

## **Cam Hopton CE Primary School EYFS Statement**

### **Intent Statement:**

At Cam Hopton Church of England Primary School, we provide a play based early years' environment, that is rich in experiences that the children both enjoy and learn from. We aim to enable children to 'Live life in all its fullness' and this approach to learning helps us to provide opportunities to celebrate this.

We believe that all children deserve an equal chance at success and provide a high quality education to ensure that every child in our care has the opportunity to reach their full potential. We work closely with parents and carers to ensure that the children feel safe and secure right from the start of their journey so that they are ready to learn.

Learning through play is important and we follow the children's interests closely. Using a range of pedagogies, we ensure that there are a mix of different approaches to enable all children to develop through their Reception year. Play is our main approach to learning, with adults supporting the children, recognising their next steps and putting these into their play to secure knowledge and skills effectively. We use a range of adult led group and whole class activities and also set Dojo challenges for the children to demonstrate their knowledge and skills independently. Through this mix of pedagogies, we aim to ensure that all children enjoy learning, develop a curious approach to finding out things and become independent.

Staff in the foundation stage recognise that in the Reception year the development of the whole child is essential, therefore the physical, intellectual, emotional, social, spiritual and cultural aspects of each child's life are considered and respected. Children in their Reception year at Cam Hopton C of E Primary school are offered a rich curriculum which allows them opportunities to learn skills and become successful, independent learners. As a school, our Christian values of respect, creativity, trust, forgiveness, generosity and perseverance guide our children to develop these key behaviours and experience 'Life in all its fullness'.

### **Implementation:**

To support all children entering Reception, a staggered timetable is implemented to enable the staff and children to get to know each other. Stay and play sessions are offered, with parents invited to stay for the whole session, to enable the children to feel confident and secure in their new environment.

Practitioners get to know the children quickly in smaller groups and undertake a baseline assessment to support planning of next steps. Whole class sessions promote good listening and attention skills and enable the children to learn the routines of the whole school. A range of teaching pedagogies enable all children to learn in a way that supports them.

The curriculum is planned in a number of ways drawing upon elements of the Development Matters documents and themes through Cornerstones, and is developed to suit the interests of the children. Where possible real life experiences and visitors heavily influence this. Play is at the heart of all learning and the environment (indoor and outdoor) is planned to enable all areas of the Early Learning Goals to be developed. A language rich environment is planned, with stories and non-fiction books used to support and enhance the children's learning.

In the Specific areas, maths and English, activities are planned to ensure progression towards the Early Learning Goals is in place. Children have planned 'enhanced provision' to enable them to practise and consolidate skills in these areas.

The children are regularly assessed through observations and anecdotal moments. Any Dojo challenges or independent items are recorded in their learning journeys to support staff when making their end of year judgements against the Early Learning Goals.

**Impact:**

All children in Reception settle well and are very quickly used to routines within the classroom. Through whole class sessions, listening and attention skills are developed and the children enjoy playing, learning and the new experiences.

At the end of the year, the children are assessed against the Early Learning Goals and achieve in line with National Expectations.