

Early Years Statement of Intent Adel Primary School

*Every child will have a happy start to their school life and enjoy each
and every day that they spend with us.*

Our Early Years Curriculum at Adel Primary School provides a secure foundation for future learning. We want our children to have a love of learning and to be motivated, resilient, kind, respectful of others and the environment. We want them to leave us as independent, confident and happy learners who are ready to continue their journey through our school.

Throughout their time in EYFS, the children will develop a sense of belonging to our school community and a readiness to transition to year 1.

Implementation:

We have created a **personalised curriculum** for our children at Adel. As part of this we have developed six **Adel Early Learning Goals** for the children based on our school drivers. These goals aim to prepare children for their next stage of their journey at Adel Primary School. We have developed our own **Long-Term Plans** for both classes which show the knowledge and skills we would like the children to develop as they move through the Early Years setting. We share the same **half termly themes** in both classes and these are reflected in differentiated provision in each classroom and in our shared outdoor provision.

Our **Rainbow Progression Tools** are displayed in many areas of our provision and show staff the next steps for children working within each area of provision. Staff use these during our **In the Moment Planning** sessions daily within the classroom. These sessions allow staff to follow the lead of children, identifying and acting upon the next steps of the children immediately. We work with the children on a **two-weekly cycle**. The first week involves the adult teaching the children the knowledge and skills they require, and the second week involves setting up the classroom to reflect these skills to enable the children to independently develop these within provision. Within provision we also set up **challenges** to encourage independence and the development of skills and knowledge during independent play.

We are a **strong team** and work together to ensure the curriculum is progressive and that this is reflected within our provision. We develop our **outdoor provision together**, planning differentiated challenges that reflect our theme and the skills and knowledge we want to develop. One member of staff acts as a **'facilitator'** outside, following the lead of the children in their learning, whilst the other member of staff works as a **'challenger'**, helping the children to choose and complete the challenges. We have also developed our **open classroom** sessions. These involve the Foundation Stage classrooms being opened to all the children, allowing them to support and learn from their peers in nursery and reception. These sessions are also fantastic for aiding in transition.

To develop early reading and writing skills we have introduced **'Squiggle while we Wiggle'** sessions. These involve children developing gross and fine motor movements to develop letter formation. **'Dough Disco'** is also taught daily in both classes to exercise the fingers to develop the fine motor skills needed for writing. **'Draw a person'** is used as an assessment tool in both classes. This involves the children drawing a person at the start of each term. **Daily phonics** sessions are taught in each class to develop the reading and writing skills of the children and areas of provision are enhanced to reflect this learning. In reception **'Helicopter Stories'** is completed once a week to develop the children's narrative skills.

School and parent relationships are strong and parents are kept informed of 'wow' moments through **Tapestry**. Parents are also encouraged to send 'wow' moments to school too. **Stay and Play** sessions are

held several times a half term to allow parents to come and experience the learning in each classroom. **Home visits** take place to ensure the relationship between home and school begins before the children start their journey at Adel.

Partnership with local schools and attendance at the Early Years cluster group ensures staff knowledge is up to date with CPD tailored to the needs of school staff and disseminated accordingly.

Impact:

Our continual assessments are integral to effective learning and teaching. Children's progress is monitored closely from the moment they start, and their journey is tracked throughout the year allowing appropriate support and challenge to be put in place. Many of the children's next steps are identified as they work and acted upon there and then, ensuring their learning and development is fluid and personalised.

The majority of our children make good progress during their time in Early Years. EYFSP data shows that the vast majority of our children leave Reception with a Good Level of Development. Of those that do not achieve the GLD many are the children identified as having SEND; they are closely monitored into the next phase of their learning, with an individualised program put into place to support their needs.

Our early years staff know all the children well and this helps us to be able to ensure good progression is made. Our work on vocabulary and Communication and Language is strong and our children leave us able to talk confidently and enthusiastically about their learning and experiences. They display high levels of concentration, creativity, energy and persistence. Self-esteem grows and the children develop crucial social skills as they support each other in their learning journey. To conclude, our children thrive in our Early Years setting and leave us well equipped in every area to continue their learning at Adel.