



# Swallowfield Early Years Three i Statement

## Intent

(What we want to achieve)

We strive to ensure our Early Years setting is an environment which thrives on excitement, curiosity and discovery. We believe that child deserves the best possible start in life and support to fulfil their potential. A child's experience in the Early Years has an impact on the rest of their lives and we endeavor to provide the opportunity for children to make the most of their abilities and talents.

The EYFS is based on four overarching principles:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- Children develop and learn in different ways and at different rates.

At Swallowfield and Busy Bee's we strive to demonstrate a whole school commitment to the EYFS statutory framework to achieve quality in the Early Years, giving children the opportunity to fulfil their full potential. The children are presented with an appropriate curriculum which is designed to challenge and inspire while allowing them to be successful. The children are supported with a staff of highly qualified and experienced professionals. Our team supports your child in every aspect of their development to ensure academic attainment, but all to ensure happiness and wellbeing.

## Implementation

(How we are going to do it)

Our Early Years Curriculum is split into seven main areas. The three prime areas are:

- Communication and Language – children have the opportunity to experience an environment that exposes that to rich language; they develop the skills and confidence to express themselves, to speak clearly and to listen in a range of situations. They are also encouraged to develop their understanding of language in terms of questioning and exploration of new vocabulary.
- Physical Development –All children will be provided with the opportunities to develop their co-ordination, control and movement of their bodies in terms of

exercise and grip. Children will be taught the importance of physical activity and to make healthy choices in relation to food and lifestyle.

- Personal, Social and Emotional Development – The children are encouraged to form positive relationships of their peers and adults as well as form a positive self. They are encouraged to try new activities and discuss their feelings towards this. They are encouraged to settle into the rules and expectation of Swallowfield and have an understanding of why this is important. The children are supported to adjust their behaviour to a range of situations and are encouraged to take changes in their routine positively.

There are also four specific areas, through which the three prime areas are strengthened and applied throughout:

- Literacy – children will be taught to link sounds and letters and to begin to read and write. Children are supported to engage in reading in a whole range of contexts and begin to ignite a passion and love for reading.
- Mathematics – children have practical, hands-on experiences of counting, understanding and using number and carrying out number problems. Children also explore both 2D and 3D shapes as well as exploring language associated with size, weight, capacity, position, distance, time and money in a range of everyday experiences.
- Understanding the World – Children will explore and make sense of their local environment. They are encouraged to share their own experiences with the people around us, technology and our world and develop their understanding in these areas through exploration and questioning.
- Expressive Arts and Design – Children are given the opportunity to explore a range of media and materials in many different ways. They are encouraged to use these skills in a range of ways. They are encouraged to share their own ideas in art, music, movement, dance, role-play, and design and technology.

In our settings we meet the needs of all of our children through:

- Planning opportunities that build upon and extend children current knowledge, experiences and interests and develop their self-esteem and confidence.
- Using a wide range of teaching strategies based on children's learning needs.
- Providing a safe and supportive learning environment in which the contribution of all children is valued.
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Monitoring children's progress and taking action to provide support as necessary.

Our Early Years settings are organised to allow children to explore and learn securely and safely. The classrooms provide an environment where all learning areas can be explored and all resources are located so children can access them when necessary independently. Our Early Years settings have their own outdoor spaces which also provides the enriching environments for all children's development. Being outdoors provides opportunities for curriculum access in a range of different ways, and at a different scale to being indoors. It offers opportunities for the children to explore, use their senses and be physically active.

## **Impact**

**(Evaluation of success)**

All children and their families are welcomed and valued at Swallowfield Lower School and Busy Bee's. Children are respected as individuals and have equal access to our provision. All children are encouraged to achieve their personal best and planning is differentiated to meet the needs of all groups and abilities. Assessments consider contributions from a range of perspectives to ensure that any child with potential needs are identified at the earliest possible opportunity. Early identification is crucial to enable staff to support all individuals. Concerns are always discussed with parents or carers.

On-going formative assessment is crucial in our Early Years settings. Ongoing observations of the children's interaction with activities and peers provide majority of our evidence to support the child's development. We can also learn from parents/carers about how the child is achieving and progressing at home. We also carry out some summative assessments to provide evidence in their growing confidence in areas on the curriculum. Through these careful observations and assessments children's development and progress is tracked. If a child's progress in any curriculum area gives cause for concern, staff will discuss this with the parents/carers to form an agreement on how best to support the child.

During the final term in Foundation, the EYFS Profile is completed for each child. The profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels and their readiness for Year One. The profile includes on-going observations, all relevant records held by our setting, discussions that have been shared with parents and carers, and any other adults who are judged as offering a useful contribution. Each child's level of development is assessed against the Early Learning Goals. This is made up of the three prime areas of the curriculum as well as Literacy and mathematics from the specific areas. Practitioners must indicate whether children are meeting 'expected' levels of development, or not yet reaching expected levels, 'emerging'.

We recognise that children develop in individual ways, and at varying rates. Short term plans set out activities and learning objectives from our medium-term plans that

are deemed appropriate to meet the needs and interests of all the children. All of our plans are extended and differentiated accordingly to ensure the right level of challenge for all children in our settings. Planning also identifies attempts to implement a more formal lesson approach before children transition into Year One to prepare and engage the children in this style of education.

Opportunities are planned for those who are achieving the Early Learning Goals – ensuring that all children are stretched and achieve their full potential in our settings. When necessary in Foundation objectives are identified from the Year One Curriculum for individuals and groups to work towards to ensure there is no stagnant time in their progression and passion for learning.

Link Governor – The role of the link governor is to form good relationships with the children, staff and parent/carers at both of our Early Years settings. Regular insights through observations and attendance to events ensures the governor has an understanding of the teaching and learning that occurs at our settings.

Subject Leadership – The role of the Early Years Leader is to oversee the on-going themes and activities that are planned for children in the Early Years settings to ensure they are enriching and positive learning experiences for all. Continuous analysis of data for the Pre-School and Foundation settings ensure all children are achieving their full potential.

SLT (monitoring and support) – Our Early Years team is supported, but also challenged, by our Senior Leadership Team in the choices that we make in terms of the teaching, learning and achievement of all. SLT also oversee the data to ensure all children are reaching their full potential.

Whole staff – In our Early Years settings we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with all children and their families.

Parents – We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role in educating the children. We do this through:

- Individual parent meetings are planned prior to the child joining Swallowfield in September where discussions are had regarding the child's interests, medical needs and any questions parents may have are addressed. The settings prospectuses also highlights information on the school day, uniform and informs parents/carers of the schools visions and aims.
- Parents have the opportunity to talk to their child's teaching team as well as representatives from other areas of school life such as Governors and PTFA members.
- Parents are always encouraged to talk to their child's teacher/practitioner if there are any concerns regarding their child's school life.

- Parents are invited to attend informal meetings providing information on areas such as our early years setting, reading and our Maths mastery approach adopted at our school.
- For Swallowfield children there are formal consultations in October and March at which parent/carers can discuss their child's progress with their class teacher. Parents also receive a written report in July which contains their child's attainment and academic progress for their first year in formal education. In the Busy Bee's setting termly consultation meetings are held with your child's practitioner and a formal report is received at the end of the year.
- Parents/Carers are made aware of the weekly timetable by it being posted in the window of each settings. Regular updates on the school website also provides insights into their child's learning and themes we are covering.
- Parents/Carers are invited to a range of activities throughout the year which provide opportunities for collaboration between the child, the parents and school including coffee afternoons, celebration assemblies, class assemblies, Sports events etc.