



Early Years Foundation Stage Statement of Curriculum Intent, Implementation and Impact at Castle Bromwich Infant and Nursery School.

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and 5 have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.” (Statutory Framework 2021)

Our View of the child:

At Castle Bromwich Infant and Nursery School we believe that each child is a unique individual who has the potential to grow and learn. We believe that children are active, curious, intelligent and full members of society and it is our role to provide them with a caring, secure environment which is also challenging and stimulating. Here they can learn and grow in body, mind and spirit. We also believe that everyone has the right to reach their full potential surrounded by people who believe in them and who recognise that there are no limits to what can be achieved.

Our School Vision:

At Castle Bromwich Infant and Nursery School we want all our children to feel safe, valued, happy, included and nurtured. Our aim is for all children to be the best that they can be, to be able to be independent, critical thinkers who are inspired by their learning and experience success. We strive to achieve this vision by working closely with families, governors and the wider community.

Our Context:

The Early Years Foundation Stage at Castle Bromwich Infant and Nursery School encompasses children aged 2-5 years. Our All Stars childcare provision caters for 2 and 3-4 year olds, our school-based Nursery class caters for 3-4 year olds also and our Reception classes cater for 4-5 years olds. Children learn skills, acquire knowledge and demonstrate their understanding through 7 areas of learning, as are set out in the Early Years Foundation Stage Statutory Framework, (September 2021). Children will develop the *Prime* areas first (Communication and Language, Physical Development, Personal, Social and Emotional Development) and a good foundation in these areas will then enable children to acquire skills in the *Specific* areas (Literacy, Mathematics, Understanding the World, Expressive Arts and Design). These 7 areas are used as the basis for planning our children's learning journey across the EYFS.

Our Curriculum Statement of Intent:

At Castle Bromwich Infant and Nursery school we aim for our children to leave Reception class equipped with the necessary skills which will enable them to move on to the next phase of their education and to be confident, independent, kind, curious, ambitious and resilient individuals who are reflective, able to make good choices and have a thirst for learning and life. We endeavor to provide our children with the cultural capital they need for future success. Everything we do as a team within the EYFS is aimed at providing the very best possible start to our children's education and opening up possibilities for every single child. This will support them in realising their full potential. All this is to be achieved within the context of the principles of the EYFS, the school's values and vision and fundamental British values.

Through our school values; *Sharing, Friendship, Kindness, Self-esteem, Honesty, Trust, Politeness, and Respect* we ensure that the wellbeing of all members of the school community is at the centre of our life in school and the key to raising academic success. Our children gain a sound knowledge of their own value and purpose, with the ability to make choices and decisions in life that show their understanding of right and wrong. Alongside this, our curriculum drivers (developed by key stakeholders), help shape our curriculum, ensure the school's vision and aims are brought to life and give our school its unique personality. In addition, they are designed to ensure that all pupils are motivated by their learning and experience success:

- **Learning for Life** (To promote and celebrate positive learner attitudes, independence and resilience. To have high ambitions and aspirations for self and others, and to have a positive sense of own identity, culture and beliefs and respect for others. To experience success, develop effective communication skills, learn from mistakes, show initiative and make informed choices).

- **Learning Together: Making Connections** (To collaborate and co-operate, develop empathy for others, show kindness and develop positive relationships that foster a sense of belonging and understanding. To respect diversity, show engagement and sensitivity towards others' needs, feelings, interests and talents. To foster a sense of belonging and safety and work within clearly understood boundaries. To promote meaningful learning contexts across the curriculum subjects and to develop creativity.)
- **Learning and Living Healthily** (To promote physical and emotional well-being, including healthy eating choices and positive mental health. To further develop the ethos of anti-bullying and to know right from wrong and act upon this. To further develop the Key Person approach in the EYFS and to foster the expression of feelings and thoughts appropriately. To promote playful and experiential learning approaches that are developmentally appropriate for young learners and promote a positive self-image).
- **Learning and Living in our Community and the Wider World** (To promote the uniqueness of where we live and go to school by exploring key local historical figures, buildings, events etc. To have a sense of the wider world in which we live and see that they have a part to play in it. To promote the organization of charity events and learn about other cultures and ways of life in other parts of the world. To foster a proactive approach to taking care of our environment and planet, showing initiative and being responsible citizens.)

To support our delivery of the Early Years Foundation Stage, underpinned by the vision, values and drivers identified above, we have developed a clear and ambitious curriculum offer, which provides opportunities that enable every child to learn and thrive, regardless of starting points. Educators spend time building quality relationships with children and families in order to understand and value children's previous experiences and explore their interests and fascinations. We use this information of the 'whole child' to build on children's existing knowledge and skills, in a developmentally appropriate and sensitive way.

We believe this is right for our children and we have developed a safe, well-presented and stimulating environment; indoors and outdoors for this to occur. The children in the early years phase are supported by knowledgeable educators to be happy, secure and safe so that they are motivated and ready to learn, through a play-based curriculum. The educators are there to teach skills and knowledge, to facilitate the children's exploration of the world around them and to help develop positive relationships and attitudes.

Our carefully planned, rich and relevant early years curriculum is developed and adapted through our dynamic planning, as we observe and discover what our children need and are able to do. We do this to ensure our children have the best early learning experience and to ensure they have a love of learning and a firm foundation from which to build, throughout their life in education.

Across the EYFS we have developed overviews that map out the knowledge, skills and progression of the curriculum offer; these include all areas of learning in the EYFS so that our children access a broad and balanced curriculum. We ensure planning helps to meet the needs of all learners and the curriculum is taught in a logical progression or sequence so that children are enabled to build on prior learning.

Our curriculum offer is designed foremost to encompass early language and communication principles of listening, attention, understanding and speaking skills, in order to build the necessary foundations of communication and language that will enable them to successfully access all areas of the curriculum. In addition, our curriculum promotes the acquisition of basic skills such as reading, writing and mathematics across subject areas. As a result, staff carefully consider opportunities for children to practice, develop fluency in and retain these basic skills. Our children are enabled to develop a life-long love of reading which empowers them to be curious about the world around them. Children are helped to unlock their reading skills through the development of a carefully planned and systematic approach to reading and phonics. Our curriculum offer also encompasses our 6 global themes that run throughout school:

- Our Lives
- Our Community
- Our Past
- Our World
- Our Story
- Our Future

Our Implementation:

As stated above, we follow the Statutory Framework for the Early Years Foundation Stage, (updated September 2021). In line with the principles of this framework, children at our school are enabled to discover the curriculum through a developmentally appropriate balance of child initiated and adult initiated experiences that take place indoors and out. A vital aspect in the development of essential knowledge and skills is the use of the continuous provision. This means that children are able to use, practise and develop taught skills and apply their

understanding in a range of playful and highly satisfying contexts on a daily basis, throughout the year. This provision effectively supports children's well-being, self-regulation and helps them to develop key life skills such as communication, independence, innovation, creativity, enquiry, problem solving and analysis. During a day within the early years phase, our children have opportunities to work and play independently and collaboratively with others (and with an adult); indoors and out. The use of our learning platform (as well as through day to day interactions at the classroom door), enables educators to build professional relationships with parents by regularly engaging in a dialogue with them, sharing work and celebrating successes; facilitating true partnership working for the benefit of the child.

As part of their role in the continuous provision, educators in the EYFS phase, skillfully support children through their self-initiated experiences. They encourage children's 'can do' attitudes and help them take risks in new experiences. They also encourage children's curiosity and independent exploration in play; extending learning and language through the use of sustained shared thinking strategies (reminding, suggesting, asking open questions, reciprocating, showing genuine interest, tuning in, offering alternative viewpoints, modelling own thinking etc.). In addition, educators at CBINS help children to develop their interpersonal skills, make connections in their learning across all subject areas, make predictions and apply skills in different playful contexts.

The continuous provision is regularly enhanced by the adults in response to the fascinations, interests and needs of the children. Educators enhance the curriculum offer by introducing key provocations or invitations to play in particular ways with particular resources. This helps children to make new connections, apply skills in different contexts and deepen their understanding. Adults work hard to ensure that the curriculum is further enriched by organising visits into the community or by inviting visitors in to school. This places children's learning into a meaningful context; promoting curiosity and deeper engagement.

As well as supporting children's learning across all subject areas through their self-chosen and self-directed activity, adults across the phase also direct the learning through the delivery of small or large group sessions, (sometimes whole class). These group sessions occur at intervals across the day and vary in length and quantity, depending on the focus or stage of development. Here, adults aim to provide relevant learning experiences that build on prior learning, are engaging, develop a sense of community and are meaningful, and often pose problems that children see as worthwhile solving. They are also used to extend skills or introduce new concepts and ideas.

When it is appropriate and relevant to do so, adults undertake observations of children's learning, engagement and well-being and use these to help make decisions about 'where next?' for the child, for the group or for the provision. Opportunities to address any 'gaps' in understanding or misconceptions are identified or where extra support or challenge might be needed. Children identified with special needs

are successfully supported through intervention strategies; carefully planned activities and experiences, adapting the routines to the child's needs or providing adult support to access the curriculum.

A consistent focus on language and communication development is vital for our children, particularly as we welcome children from culturally diverse backgrounds and a growing number are at the early stages of learning English. Educators support children's development by providing rich language environments where high quality adult-child interactions, conversations, singing rhymes, sharing stories, and retelling stories become a regular part of the children's day.

Adults in Nursery and Reception plan for the use of high-quality spine texts identified by the *Talk for Writing* programme and key educators in school. Staff read these texts regularly with children to help them internalise them. Having the opportunity to revisit and re-read these texts allows educators to dig deeper into story structures and develop a greater awareness of specific vocabulary and how it is used. The quality time spent on these texts enables the children to play with, explore and utilise unfamiliar language and begin to understand its context. This approach also helps foster a love of reading and provides them with the appropriate skills and structures to become writers too. In Nursery, we also teach core rhymes across the year to support language development.

We also deliver a systematic phonics programme, incorporating *Letters and Sounds*, adapted for our context, across the early years phase. This is the school's prime approach in supporting children's reading of unknown words and offers a structured route for the teaching of the main grapheme-phoneme correspondences in sequence. The programme promotes maximum participation through the organization of small groups in the Reception year in order to meet the EYFS curriculum requirements. Our approach provides opportunities for spelling through dictation of sounds, words and sentences and ensures children are taught to decode and spell common exception words. It also ensures that home reading texts are matched accurately to the child's phonic ability, (these are fully decodable so that children experience success and see themselves as readers right from the start).

Throughout Nursery, children are provided with opportunities to listen to and explore different sounds. Children are taught the 7 aspects of Phase 1 phonics which focuses on developing the prerequisite skills for reading. These are taught through small group times, focus groups and throughout the provision. By the end of the Nursery year, children will confidently recognise their name and the sounds in their name. Children will be able to listen to and distinguish between different sounds, have an understanding of rhythm and rhyming and orally segment and blend.

During their time in Reception at CBINS, children continue to develop speaking and listening skills and phonics knowledge. They use decoding skills to begin to learn to read and are taught phonics phases 2, 3, (and 4 if appropriate). Children are taught in a mixture of small groups, focus groups and whole class carpet sessions. In Reception, daily reading opportunities take place through taught daily phonics sessions. There are frequent opportunities to listen to adults read; modelling reading strategies and exposure to quality texts of a range of genres. Children are also heard read by an adult in school every week. This is during 1:1 reading time with a 'banded' book which matches their phonics and comprehension level and a guided/shared reading session in a small group, which is usually focussed on developing vocabulary and understanding. Children are encouraged to read throughout the provision, across the phase and access resources they have to independently decode.

At the end of Reception, children will show an understanding of sound-symbol relationships and develop an awareness that print carries meaning. Children will begin to recognise letter shapes and sounds. This leads to children being able to read individual graphemes and cvc words as well as recognise and read key words. Children are able to show an awareness of the way stories are structured and can describe main story settings, events and principal characters. They will also begin to understand that there are different types of texts and that information can come from books. Our children's vocabulary and forms of speech are influenced by their experiences of books and this is shown in their play and eventually, their own writing. Children will leave Reception with confident knowledge of phases 2 and 3 sounds and words, being able to blend and with an awareness of how to tackle and decode phase 4 and 5 words due to their exposure to language, vocabulary and phonics.

Our mathematics curriculum is implemented through following a mastery approach, including the use of CPA methods, for children to reveal mathematical structures and develop their understanding of mathematical concepts in more depth. The use of everyday language and the language of learning is promoted throughout this curriculum. In addition, children are provided with opportunities to explore mathematical relationships, make connections, solve problems, use talk and reason about their learning. Priority is also given to learning basic number, so children develop their number sense as well as their conceptual and procedural fluency with number.

Impact:

Our thoughtful curriculum design therefore, ensures that the needs of individual children, including those with special educational needs, EAL, those 'disadvantaged' and those receiving PPG can be met within the context of a nurturing, high-quality teaching and learning environment,

supported by targeted interventions where appropriate. Children across the phase often demonstrate very high levels of well-being and involvement as a result, particularly during free play sessions and this in turn ensures increased productivity, sense of autonomy, concentration, commitment, enjoyment and highly positive dispositions to learn.

Children across the phase are helped to develop their communication, speaking and listening skills as a priority which enables them to articulate their thinking and learning with both adults and their peers. This leads to an increased sense of confidence and a willingness to 'have a go' and become immersed in new experiences. They are often keen to show others what they know through their talk and actions and are resilient enough to persevere when faced with new problems.

Our curriculum enables children to develop a wider sense of the world around them and they are able to draw on these experiences during interactions with others and link this to new learning. They are also able to apply their knowledge to a range of situations making links, by explaining their ideas and understanding.

The impact of our broad, balanced and tailored early years curriculum is measured by assessment procedures at the end of Reception year, which enables us to measure outcomes against all schools nationally. School outcomes at the end of 2019 (most recent available data), demonstrate that 76% of Reception children achieve the *Good Level of Development* and this is slightly above the national figure. Outcomes for children in receipt of the PPG and those not in receipt of the PPG are broadly in line with each other, at the GLD. Data also shows that there is an increase in the percentage of children exceeding the ELGs in the Prime Areas and in Reading and Maths. From their different starting points, all children make good progress academically, creatively, socially and physically. Knowledge, skills and understanding is secured and embedded so that children continue to attain highly and are prepared for Key Stage 1.

The impact of our curriculum is also measured by how effectively it helps our children develop into well-rounded individuals who embody the school's values and carry with them the knowledge, skills and attitudes which will enable them to become life-long learners and successfully negotiate their way in an increasingly uncertain world.

J. Stokes

Headteacher

Castle Bromwich Infant and Nursery School