



Intent – Why do we teach what we teach?

At Trinity we aim for our young learners to flourish regardless of backgrounds, circumstances or needs. We have highly skilled and experienced staff in our Early Years and in Reception we create a learning environment and build relationships which support, enhance and invite a child's curiosity, confidence and individual competency. In collaboration with parents and carers, we encourage independent, enthusiastic learners who thrive and reach their full potential.

It is our intent that children who enter our EYFS begin their lifelong learning journey by developing physically, verbally, cognitively and emotionally whilst also embedding a positive attitude to school and a love of learning.



To ensure children make excellent progress in Reception, we take into consideration the starting points and needs of our pupils as they begin their learning journey. We have strong links with local Early Years settings which helps us to prepare children for their entry in to school and also helps to inform our understanding of the children's individual characteristics and preferences before they even start with us.

In Reception every child has access to a broad, balanced and differentiated curriculum which prepares them for now and for the future. Following personal interests and individual needs allows us to plan and provide opportunities and experiences throughout our EYFS curriculum to support learning and development and enable the children to achieve their next steps.

Our EYFS curriculum is carefully planned to enable our children to be:

- ❖ **Creative learners;** who are curious about the world around them.
- ❖ **Confident collaborators;** who enjoy coming to school and learning new skills and knowledge, building on their existing learning.
- ❖ **Skilful communicators;** who connect with others through language and play, ensuring that they play in a vocabulary rich environment.

It is our intent that all children will receive high quality teaching of early reading through systematic, synthetic phonics and that they will learn to read words and simple sentences accurately by the end of Reception. Our aim is that children meet the Early Learning Goals by the end of Reception and achieve a 'Good Level of Development'.

Implementation – How do we teach what we teach?

At Trinity we follow the Early Years Foundation Stage Statutory Framework. This is made up of four overriding principles which our Early Year's education is based upon:

A Unique Child

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured. Through assessment and observation, we are able to identify each child's interests, strengths and needs. This allows us to ensure that our curriculum and planning meet the needs of all children in our setting. We use 'Tapestry', a secure online journal, to record the learning and fun of the children's 'Early Years' education. Parents are able to log in and view annotated photos for their child that maps their progress and development throughout Reception.

Positive Relationships

We enable children to become aware of themselves as part of the wider school community by helping them to feel confident and secure within the 'Early Years' and with the adults and children around them. We encourage the children to develop a clear understanding of how actions and behaviour impact on other people and of the importance of respecting one another.

We recognise that a strong partnership between home and school is essential to support and foster children's growing confidence in a new environment. We keep parents informed and we meet regularly with them to ensure children's transition into school and through the EYFS is happy and allows them to reach their potential with the support needed. This includes transition days, nursery or home visits, stay and play sessions, parent workshops, teddy bears picnic, Tapestry, reports and parent consultations as well as more frequent informal communication to suit individual families.



Inviting and enabling

Enabling Environments

We are fortunate to have a spacious and varied 'Early Years' environment. As well as three classrooms, we have a shared area for painting, craft, cooking and messy activities and a large and inviting outdoor space. The children have access to resources that can be used both inside and out and opportunities to enjoy learning and exploring outside in all weathers. The children benefit

from having access to the school's fantastic 'Forest School' area, large field and onsite swimming pool.

At Trinity Primary School children are provided with **teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time.

Learning and Development

Children learn and develop in different ways. The EYFS framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities. Our practical and challenging curriculum supports children as they develop and learn in their own way. We provide opportunities for children to take risks in a safe environment; to widen their interests; and develop their knowledge and skills in preparation for the rest of their time at Trinity Primary School and beyond.

The children in Reception engage in planned, focused activities as well as self-initiated and free flow activities. The learning experiences within our Early Years are linked to the seven areas of learning and development within the EYFS. These areas are split into three prime areas and four specific areas. The three prime areas are those which the children should develop first and are considered essential for the healthy development and future learning of our children:

Personal, Social and Emotional Development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.



Collaboration and communication

Communication and Language involves giving children opportunities to experience a language rich environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical Development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.



Control and co-ordination

As children grow and make progress in the prime areas, this will help them to naturally develop skills within the four specific areas. These are:

Literacy – The early teaching of literacy involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest. We use a variety of teaching approaches including 'Talk for Writing' and 'Drawing Club'. At Trinity Primary School we use the 'Sounds Write' phonics scheme to support the teaching of early reading and writing.



Talk for Writing

Early Reading and Writing

Mathematics – The early teaching of mathematics involves providing children with practical opportunities to develop and improve their understanding and use of numbers, calculating simple addition and subtraction problems; and describing shapes, spaces, and measures. We use the mastery approach when teaching maths and 'White Rose Maths' forms the basis of our planning.

Understanding the World – This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive Arts and Design – This involves enabling children to explore and play with a wide range of media and material. It includes providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design technology.

Children benefit from meaningful learning across the curriculum and so staff plan resourcefully, opportunities for communication, sustained shared thinking and physical challenge to build on existing skills whilst taking into account the '**Characteristics of Effective Teaching & Learning**'. This includes:

- ❖ Providing rich first hand experiences (inside & outside, visitors and school trips) to widen experiences, awe and wonderment.

- ❖ Promoting children's emotional security and development of their character by enabling them to take risks in a safe and secure environment.
- ❖ Supporting children to be active and to develop physically including giving clear messages to children why it is important to eat, drink and exercise as well as to be kind to others.

Impact – How do we know what pupils have learnt and how well?

Learning and Teaching

We provide the children with regular opportunities to revisit learning and experiences, enabling them to become deeply engaged in play. Learning and teaching is effective because the children feel a sense of belonging. Curiosity, competence, resilience and tenacity are encouraged. What you will typically see in Reception at Trinity Primary School is children who are actively engaged, inquisitive, reflective and who enjoy learning. As a result, our children will grow to be confident, competent lifelong learners and good citizens.

Successful Transitions

The children at Trinity experience a smooth transition between Nursery, Reception and into Key Stage One. Effective communication and collaboration ensure the children leave the EYFS with a solid foundation of learning on which to build as they continue their learning journey.

Evidencing Success

We use Tapestry learning journals supplemented with folders in Reception, which evidence to the children and their families the successes of the children throughout their time in Early Years. Evidence in children's learning journals support all areas of the EYFS curriculum.

Assessment and Moderation

At Trinity assessment starts with careful observations which are then used to inform planning. Summative assessment compares children's attainment to age related expectations using month bands in Development Matters. This is tracked using Tapestry and Scholarpack to ensure rates of progress are at least good for all children, including vulnerable groups such as those with SEND, disadvantaged or summer born children. By monitoring assessment procedures regularly, we can effectively demonstrate the learning that is taking place and how each child is progressing in all seven areas of the EYFS curriculum. Progress toward the ELGs ensures a positive disposition to learn.

As a team, we carry out regular internal moderation sessions and also ensure that staff attend external meetings and training to ensure that we feel confident with our judgements and that these judgements are consistent with a range of other settings. The GLD and the progress children make from their starting point exhibits the impact of the learning and teaching in the EYFS at Trinity Primary School.