



Intent

EYFS at Ivegill CE Primary School

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EYFS at Ivegill

At Ivegill we aim to:

- Encourage and help children to realise and achieve their full potential, contribute to the community beyond school and make positive contributions to the community in which they live.
- To create a secure and happy school environment where courtesy, consideration, good manners and honesty hold high priority.
- To provide an excellent education, both academic and social, in a Christian context.
- To provide a broad and balanced curriculum, which is relevant to the children and relates to their lives.
- To give each child equal opportunity to develop independence, confidence and self-esteem, whilst enjoying their learning.
- For our children to live their lives through the Christian Values, and uphold our values of Endurance, Trust and Community.

Planning

Following the EYFS Statutory Framework, we use Development Matters and our knowledge of our children when creating our Long Term Curriculum Plans. We follow an interest led curriculum - our long term curriculum plan gives an overview of suggested adult led activities that can take place alongside experiences that are planned in the moment. These will be an extension of a child's interests which has been observed, building on children's next steps and needs. Our highly skilled practitioners will be sensitive to the teachable moments and mindful of how they can extend children's thinking. Through this joint approach we will be fostering the Characteristics of Effective Learning, giving children opportunities to play and explore, opportunities for active learning and to develop their critical thinking.

To ensure high quality, progressive teaching we use Little Wandle Letters and Sounds as our systematic synthetic phonics programme, White Rose Maths, Questful RE and JIGSAW PSHE to support us in our planning.

Inclusion

We use Quality First teaching to ensure our curriculum is planned to be accessible for all children, and offers opportunity for challenge where appropriate. We get to know the children very well and understand that they all have different starting points. Using this knowledge, we plan our curriculum to be progressive for all.

To ensure that all children make good progress we have different strategies which happen daily, such as targeted interventions, group interventions, extra scaffolding and additional adult support where needed.

Assessment

Alongside the DfE Baseline Assessment, our own baseline assessments are carried out during the first few weeks in Reception to identify individual starting points. Practitioners then use their knowledge of the children, professional judgement, observations on Tapestry and work in books to track progress half termly through a RAG Rating. From this, we plan Next Steps for the children, and if any children are not 'on track' appropriate support and interventions are put in place.

Through our phonics scheme, assessments take place half termly, and from these we can ensure children are given the correct reading books for their level. If any children are highlighted as needing some support with their phonics, Daily Keep Up groups support children to bridge the gaps and get back on track.

Parents are regularly informed of their children's progress through observations on Tapestry, Parents Evenings and end of year Reports. We have an open door policy at Ivegill School, and parents have the opportunity to discuss progress or any concerns at any time.

At the end of the Reception year, children are assessed against the Early Learning Goals and the statutory EYFSP is completed. Children will be assessed as Emerging or Expected and this information is shared with parents and Year 1 teachers.

Monitoring

We have a rigorous monitoring system in place to continually monitor our practice to ensure we are offering the best opportunities and experiences for our children. This includes internal subject leader monitoring for each subject, visits from our EYFS Governor, and monitoring by the headteacher. The EYFS subject leader completes an action plan each year, and completes a report at the end of the year which outlines our successes, and highlights any changes we would like to make.

Our EYFS leader also monitors teaching and learning to improve standards, and they collaborate with colleagues in other EYFS settings within our school cluster by attending half termly meetings and training.

All staff are encouraged to develop their understanding of the EYFS and child development. Staff attend regular CPD training, and share this with other staff in school.

Continuous Provision

We are very lucky to offer an exciting and engaging environment for our children in the EYFS. We have worked hard over recent years to develop and improve our provision to ensure it is independently accessible, enriching and fosters children's curiosity. Children also have continuous access to our outdoor area, which allows them to develop their skills on a larger scale, discover the wonders of the Natural World and refine their Gross Motor Skills.

We carefully plan our provision both indoors and outdoors to allow children to develop their skills, consolidate their learning and extend their speech and vocabulary. Through a combination of child-initiated play, planned provisions and 'in the moment' planning, we can respond to the children's interests and extend their learning.

Matthew 5:16 *"Let your light shine".*



Intent

In the Early Years at Ivegill CE Primary School, we aim to:

- Encourage and help children to realise and achieve their full potential, contribute to the community beyond school and make positive contributions to the community in which they live.
- To create a secure and happy school environment where courtesy, consideration, good manners and honesty hold high priority.
- To provide an excellent education, both academic and social, in a Christian context.
- To provide a broad and balanced curriculum, which is relevant to the children and relates to their lives.
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- For our children to live their lives through the Christian Values, and uphold our values of Endurance, Trust and Community.



Implementation

In Reception:

- Children follow the EYFS curriculum which is enhanced using Development Matters. Children are taught through a balanced combination of whole class learning, adult-led activities, child-initiated activities and the enabling environment of the classroom.
- Our curriculum is delivered through themes, which enable us to create a broad and balanced curriculum which is relevant to the children and relates to their lives.
- Our environment is the “third-teacher”, so we plan activities in our indoor and outdoor spaces to enhance our continuous provision and enable children to explore, practice and develop their interests and learning. We encourage learners who are resourceful, independent and autonomous, who question and explore the world around them.
- Continual, discrete assessments and observations take place, to inform planning and next steps. From these we can ensure all children are making progress and implement any support required.
- We create opportunities for children to engage with the wider school community through their Year 6 buddies, playtimes, assemblies, sports clubs and collective worship.
- Our practice is regularly monitored and reviewed to maintain a high standard of teaching and learning.



Communication and Language

We create a language rich environment and strive to use ambitious vocabulary in all our interactions with the children. We use high-quality texts to support our teaching, and we support children to extend their language and communication skills in their play through providing a broad range of opportunities. We have high expectations of the children, and we support them to develop their listening and attention skills, enabling them to become active learners. We provide lots of opportunities for the children to have discussions and ask questions such as circle time, news sharing, or sharing photographs from home.

Vocabulary and Oracy

The acquisition of vocabulary is very important in our curriculum, and is shared with the children in lessons. At every opportunity we expose children to new words and teach them how to use them in context. Through a dual-coding approach, we provide children with a memorable visual for new words.

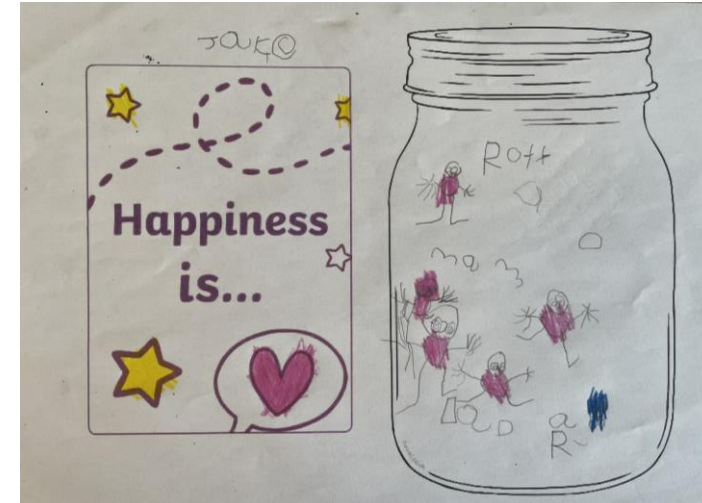
Books, traditional tales, rhymes and stories are central to both learning language and sharing our opinions, asking and answering questions.



Implementation

Personal, Social and Emotional Development

Until the children are happy and settled in school, they cannot learn to their full potential. Therefore we focus heavily on ensuring the children feel safe, secure, supported and happy in school. We offer a robust curriculum, with lessons focusing on emotions and how to manage them, learning to share and take turns, setting ourselves simple goals, managing our personal needs and developing healthy habits. To support our teaching, we follow JIGSAW PSHE, which is a comprehensive programme of learning, giving children relevant learning experiences to help them navigate their world and develop positive relationships with themselves and others.





Implementation

Physical Development

Children in reception have daily opportunities, both indoors and outdoors to practice and develop their gross and fine motor skills. As our environment is challenging, children are supported to take risks, develop their strength, agility and coordination. Children develop their fine motor and pencil control through opportunities in the continuous provision such as drawing, cutting, building, threading, using malleable materials, using scissors and small tools.

Children also take part in weekly PE sessions to extend their skills, movement, throwing and catching skills etc... Children in Reception also visit The Sands Centre for a block of gymnastics sessions.





Implementation

Mathematics

We believe a strong knowledge of 'Number' and 'Numerical Patterns' stems from the EYFS. Children are taught a deep understanding of numbers to 10, how to count carefully, spot patterns and look at the relationships between numbers.

We follow White Rose Maths, with elements from NCETM Maths Mastery. This gives children lots of practical opportunities to explore and develop their knowledge of mathematical concepts. Maths enhancements in our continuous provision allow the children to apply their skills and knowledge to real-life contexts.



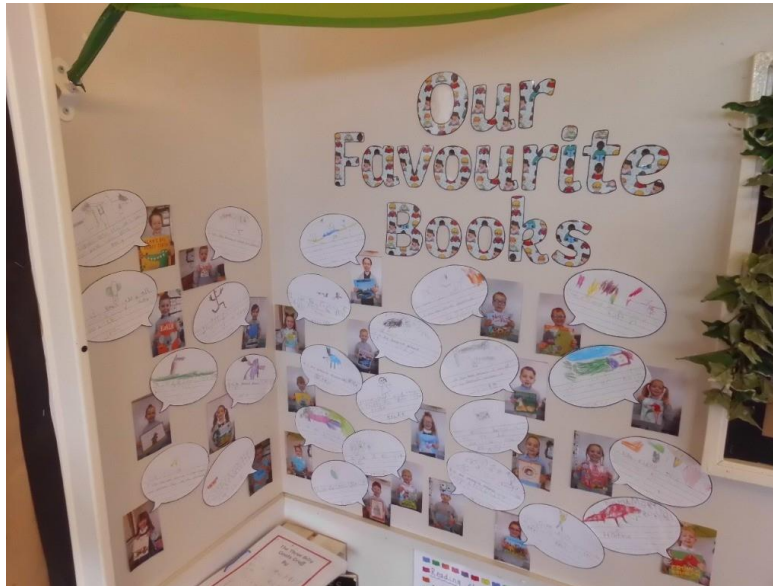


Implementation

Literacy – Early Reading

We follow Little Wandle Letters and Sounds as our systematic, synthetic phonics programme. Through this, children in Reception have a phonics lesson each day, and a Guided Reading session 3 times per week. Children are first taught the Phase 2 sounds, and quickly begin blending these into CVC words.

In Reception we love to read, and story time is one of our favourite times of day. Through reading high-quality texts and our favourite stories, children develop their inference, prediction and sequencing skills, whilst improving their vocabulary.



We're teaching every child to read with Little Wandle Letters and Sounds Revised

A complete SSP validated by the Department for Education





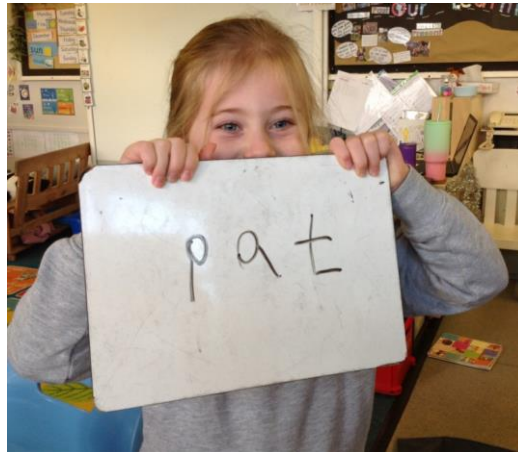
Implementation

Literacy – Early Writing

Through Little Wandle Phonics, children are taught to form recognisable letters, with the correct formations as each sound is introduced. Children are taught to spell words by segmenting it into sounds. Once the children are confident with this, they move on to writing simple phrases and sentences.

In Reception we also follow Drawing Club as an inspiration for our writing. Drawing Club uses stories, traditional tales and TV cartoons from the past as a basis for introducing vocabulary, and bringing children's imaginations to life. The children draw a picture each session, and write labels, captions and sentences.

As our continuous provision is language rich, the children have a broad range of opportunities and tools to mark make and write during their play, both indoors and outdoors.





Implementation

Understanding of the World

We are very lucky at Ivegill School to have fantastic outdoor spaces, where the children develop a strong understanding of the natural world, seasons and changes. We explore and observe our local area through 'Season Walks' and regular visits to Christ Church. As most of our children live in Carlisle, we are able to compare and contrast the rural to urban environments through the childrens experiences.

To develop the childrens understanding of people, places and communities we plan opportunities through our topics for experiences and visits to broaden our learning and understanding. We share books, artefacts, maps and photographs to explore other countries, the past, and the lives of people around us.





Implementation

Expressive Art and Design

Children have opportunities every day to engage in, explore and play with a range of creative media and materials. Through continuous provision and planned activities, the children are able to express themselves, explore their interests and be creative, whilst learning techniques and to appreciate Art, Design and Music.

We expose the children to different artists, and encourage them to explore different media, and make choices about the work they create, talking about the process they have used, and share their feelings towards their work.

Music and Nursery Rhymes hold an important place in Reception, and through these we teach children to move in time to the music, create their own music, sing songs and learn rhymes by heart.





Implementation

RE

Our Christian Values of #etc (Endurance, Trust and Community) are a core part of our school, and we teach the children to live their lives through them, developing into well-rounded individuals. Children in Reception access Collective Worship, as an opportunity to pause and reflect on our spirituality, values and place in the World.

We use Questful RE to explore Christianity, cultural differences and World Faiths. Through 'Clever Cub' and the 'Chatterboxes' the children have opportunities to discuss and share their beliefs and those of others.





Implementation

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Children with SEND are well supported in school, through the use of SMART targets, regular support and interventions. Staff work closely with the SENDCO and receive specific training if appropriate.



Impact

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Through our nurturing environment, comprehensive curriculum and quality teaching, we support children to become independent, critical thinkers, with a secure foundation for future learning. We foster a love of learning and creativity, that allows children to reach their full potential.

Self-esteem blossoms in our Early Years, and children are happy, confident and feel safe in our school. They have a strong sense of belonging to our community, and our strong partnership with parents fosters this.

Children's progress is monitored closely from the moment they start in Reception, allowing appropriate support and challenge to be put in place. We use both formative and summative assessments, and children are measured against the Early Learning Goals at the end of the EYFS.

Children have a phased transition into Year 1, and through our school structure, children continue to access the continuous provision learning environment in the morning, allowing them to continue to develop their independent and creative learning skills.