or moving on pupils who are doing very well. This includes, **NELI**, **Early Talk Boost** and **Wellcomm** to support communication and language, or additional 'catch-up' provision in Maths and Phonics. SEND pupils have their own 'My Plan' with individualised targets to support their area of need.

To support pupils with their personal, social and emotional development we employ the **Jigsaw** PSHE/RSE scheme to ensure that our pupils have a broad and balanced view of themselves and their place in the world. This scheme continues throughout the rest of the school.

Throughout Nursery and Reception as part of the learning and teaching process, pupils will be assessed in relation to their progress towards Development Matters and the Early Learning Goals. These judgements are made on the basis of accumulative observations and in depth knowledge of the pupils acquired through ongoing assessment. These ongoing assessments are used to inform planning and next steps in teaching and learning for all pupils throughout the year. End of year assessments are finalised during the summer term, summarising each child's development at that point against the Early Learning Goals and Development Matters.

Impact

With the successful implementation of both an enriched, rounded and balanced curriculum and a well-structured, safe, active and challenging learning environment, both indoors and outdoors pupils will be able to develop the skills, knowledge and understanding that enables them to be successful learners. Pupils will be actively engaged in learning and their enjoyment of this learning will be apparent to all. We aim to help pupils make sense of the world around them, to develop tolerance, compassion and an understanding of their rights and the rights of others in an ever evolving world.

- All pupils will have experienced a curriculum that provides, exciting and enriching learning experiences and opportunities for pupils to learn through educational visits and hands on experiences. Pupils will more fully appreciate and understand the world around them, experiencing and learning about different cultures, music, dance, art and history.
- Pupils will actively ask questions about the world around them and their learning experiences and they will never fear making a mistake but instead see this as an opportunity to learn.
- Pupils will be able to make links with their learning develop their skills as they are able to use and apply skills learnt within their learning across the curriculum.

- Pupils will be skilful at solving problems and they will have effectively developed their personal levels of resilience and independent learning skills.
- Pupils will be successful learners and fully prepared for the next stage of their education as they transition from Foundation Stage to Year One.
- Pupils at the end of Foundation stage will have developed essential knowledge and skills required for everyday life and lifelong learning.
- Pupils at Netherbrook Primary School will be well rounded, happy, inquisitive and successful learners.

Our aim is always to maintain and build upon the ethos comments made in our most recent Ofsted inspection:

Children behave well in the Nursery and Reception classes and warm, constructive relationships between adults and children are evident. Adults know the children well and take good care of them, helping them to stay safe. Under these circumstances, it is not surprising that children love coming to school, that there are smiles and laughter everywhere and that children enjoy learning.