

John Randall Primary School and Nursery
Statement of intent for Early Years Foundation Stage

Intent

Why do we teach this? Why do we teach this in the way that we do?

The Early Years Foundation Stage (EYFS) curriculum at John Randall Primary School and Nursery uses the Development Matters framework and inspiration from Reggio Emilia settings to ensure that learning for our children is a holistic and meaningful experience.

Staff ensure that children have coverage and access to learning opportunities across all areas of learning in the Early Years, both indoors and outdoors, through both 'in the moment' and planned opportunities which provide children with an individual, personalised experience.

We use our knowledge of children's deeper interests, fascinations and schema's to tailor the learning environment according to the needs of our children and through framing open-ended 'projects' which help to develop children's knowledge of the world around them. This equips children with the communication, language and foundation of skills needed to access learning and the curriculum throughout school and to become confident, capable, lifelong learners.

We are committed to teaching children about the environment and the natural world through excellent learning opportunities outdoors, where children can practise and explore their world on a larger scale and through a variety of different ways. We also draw upon our experienced team of chefs to inspire children to develop a love of growing and eating food, by observing how food can grow from plant to plate and our curriculum food offer.

Implementation

What do we teach? What does it look like?

Staff at John Randall Primary School equip learners with the communication and language skills to ensure that children can access the curriculum right from the start. Staff have an understanding that every interaction with a child is a meaningful opportunity and therefore develop authentic, positive relationships with children and families in order to gain a deeper understanding of children's interests and prior learning.

We are inspired by children's schemas and questions and use these to develop open-ended projects over longer periods of time. This journey of project learning is inspired by the arts and respects

children's creativity by understanding that children have many forms of expression. Projects are documented and reflected so that children take pride in the learning process and can see where they have been in order to understand where they are going in their learning.

Children have access to a variety of experiences through both child initiated learning and planned opportunities that target children's and individuals specific needs. We know from current research and professional reading that children learn best when they are active and have autonomy over their environment, so staff use their knowledge of children to adapt the spaces and invite children to learn through providing provocations that create a sense of awe and wonder.

We also know that developing a passion for reading is crucial right from the start, so ensure that every opportunity is used to model appropriate vocabulary, language and communication through our respectful interactions and by developing a love of books and storytelling across our learning environment.

We are committed to providing outdoor learning experiences that inspire children to develop a love and respect of the outside world, so that they grow to be mindful of the environment and have an understanding of the world around them.

Impact

What it will look like? By the time the children leave our school they will:

Staff in EYFS are constantly assessing children through their observations and interactions throughout their play and during discrete, taught sessions. Through the constant reflective documentation of children's projects, we are able to have a deeper understanding of children's learning and progression of skills over longer periods of time and embark on this learning journey alongside children.

Our Read Write Inc. (RWI) phonics approach ensures that children are constantly developing their reading skills through regular assessments and through writing opportunities during child initiated learning time.

Staff use observations of children and their learning in constant daily discussions in order to adapt the environment and plan for future provocations, it is this discussion and holistic assessment alongside summative data and assessments of children that ensures children reach a good level of development at the end of the Foundation Stage.

Our positive relationships with parents and families ensures that all stakeholders have an understanding of children's next steps and personal targets and staff adapt the environment to provide individualised opportunities for children to progress and break through learning thresholds.

Our aim is for children to leave EYFS with the skills, knowledge and growth mind-set that enables them to be ready for future challenges and to be lifelong learners. This empowers children to be respectful of the community, the world around them and to have the understanding that they can take their learning further in a safe, nurturing environment that is built with children at the heart.