



# Statement of Intent for The Early Years

**Experience Success** ← → **Build Aspiration**

*“Until you spread your wings, you’ll have no idea how far you can fly”*

*Respect • Resilience • Responsibility • Compassion • Curiosity • Trust*

At Bowerhill Primary School our **INTENT** is to enable ALL children to **EXPERIENCE SUCCESS** through **BUILDING ASPIRATION** within them. Equally as important, to **BUILD ASPIRATION** through the **SUCCESS** they **EXPERIENCE**... we want all children to experience just how far they can fly! We will do this through all the opportunities we provide them with, including our curriculum.

## Introduction

**“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.” -‘Statutory framework for the early years foundation stage Published: 31 March 2021 Effective: 1 September 2021’**

Early Years education is important for all children. The period from the age of three to the end of the reception year is the Foundation Stage. It is distinct and important in its own right and also in the preparation for later schooling. Young children need an environment which is safe and secure where they can play, explore, experiment, develop confidence, be independent, be curious and learn.

## Intent

At Bowerhill Primary School we ensure that the child’s welfare is paramount and that they develop as young learners in a safe environment.

We offer a curriculum rich in wonder and memorable experiences. We draw upon the children’s own everyday experiences and value and build upon children’s existing ideas.

We work hard to provide a stimulating indoor and outdoor environment that provides exciting opportunities, promotes challenge, exploration, and adventure which supports their personal learning and development.

It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities, and people and reflects the needs and strengths of our school community. We aim for our children to be confident and independent, to believe in themselves and interact positively with others. We encourage questioning and the exploration of ideas.

We understand that play is an integral part of learning and this is at the heart of our early years curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils.

Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key.

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. We prepare children to reach the Early Learning Goals at the end of the Foundation Stage and ensure that children make good progress from their starting points.

### **Inclusion**

The Early Years children will be taught in accordance with our teaching and learning policy. We value the diversity of individuals within the school and uphold a no discrimination philosophy. All children are treated fairly regardless of race, religion or ability. All children and families are valued within our school. We recognise that all pupils bring different experiences, interests and strengths which influence the way they learn and we encourage all children to succeed and do their best.

In Early Years we aim to give each child the opportunity to experience success in their learning and ensure equal opportunities will be extended to all pupils. We encourage children to make their own choices and give reasons for decisions and actions.

We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others, therefore we praise and encourage as well as celebrate their achievements in and out of school.

Those children which are recognised as having Special Educational Needs and Disabilities (SEND) will follow similar programs of study as their peers. However, the teaching and learning, if necessary, will be adapted or supported to meet individual children's needs. As part of Every Child Matters we ensure that we provide children with the opportunity to be healthy, stay healthy, stay safe, enjoy and achieve and make a positive contribution and achieve economic wellbeing.

### **Implementation**

At Bowerhill Primary School we offer the children a broad and balanced curriculum which follows The Early Years Foundation Stage Statutory Framework September 2021. This is delivered using the Development Matters in the Early Years Foundation Stage Document September 2020 (revised July 2021) alongside our own developed and personalised progressive curriculum. This enables the Early Years teachers to incorporate the seven areas of learning and development into a stimulating, creative, cross curricular approach, ensuring breadth and depth. The children are actively engaged in working towards the Early Learning Goals. The goals are made up of the three Prime Areas and four Specific Areas of learning, with in these areas they are broken down into 17 individual aspects which eventually lead towards the Early Learning Goals.

### Prime Areas

<b>Communication and Language</b>	<b>Personal, Social and Emotional Development</b>	<b>Physical Development</b>
Listening, Attention and Understanding	Self-Regulation	Gross Motor Skills
Speaking	Managing Self	Fine Motor Skills
	Building Relationships	

### Specific Areas

<b>Literacy</b>	<b>Mathematics</b>	<b>Understanding the World</b>	<b>Expressive Arts and Design</b>
Comprehension	Number	Past and Present	Creating with Materials
Word Reading	Numerical Patterns	People, Culture and Communities	Being Imaginative and Expressive
Writing		The Natural World	

We use the Learning Challenge Curriculum from Focus Education to design and run carefully planned themes (Big Questions) throughout the year to ensure every child is given a variety of different stimuli. These 'Big Questions' are also supported by the child's interests; this helps to keep the children engaged and allows them to take ownership of their learning.

Alongside this run the Characteristics of Effective Teaching and Learning. These move through the areas, they are

- Playing and exploring,
- Active learning
- Creating and thinking critically.

The four themes of the EYFS underpin all the guidance. The document – Development Matters shows how these themes and the principles that inform them, work together for children in the EYFS. They are; a unique child, positive relationships, enabling environment and equal learning and development. None of these areas can be delivered in isolation from the others. They are equally important and depend on one another. These areas are explored through a balance of adult led and child initiated activities.

We prioritise creating a 'language rich' environment through the use of songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. Our teachers and teaching assistants ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.

Throughout the Early Years there is an emphasis on learning through play, with children encouraged to talk about their experiences and activities with other children and adults. At Bowerhill Primary School learning through play (LTP) provides the children with child initiated opportunities where they have the chance to be independent learners, adults will model, scaffold and join in with the children's play to develop, observe and assess the children's learning and development. We also provide the children with adult led activities when we are introducing and teaching new skills and knowledge.

Opportunities for play, activities and role play are provided for both inside and outdoors, allowing the children to independently practice, apply, and develop the skills with the support of the adults in the setting.

At Bowerhill Primary School children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics. We recognise that phonics knowledge is key to reading and writing. We carry out daily phonics sessions. The children then apply their phonics skills each day in and around the environment. We practice speaking and listening throughout the day through circle times, role play, story time and class discussions.

The emphasis on learning through play will be built upon in subsequent years at Bowerhill Primary School through our provision of first hand experiences and creative opportunities across the curriculum.

Differentiation is achieved through adapted activities, adult led activities and outcome, with an emphasis on play.

### **Impact**

When children start at Bowerhill Primary School we carry out Baseline assessments of each individual child within the first six weeks. From these assessments we are able to find the children's starting points and adjust our EYFS curriculum accordingly, so that learning is focused on what the children need.

Throughout the reception year children will be regularly assessed to ensure that the next steps in learning are appropriately planned and that children make good progress from their starting points. The EYFS teachers continue to use formative assessment in their day to day teaching recording the children next steps in their day book. These observations then feed into our planning.

We use Tapestry to make observations of the children's learning and progress throughout all areas of the EYFS curriculum. We currently use Pupil Asset as an assessment tool from which all data can be collated at the end of each assessment point. We upload our assessments into Pupil Asset three/four times a year (baseline, Autumn, Spring and Summer).

### **The Learning Environment**

At Bowerhill Primary School we recognise the environment plays a key role in supporting and extending the children's development. The Early Years classrooms which incorporate the indoor and outdoor areas

are well organised, to allow children to explore and learn securely and safely. There are areas where the children can be active and be quiet. The environments are set up into learning areas where children are able to find resources and equipment independently. The outdoor part of the environment has a positive effect on the children's development and we see it as an integral part of the children's learning, children spend time outdoors in their natural environment in all weathers. The outdoor environment acts as an extension to the indoor environment, allowing the children to be physically active and encourages the use of their senses. Our learning environments operate a free flow system whereby the children can choose which areas they would like to explore. Our classroom is adaptable in order to reflect children's interests and progression.

### **The Adults in the Early Years Team**

We provide the children with a safe and secure environment. As adults in Early Years we aim to develop good relationships with all children interacting positively with them and taking time to listen. We also model and support children in forming positive relationships and friendships with one another. Reception teachers have the overall responsibility to all the children in their class, supported by the Teaching Assistants. All members of staff have access to continued professional development to maintain and extend their specialist expertise.

### **Parental Engagement**

We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. We invite all parents to an induction meeting during the term before they start school. Before the children start school, they have the opportunity to come into school to spend time in the environment and getting to know the teacher and teaching assistant. They are invited into the setting for a stay and play session. The teacher and class teaching assistant meet all children and their parents in individual meetings prior to starting school. We offer an open door policy with the parents allowing them regular opportunities to discuss their child's progress. Parents receive a letter to inform them of what their child is learning each half term and to explain how they can support this at home. Parents enjoy using Tapestry to engage in their child's learning and share experience from home. Parents are offered two parents evening during the year and are given a report about their children progress in the summer term.

**Gemma Summers**

**Early Years Leader**

Review Summer 2022