



**Kindness**

***Flourishing Together Through***



**Curiosity**

**Respect**

**Resilience**

**Teamwork**

## **Trinity First School**

### **Early Years Foundation Stage**

#### **Intent – why do we teach what we teach?**

At Trinity First School through our learning environment, relationships and interactions with the children, our aim is to foster happy, confident and curious children who can flourish and reach their full potential, regardless of backgrounds, circumstances or individual needs. Through working collaboratively with parents and carers, we aim to encourage independent and enthusiastic, lifelong learners. It is our intent that pupils in Reception at Trinity develop a love of learning and have a positive attitude towards school. We support children to develop physically, verbally, cognitively and emotionally.

At Trinity we take into consideration the individual starting points, cultural capital and needs of our pupils as they begin their own learning journeys. We also consider children's personal interests to help them learn and achieve. We provide a broad, balanced and differentiated curriculum that is ambitious, with rich learning experiences. Our curriculum provides opportunities to help all children progress and achieve success. Building on existing skills and knowledge, our curriculum is coherently planned and sequenced to extend children's knowledge and skills, preparing them for future learning. We use Development Matters as our non-statutory guidance to help support our curriculum.

At Trinity our school values of curiosity, kindness, resilience, respect and teamwork are fostered through our EYFS curriculum. We recognise the importance of early language skills underpinning all areas of learning and development, and enable our children to be skilful communicators, connecting with others through language and play in a vocab rich environment. By the end of Reception, it is our intent that all children will have learnt to read words and simple sentences accurately.

#### **Implementation – how do we teach what we teach?**

In order for learning to happen, we ensure that children feel safe and secure, in a nurturing environment. We encourage each child to be themselves and help them to express their feelings. Pupils learn through a balance of adult directed and child-initiated activities. Our timetable is structured so that children have daily phonics and maths teaching. During the week, children have focussed time with an adult when they practise the skills taught. This learning can also focus on individual targets and allows the teacher to address any misconceptions and provide immediate feedback to further support a child's learning.

Reading is at the heart of our curriculum and we use high quality texts to support our teaching. The children hear the stories daily and vocabulary is selected to focus on. Phonics and early reading is taught through the Read, Write, Inc. programme. Most children reach a Good Level of Development in reading and almost all children pass the Year 1 phonics screening. We provide an information session for parents early in September, giving examples of the RWI programme and demonstrating how we teach their child to read.

Our maths is taught through Early Years Number Sense, which is a systematic and structured programme that develops a deep understanding of quantities to ten and promotes talk and reasoning.

All children learn together, however we have a range of interventions to support children who need additional support. Some children have daily Read, Write, Inc. 1:1 support, staff use 'pinny time' to help individual children with their sound and number recognition. We also use Talk Boost to develop some children's language.

We set weekly Dojo Challenges which allow children to consolidate and extend their learning within their own child initiated time.



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Play is a powerful vehicle for learning. Practitioners support children in their play to develop language and skills and move their learning on. Children are encouraged to take risks in their play, in a safe and secure environment. We have a large outdoor area, as well as two classrooms which children can free flow between. Wherever possible, we provide first hand experiences for our children, including objects, visitors and outings. The learning experiences we offer are linked to the seven areas of learning and development within the EYFS. These areas are split into three prime areas and four specific areas. The areas are:

- Communication and Language (C&L)
- Physical Development (PD)
- Personal, Social and Emotional Development (PSED)
- Literacy (L)
- Mathematics (M)
- Understanding the World (UW)
- Expressive Arts and Design (EAD)

We also take into account the Characteristics of Effective Learning:

- Playing and exploring – children investigate and experience things, and ‘have a go’.
- Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

### **Impact – how do we know what pupils have learnt and how well they have learnt it?**

Our curriculum allows children to develop into confident and independent learners, ready to continue their learning journey in Year 1. Their learning is demonstrated in their play and we allow children to repeat activities. Adult led activities are often left out in provision as challenges for the children to complete.

We use Class Dojo to document some of the children’s learning journey and to maintain a good partnership with the parents. Parents are also encouraged to contribute evidence from home and the children love celebrating their achievements. Although lots of our learning is practical, the children also have some exercise books to show the progress they make in EYFS. We also have celebration books which show some of the learning in different areas of the EYFS curriculum.

The children will have a baseline assessment upon entry and we continually assess children to address areas for development, as well as extending their learning. We observe children in their play and as and when appropriate, join their play to support learning and development, as well as finding out the children’s interests to inform our planning. Three times a year we update our tracking grid to monitor the progress of all children. We use this to identify which children are on track / not on track. Using this information we assess the impact of our teaching and put additional support in for children who are not on track to meet the expected level of development.

The children are assessed against the 17 Early Learning Goals in June and this information is shared with parents and their Year 1 teachers. We carry out internal moderation, as well as attending training and external meetings to ensure our judgements are consistent with other schools.

We continually monitor and review our processes to ensure they are as robust and effective as possible.