



**Deanery C.E. Primary School**  
**Academy Status**

# **EYFS Intent**

**March 2025**

# The Deanery School Christian Ethos

**Our School Motto – ‘Ad Majorem Dei Gloriam’**

*Translated this simply means ‘To the Greater Glory of God’.*

## **Vision**

We believe that everything we do is a faithful response to God’s faithfulness, shown to us through Jesus Christ. Our vision is to reflect God’s Glory in every season of life, in all aspects, from the little things, to the big.

## **Beliefs and Values**

We believe that God’s heart is for his children to thrive in a happy, secure, and caring environment at the Deanery. It is an essential part of our Christian ethos that we thank God for how he has demonstrated peace, love, faith, joy, grace and hope to us. We seek to reflect these core values throughout all areas of life in the school.

We believe that education, strengthened by our faith, is the vehicle with which children can achieve their full potential.

## **School Culture**

At the Deanery we aim to provide opportunities and experiences for everyone to learn and develop their social, creative and academic skills within a motivating and stimulating environment.

We aim to:

- Foster an environment that is enriched spiritually, morally, ethically and socially through the Christian faith.
- Value each child as unique, regardless of faith, ability, gender or ethnicity.
- Nurture children to be polite, respectful and considerate towards one another. Offer a range of opportunities and experiences to develop their confidence, self-esteem and independence.
- Encourage each child to fulfil their potential within all areas of the curriculum.
- Promote knowledge and understanding through a secure, stimulating and enriched environment.
- Create a broad educational experience that is enriched both morally and spiritually through partnership with staff, governors, parents, the local community, parishes of the Deanery and Birmingham Diocese.
- To enable each child to value themselves and have aspirations for the future.
- To recognise everyone’s place in the wider community.

October 2024

The Statutory framework for the Early Years Foundation Stage sets the standards for learning, development and care for children from birth to 5 years.

## **Intent**

Our curriculum is designed to recognise children's prior learning, from our school Nursery Little Hollies, as well as previous settings and their experiences at home. We work in partnership with parents, carers and other settings to provide the best possible start at Deanery, this starts with stay and play sessions for Nursery children and parents, Nursery and Reception induction sessions, teddy bears picnics and home visits for all pupils. Our overarching aim is to ensure each individual reaches their full potential from their various starting points.

Our curriculum has been designed to enable children to succeed through cooperative and collaborative learning principles. As such, there is a strong emphasis on the Prime Areas of learning; Personal, Social and Emotional Development and Communication and Language, including oracy. Development Matters is the non-statutory guidance for Early Years that we use to design an effective curriculum, building on the strengths and meeting the needs of the children in our care.

At Deanery, we recognise that oracy not only improves academic outcomes, but is a life skill to ensure success beyond school, in life and future employment. Oracy develops children's thinking and understanding, which in turn promotes self-confidence, resilience and empathy which support the child's well-being. Our enabling environments and warm, skilful adult interactions support the children as they begin to link learning to their play and exploration right from the start.

We believe that high level engagement ensures high level attainment. We therefore provide an engaging curriculum that maximises opportunities for meaningful cross-curricular links and learning experiences, as well as promoting the unique child by offering extended periods of play and sustained thinking. We follow children's interests and ideas to foster a lifelong love of learning both in and outside of school.

By the end of the Reception year, our intent is to ensure that all children make at least good progress from their starting points are equipped with the skills and knowledge to have a smooth transition into Year 1.

## **Implementation**

### Curriculum

Each half term, EYFS staff introduce a new topic to provide inspiration for learning, whilst providing the flexibility for children to follow their own interests and ideas. Children learn through a balance of child-initiated and adult-directed activities.

In Nursery, key concepts are taught as a whole class and through continuous provision in small groups and 1:1. Continuous provision is carefully planned to provide an enabling environment, in which the children can practise and consolidate skills.

In Reception, the timetable is carefully structured so that children have directed teaching during the day. The timetable changes throughout the year to take into consideration the changing needs of the children. These sessions are often followed by small focused group work or 1:1 teaching. This means the teacher can systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning.

Children are provided with plenty of time to engage in 'exploration' throughout the variety of experiences carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas. The redevelopment of the outdoor learning environment in September 21, ensures coverage of all seven areas of learning both indoors and out. This provision enhances learning and supports the development of healthy and active lifestyles by offering children opportunities for physical activity, freedom and movement and promotes a sense of wellbeing. It gives children the contact with the natural world and offers them experiences unique to outdoors, such as contact with the weather and seasons. Outdoor play supports children's problem solving skills and nurtures their creativity, as well as providing rich opportunities for their developing imagination inventiveness and resourcefulness.

### SEND

Our high-quality early education and care is inclusive. Children's special educational needs and disabilities (SEND) are identified quickly. All children promptly receive any extra help they need, so they can progress well in their learning. Staff ensure that the curriculum in Early Years is made accessible to all pupils. An enabling environment with carefully planned Continuous Provision and autonomy to develop pupils interests within the curriculum, gives all pupils the opportunity to learn and develop skills in a safe, supportive environment. We pride ourselves on our relationships with parents, inviting parents to share and contribute to their child's learning journey throughout Nursery and Reception.

### Communication, language and literacy

Reading is at the heart of our curriculum and our aim is to encourage a love of reading right from the start. In EYFS we have a carefully structured reading diet which exposes children to a range of texts. These have been carefully selected, the aim is to expose children to a range of books that not only develop a love of reading, but have been chosen specifically to develop their oracy, vocabulary and comprehension. These books will be embedded in our provision through activities, story sessions and in our classroom for children to access independently. Through this, children begin to internalise new vocabulary, language patterns and begin to retell stories.

Carefully timetabled reading sessions following the Little Wandle reading scheme, with fully trained staff from across the school leading reading practise sessions. We have complete fidelity to Little Wandle which includes teaching pedagogy, classroom resources and reading books. Each child has three sessions a week in a small group with a trained adult.

Each reading session has a specific focus

1. Decoding
2. Prosody
3. Comprehension.

Reading practise sessions take place three times a week for 30 minutes.

There is cohesion and consistency with our approach to align with the whole school English Curriculum that is followed from Years 1-6:

- Cooperative learning behaviours which develop oracy and interdependence
- The inclusion of high-quality texts which are age and stage appropriate
- A high quality reading diet consistent of texts which are diverse and inclusive
- Modelled reading and re-telling opportunities across the curriculum
- A focus on vocabulary
- A love of reading

Children are provided with two books to take home per week, one is their reading book that they have read in school in which we ask parents to listen to their children read and celebrate their reading skills and the second is a sharing book that children choose from a well-stocked library. The sharing book is a read for pleasure book which is chosen by the children based on their interests and is to be read by or with an adult at home.

Children are taught to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable. Children who are not keeping up with their peers are given additional individual practice through daily keep up sessions.

### Phonics

We follow the Little Wandle letters and sounds revised programme to ensure consistency across the school.

We start Little Wandle in Nursery where children focus on Phase 1. This concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to provide opportunities for children to be attuned to the sounds around them and ready to begin developing the oral blending and segmenting skills, prior to GPC.

The progression has been organised so that children are taught from simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences and in fully decodable books. Children review and revise GPCs and words daily, weekly and across terms and years, in order to move this knowledge into their long term memory. The programme progression for Reception

## Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> <li>words with -s /s/ added at the end (hats sits)</li> <li>words ending -s /z/ (his) and with -s /z/ added at the end (bags)</li> </ul>	put* pull* full* as and has his her go no to into she push* he of we me be

\*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> <li>words with double letters</li> <li>longer words</li> </ul>	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> <li>longer words, including those with double letters</li> <li>words with -s /z/ in the middle</li> <li>words with -es /z/ at the end</li> <li>words with -s /s/ and /z/ at the end</li> </ul>	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> <li>CVCC CCVC CCVCC CCCVC CCCVCC</li> <li>longer words and compound words</li> <li>words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est</li> </ul>	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants <ul style="list-style-type: none"> <li>CVCC CCVC CCCVC CCV CCVCC</li> <li>words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est</li> <li>longer words and compound words</li> </ul>	Review all taught so far

Children are given books that match their phonic knowledge in order for them to apply their learning with the aim of becoming successful, confident and fluent readers.

## Writing

Writing is interspersed in every area of the curriculum from design clipboards in the construction area and shopping lists in the home corner to a writing area rich with resources for children to choose independently.

## Nursery

The curriculum is designed to offer a wide range of gross and fine motor skills, both indoors and outdoors. Gross motor activities such as riding bikes, climbing, throwing and catching a ball and balance, are prioritised outdoors, to help children to develop core muscles and hand-eye co-ordination. Mark making is encouraged in a variety of forms using media such as paint, chalks, water, crayons and pencils. Children practise name writing throughout the year.

## Reception

Gross motor activities are also high priority in Reception, to aid muscle strength in hands and support pencil grip. Fine motor skills such as painting, threading and cutting, are prioritised in continuous provision in the Autumn term.

Writing is seen as part of the everyday and children are encouraged to mark make. Until all GPCs and formation have been taught in the autumn term, the focus of writing is on name writing and using the formation phrase to form letters, in line with Little Wandle phonics sessions.

In the spring term, children continue to be exposed to writing with a purpose in the form of mark making linked to curriculum areas as well as begin to implement their phonic knowledge and write dictated sentences from the Little Wandle scheme of work. Pupils are encouraged to explore writing independently, through continuous provision opportunities both indoors and outdoors as a part of play.

In the summer term children continue to practise writing more detailed dictated sentences that match their phonic ability. These sentences are linked to the Little Wandle scheme. Pupils are also encouraged to write independently through continuous provision opportunities both indoors and outdoors as part of play.

### Mathematics

In Nursery, adults have daily interactions with the children to introduce mathematical learning and vocabulary. The aim is to develop a love of maths through games, songs, rhymes, and play using concrete manipulatives. Development Matters drives the curriculum and there is a focus on the following counting principles; one to one correspondence, stable order and cardinal principle. Children's fine manipulative skills are a focus to develop 1-1 correspondence so children count each object only once.

In Reception, we use Mastering Number and elements of the White Rose Maths scheme of work, as the basis of the maths curriculum, using suggested activities within the continuous provision. High quality learning environments and meaningful interactions with adults, support children in developing mathematical thinking and discussion. Pupils learn through games and tasks using concrete manipulatives and pictorial structures and representations which are then rehearsed applied and recorded within their own child-led exploration. Children in Reception have daily maths sessions to develop fluency, revisit key concepts and address misconceptions. There is a high focus on tens frames, part bar models and subitising. Children who are not keeping up with their peers are identified by staff and given additional individual practice through 1:1 adult support, in continuous provision.

### 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 and CPD opportunities. In reverse, 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, designing a suitcase or carry case for their favourite toy 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 and terminology in foundation subjects, and such vocabulary will be modelled, both verbally and orally, by supporting practitioners.

Our inclusive approach means that all children learn together, but we have a range of additional intervention and support for children who may not be reaching their potential, or are showing a greater depth of understanding and need further challenge. As an example, this may include structured interventions for developing speech and language, using the Wellcome Tool Kit, 'Keep Up' sessions for pupils requiring further support with phonics from Little Wandle; or other tailored interventions to support maths or social skills, where needed.

Regular monitoring of teaching and learning by SLT and the EYFS leader ensure staff develop good subject knowledge. The EYFS leader ensures staff receive CPD specific to Early Years to develop their practice, more recent examples of this are, Evidence me, Little Wandle Reading, Little Wandle Phonics and Bar Models in Mathematics.

## **Impact**

### **Baseline**

Prior to children starting, staff visit all children in their homes, have handover meetings with previous settings and read transition documents from nurseries, to gain an understanding of the whole child and where they are at. Staff attend a transition meeting with local nurseries, where key information is shared in order to aid smooth transitions.

During the first half term Nursery and Reception establish a baseline assessment of each pupil using the development matters statements to identify each child's starting points in all areas so we can plan experiences to ensure progress.

In Nursery, 'Evidence me' is used to assess pupils on entry and throughout each half term. This information is used to track progress against 'End Points' using Development Matters check points for Reading, Writing and Maths.

In Reception, The RBA (Statutory Reception Baseline Assessment) is used. 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. Deanery was a pilot school for this and an early adopter so we are now in our third year of administering the baseline in this way.

Evidence me is also used to record and track progress throughout the year. Data is uploaded by staff each half term. This is analysed by the staff and Early Years Lead and is also used to track progress against 'End points', the Early Learning Goal statements for Reading, Writing and Maths.

### **Evidence Me:**

'Evidence Me' is an online platform that shows the impact of children's by using real time photos, videos, and written notes to evidence their experiences. All Early Years staff have responsibility to contribute to ongoing observations within their co-hort. These 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/numerical skills. Some observations

are uploaded using Evidence Me and shared parents and carers. Wow moments and learning that is new is recorded on the child's observation record.

### Floor books

Floor books are used to demonstrate an overview of the weekly opportunities and experiences provided within the Early Years continuous provision. This is a year group learning journey which children contribute to, in a variety of ways.

### Assessment

Reading assessments through Little Wandle are carried out every six weeks to quickly identify pupils that are not making expected progress. Our aim is for children to 'keep up' rather than 'catch up' where possible.

Assessments based on observations and what teachers know about their children are completed each half term on evidence me and observations shared weekly with parents.

On entry to Reception, the 'WellComm' Speech and Language Toolkit is used to identify areas of concern in language, communication and interactions. The toolkit provides specific plans for individual and group intervention. Regular half termly assessments are carried out at the end of each half term, to track and monitor pupil progress.

In Summer Term 2, the EYFSP is completed where teachers make a summative judgement as to whether the child has met each of the 17 ELG's. They will be assessed as either 'emerging' or 'expected.' 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. The Year 1 staff will support transition by providing Continuous Provision for as long as they see fit.

Impact is also evident through our successful transitions into Year 1. EYFS staff have a good understanding of how ELG's link to the National Curriculum, and through our robust planning and delivery across the spectrum of subjects – both core and foundation - children leave the EYFS stage with the skills, knowledge and confidence to continue their journey as scientists, historians, artists, musicians and geographers.

Written by:

Early Years Lead P C Wardropper (October 2024)

Reviewed by:

A handwritten signature in black ink, appearing to read 'J. Lockett', with a large, sweeping flourish at the end.

Approved by Jayne Lockett, Head Teacher

Presented to the Governing Body