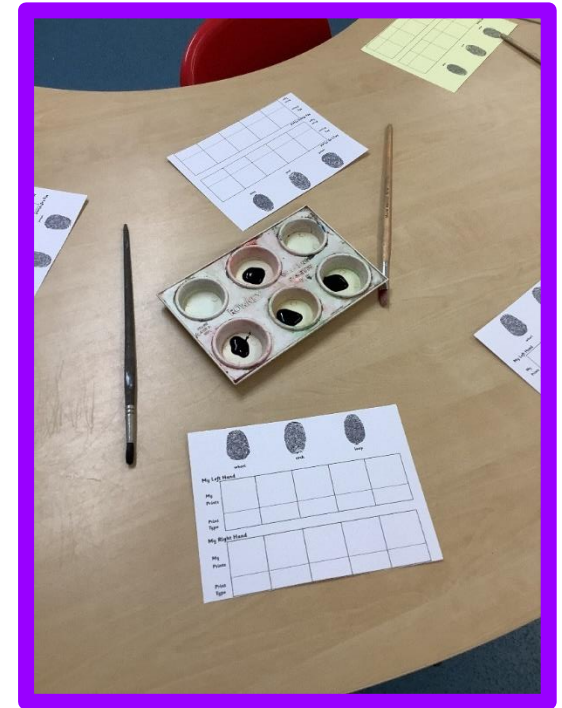
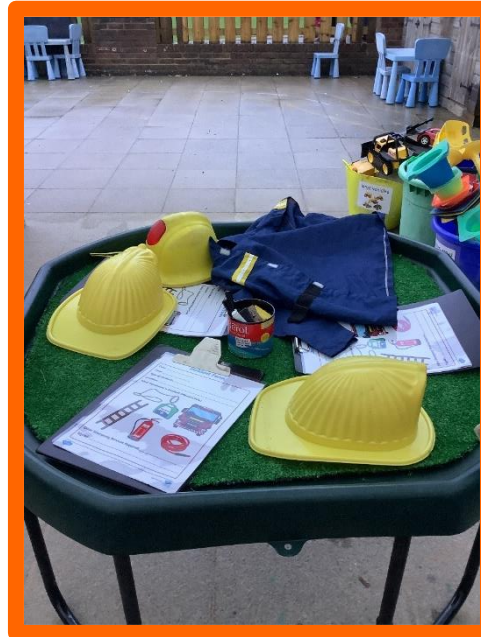


**Early Years Intent,**  
**Implementation**  
**and**  
**Impact at Holy Trinity**



At Holy Trinity Primary school, we plan for our children to be provided with the best possible start to their school life. This allows them to flourish and achieve their full potential, through creating a love of learning underpinned by our Christian ethos and school values. In the Early Years our well planned and sequenced curriculum is ambitious and designed to give children the knowledge, self-belief and cultural capital they need to succeed in life. Our curriculum reflects the guidance set out in the Early Years foundation stage (EYFS) statutory framework and Development Matters.

## Intent

Through our curriculum design we aim to-

- Work in close partnership with parents/carers and other settings, to enable us to quickly establish children's starting points while recognising their prior learning.
- Provide a happy, safe and nurturing learning environment.
- Enable children to develop as independent, resilient, and confident learners who persevere when faced with a challenge.
- Provide children with opportunities to build positive relationships in which they can cooperate, take turns and have a growing awareness of their own as well as the needs and feelings of others.
- Foster a love of learning based on a rigorous play-based curriculum which builds on children's interests and needs.
- Promote an atmosphere of high-quality vocabulary and language which allows children to become attentive listeners, confident communicators with a good understanding of key concepts.
- Aid all children to develop a love of stories, books and reading based on a carefully planned and taught phonics scheme.
- Celebrate and encourage children's curiosity for the world and people around them which enhances their cultural capital.
- Support children to make progress in their learning through a range of strategies and adapted teaching.



## Implementation

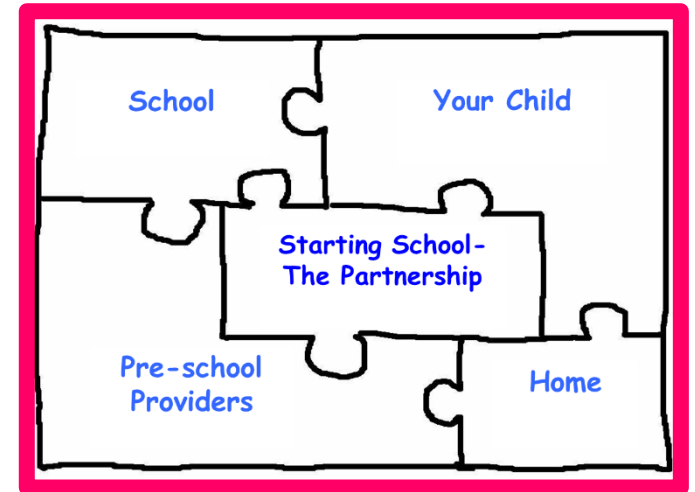
### Transition

At Holy Trinity we believe that the transition to our school is a vital for children to feel safe environment. Teachers spend time speaking to families as well as pre-schools and nurseries to gain an understanding of the whole child including their strengths, interests and knowledge. During the first few weeks in Reception, all staff use ongoing observations and conversations with the child to further develop their understanding of the children's starting points in all areas so we can plan experiences for children that meet their individual needs and interests and build on from what they know. We use these starting points to aid us in tracking the progress of our children against regular checkpoints throughout the year. We also observe the children's well-being and involvement closely and talk to children regularly to ensure they feel happy and safe in our nurturing environment so that they can develop as confident, independent and resilient learners.

We also support the transition into Key Stage 1 for both child and parents. We prepare children for Year 1 with visits to their new class, meeting the teacher and ensuring the environments are similar at the end of EYFS and the start of Year 1. We identify the children who may struggle with change and provide them with more opportunities to explore the Year 1 area, see their new teacher more frequently and, if necessary, an individual transition book will be produced for them to take home in the lead up to them moving on.

### Teaching and Learning

We have created a curriculum that is knowledge based, using the guidance set out in the Statutory Framework for the Early Years Foundation Stage (2021) and 'Development Matters in the EYFS' (2021). Our curriculum focuses on what we want children to know and do across the whole of the curriculum for each term of the reception year. We track children's progress throughout each term, to ensure that they are ready for the next and are of course on track to meet their Early Learning Goals or go beyond them and be ready for learning in Year 1. EYFS staff use our high quality 'Power of Reading' texts to introduce a new theme to provide inspiration for learning, to add to their cultural capital whilst also providing the flexibility for children to follow their own interests and ideas and motivate them to be curious learners. Each day is carefully planned so children have directed teaching in phonics and maths as well as other areas of the curriculum. Direct teaching sessions are followed by small focused group or individual work. This means the teacher can systematically check the children's understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which will have a strong impact on individual progress. Alongside this approach, we provide opportunities throughout the day for continuous provision which enables our children to return to their explorations and consolidate their learning over the course of a day or a more extended period. We carefully consider our enhancement activities thus providing children with more opportunities to explore their ideas, be active learners and to create and think critically



## Personal, Social and Emotional Development

Developing and establishing positive relationships is a central element to ensuring our children learn and succeed. We therefore provide daily opportunities for children to develop relationships, to learn to interact and co-operate with others fairly and to learn to respect others, giving and receiving kindness, care and affection.

## Oracy

We recognise that oracy not only improves academic outcomes, but is a life skill to ensure success beyond school. Oracy develops children's thinking and understanding, which in turn promotes self-confidence, resilience and well-being. Our enabling environments and warm, skilful adult interactions support the children as they develop as communicators. In addition, daily opportunities to learn new vocabulary, rhymes by heart and talk about or act out stories aid our children's love of talking.

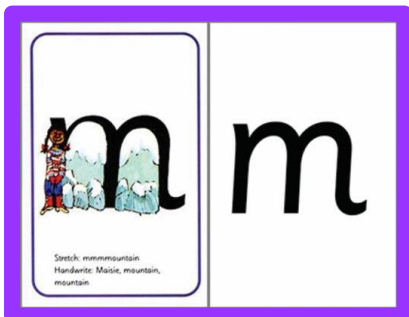
## English / Literacy

Reading is at the heart of our curriculum and our aim is to encourage a love of reading right from the start. We expose children to a range of books that not only develops a love of reading, but have also been specifically chosen to develop their oracy, vocabulary and comprehension. Through this, children begin to internalise new vocabulary, language patterns and begin to retell stories.



## Phonics

We follow the Read Write Inc phonics programme which is a rigorous and rapid approach allowing all children to have a flying start to reading.' Children are taught the main 44 sounds of the English language and matching letters. They are taught to blend sounds to read words. Throughout the day the children continually bump into the sounds e.g. sounds stuck up around the classroom, labels, displays, signs and questions.



**Reading-** We believe that an important part of learning to read is building confidence. The children are provided with books which match their phonic knowledge in order for them to apply their learning with the aim of becoming successful, confident and fluent readers. We work closely with parents, providing information so they can support their child as they learn.



**Writing-** We believe in the strong correlation between reading high quality texts and supporting children in believing they are writers. We therefore use the Power of Reading alongside our RWI sessions to provide children with engaging and motivating opportunities to write. We keep it fun with chalks, sand, dough, foam etc. The mark making areas offer free access to notebooks, envelopes, hole punch, stapler etc. There is also mark making equipment in most other areas of learning, including outside. We complete daily dough gym or Funky Fingers activities to support children in developing their fine motor skills. This also creates the basis for our Topic sessions which are cross curricular and offer children the opportunity to understand the world.



**Mathematics** - Underpinned by our use of the White Rose Maths programme we aim to develop children's number sense so that they gain a really deep understanding of numbers to at least 10. Children need to understand how each number is made up, to be able to see that numbers can be represented in many ways, develop confident one to one correspondence whilst being able to recognise and, eventually write the numerals. We give the children lots of opportunities to subitise as well as using a variety of different objects and pictures to show the different ways numbers can be represented, including Unifix, Numicon, 5 and 10 frames and a range of natural and man-made resources. This helps them to not only develop their number and numerical pattern understanding but also sets them up with fantastic

foundation of knowledge throughout their time at Holy Trinity. In addition to this we ensure there are a range of enhancements that are specifically available during our Continuous Provision time that will give the children an opportunity to explore both the week's focus and their own interests in number.



## Wider Curriculum

Our wider curriculum is taught through the learning areas; 'Understanding of the World' and 'Expressive Arts and Design.' EYFS staff have a good understanding of how ELG's feed into the National Curriculum through our robust planning processes. In addition, colleagues throughout the school are also aware of the key ELG's that link to each foundation subject and the progression of the subject. Exciting, purposeful and contextual activities are planned to build on children's natural curiosity. For example, building a boat enables them to think like a 'Scientist' and 'Engineer' as they explore a range of materials and test out their own ideas. Building further on our oracy focus, children will be encouraged to employ subject specific language in foundation subjects, and such vocabulary will be modelled, both verbally and orally, by practitioners.



## Observations and assessments

Our initial baseline observations of children in September, as well as our discussions with families and nurseries, enable us to ensure that our curriculum builds on what children already know. We also use The RBA (Statutory Reception Baseline Assessment) to complement our own assessments. This assessment focuses on 'Language, Communication and Literacy,' and 'Mathematics.' The purpose of this is to show the progress children make from Reception until the end of KS2.

## Ongoing Observations

After initial baselines are carried out, ongoing, future observations are used to inform weekly planning and identify children's next steps. This formative assessment does not involve prolonged periods of time away from the children and excessive paper work. Practitioners draw on their knowledge of the child and their own expert professional judgements through discussions with other practitioners, photographs and physical examples such as a child's drawing / making.

Baseline for 3 M's- Making Conversations, Word Reading, Mark Making, Mathematics				
Child's name	Making conversations	Reading	Mark Making	Mathematics

## Assessment

Phonic assessments are carried out every half term to quickly identify pupils that need additional support with their learning. Our aim is for children to 'keep up' rather than 'catch up' where possible and we provide daily individual support to help children if they need it. Formal assessments are completed at least three times per year using Target Tracker. In the Summer Term, the Early Years Foundation Stage Profile is completed where teachers judge whether the child has met each of the 17 ELG's outlined by the Statutory Framework. They will be assessed as either 'emerging' or at the 'expected' level. Whilst there is no judgement to state if a child is exceeding beyond an ELG, teachers, have a duty to provide a narrative for both parents and the Year 1 teacher if this is the case. Our inclusive approach means that all children learn together, but we have a range of additional intervention and support for children who may experience barriers to learning, or are showing a greater depth of understanding and need further challenge. This includes, for example, sessions for developing speech and language, social skills, fine motor skills, phonics, and mathematics. Regular monitoring of teaching and learning by SLT and the EYFS leader ensure staff develop good subject knowledge as well as a knowledge of child development. The EYFS leader ensures staff receive CPD specific to Early Years to develop their practice.

## Impact

Our observations, assessments and discussions with our learners will demonstrate consistently that they are happy, safe and well in our setting. In addition, our tracking of their well-being and involvement will show that children are consistently motivated and highly involved in their learning.

By the end of their Reception year, we will ensure that all children make at least good progress from their starting points and, having accessed a broad curriculum which meets their unique needs, are equipped with the knowledge and understanding to ensure that they are ready for future learning in year 1.

We measure progress and children's learning across the year through formative and summative assessment which are based on the practitioners and the family's knowledge of the child. We aim to exceed the National and Local Authority data for children achieving Good Level of Development. The judgements of our school are moderated with other schools and the EYFS teachers attend locality moderating events. This ensures judgements are secure and consistent with government guidelines. Children are supported by adults that are well trained and passionate about providing the best education for every child.

