

*Only the best is good enough.*

**Holy Family Catholic  
Primary School**  
‘Serving the Community’

# **Early Years Foundation Stage:**

## **Intent, Implementation and Impact**

With Christ at the centre,  
we live, love and learn together, reaching out to all.

**Together, with Jesus, we can do it!**



*Only the best is good enough.*

At Holy Family Catholic Primary School, we want to give children a curriculum that promotes a passion and curiosity for learning where '**Only the Best is Good Enough**'. It is our vision that each child fulfils their potential, regardless of their background or circumstances, in a safe, **stimulating** and caring environment. We aim to develop a **love of learning** inspired by **quality teaching**, foster high aspirations and encourage positive self esteem.

Our Curriculum is built around the Statutory Framework for the Early Years Foundation Stage, however this is enhanced and enriched to reflect the children and community we teach in.

The Early Years Foundation Stage is the period of education from birth to 5 years. Our Foundation Stage at Holy Family consists of a morning and afternoon Nursery and two Reception classes. We work alongside the local private nursery, and maintain well-established, strong and positive links. Through good communication and positive relationships, we are able to ensure a consistent, **nurturing** approach for the children who access both settings.

### **INTENT:**

At Holy Family, we aim to provide a safe, **nurturing** environment which promotes the highest standard of education for our youngest children. Our curriculum recognises each child as a unique **individual** and values children's prior learning from previous settings and their experiences at home. We aim to provide first hand learning **experiences** and enhancement opportunities to engage learning and passionately believe that children's first experiences of school should be **happy** and positive, instilling a lifelong **love of learning**. Our Early Years team is committed to providing an environment that is rich with possibilities, develops children's **independence** and puts children right at the centre of their own learning. Throughout their time in Foundation Stage, our children develop a sense of belonging to our school community, ready to transition to Year 1 the following academic year. They have the confidence and skills to make decisions and self-evaluate, make connections and become lifelong learners.

The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. The aims of our EYFS curriculum are to develop young children who are:

- Competent learners through play
- **Resilient**
- Capable
- Confident
- Communicators
- **Independent**
- Creative
- Curious and inquisitive
- Self-assured
- Accepting and empathetic
- Positive

### **We intend:**

- To work in partnership with parents and carers to encourage independent, **happy** learners who thrive in school and reach their full potential from their various starting points.
- To understand and follow our children's interests and provide opportunities throughout our EYFS curriculum to support learning, consolidate and deepen knowledge and ensure children meet their next steps.
- To create a rich indoor and outdoor environment which supports learning.
- To prepare our children to reach the Early Learning goals at the end of the Foundation Stage and ensure our children make good progress from their starting points.
- To support a **successful** transition into KS1.

### **IMPLEMENTATION:**

At Holy Family, we follow the Early Years Statutory Framework for the Early Years Foundation Stage. This framework specifies the requirements for learning and development in the Early Years and provides prime and specific areas of learning which we are required to cover in our curriculum. As we are Catholic school, Religious Education is at the core of our curriculum and this strongly influences our main teaching themes and values.

Our curriculum is predominately child-centred and is based upon shared books taken directly from our 'Come and See' Religious Education themes. These themes underpin our Long Term Plan and allow for us to explore many core values. Alongside this, 'In the moment' learning directly links to the children's own experiences and interests. In Reception, we also have a series of key storybooks that we focus upon throughout the year following our whole school 'Literacy Tree' scheme. We passionately promote and model active learning to ensure the children are motivated, interested and are eager to learn, and value the importance of observing and getting to know our children in order to confidently recognise their likes and interests in order to support learning further. Our curriculum is essentially play based, as we believe that play, with its language, physicality and social interactions set the vital foundations for children's educational journey. Play is our fundamental principle and alongside this, we also incorporate direct teaching opportunities across each day to introduce and consolidate skills in phonics, communication, language and literacy, mathematics and personal and emotional development as well as specific learning areas. All areas of the EYFS curriculum are followed and planned for to ensure there is a **broad, balanced** and progressive learning environment and **curriculum**.

We strive to provide opportunities which aims to foster children's preferred learning styles and demonstrate the various characteristics of effective learning. We provide our children with the opportunity to be explorers, be actively involved in their learning, and be creative and critical thinkers through the planning of open ended activities. We aim to foster curiosity through carefully planned learning environments enabling children to demonstrate those key characteristics of effective learning. We strongly appreciate the importance of outdoor learning and view our outdoor learning environment as a fundamental aspect of our Early Years setting.

At Holy Family, we ensure that our learning environments provide:

- **Stimulating** resources, relevant to our children's cultures, communities, experiences and interests.
- Rich learning opportunities through play and playful teaching.
- Support for children to take risks and explore.

Through our child centred approach, we plan exciting, **enriching** activities based around children's interests and real life experiences. Through this approach our children learn new skills, acquire new knowledge and demonstrate understanding through the seven areas of the EYFS curriculum.

- Personal, Social and Emotional Development
- Physical Development,
- Communication and Language,
- Literacy,
- Mathematics,
- Understanding the World,
- Expressive Arts and Design

These 7 areas are used to plan children's learning and activities. Planning for this curriculum is designed to be flexible so that a child's unique interests are supported. During each week, children will work with a teacher to complete at least one adult led English and Maths focused activity. In Reception, this is done by predominantly following the 'Literacy Tree' and 'White Rose Maths' schemes of work, as well as a 1:1 reading challenge, and a range of child initiated activities through both the indoor and outdoor provision which encompass all the remaining areas of learning. A vital aspect in the development of essential knowledge and skills is the use of continuous provision, meaning that children are using and developing taught skills on a daily basis independently. Continuous provision practise and principles begin in EYFS and support children to develop key life skills such as **independence**, innovation, creativity, enquiry, analysis and problem solving. During the school day, children have the opportunity to work independently, work collaboratively with their friends and with members of staff.

Our daily focused activities aim to cover different areas of the EYFS curriculum and allow children to develop their next steps in learning. Through observation, discussion and continuous assessment, ways forward are identified for all children to ensure good progress is made. Alongside focused tasks, there are always a range of **stimulating** and **engaging** activities which our children access independently and a variety of opportunities for child-initiated play is continually available. When planning and guiding children's activities we reflect on the different ways that children learn and reflect these in our practise. Children are continually assessed by our EYFS team through planned and spontaneous observations, photographs, discussions with the children and videos. These observations are created and collated against each child's e-learning journey 'Evidence Me', assessing children's attainment against the 'Development Matters' statements and Early Learning Goal objectives. These are regularly shared with parents and parents are welcome to contribute at any time to their child's e-learning journey, strengthening our existing strong home/school relationships further. This culminates into a teacher judgement assessment of children's attainment against the Early Learning Goals.

Within our Foundation Stage at Holy Family, children learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. Our outdoor area is used all year round and in most weather conditions. We ensure activities support the Characteristics of Effective Learning to ensure learning takes place.

These are:

- **Playing and Exploring** – children investigate and experience things, and have a go;
- **Active Learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
- **Creating and Thinking Critically** – children have and develop their own ideas, make links between ideas and develop strategies for doing things.
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We hold high regard for the well-being of all our children. We ensure our children are ready to access learning through the assessment of their level of well-being and involvement (EXE). We then provide opportunities for children to develop this, including the notion of belonging, coping, core self and **resilience**. We dedicate time in our daily routine to focus on health, well-being and self-care and regularly invite children to participate in various well-being activities, including mindfulness, meditation and relaxation techniques. Children learn the importance and value of a healthy lifestyle, both physically and mentally to maintain their own wellbeing. Children perform in a Nativity, receive a range of certificates in assemblies and participate in a class celebration assembly or graduation.

To support our wider curriculum, we provide regular opportunities for parents and carers to come into school and work with their child (in partnership with Knowsley Family Learning), share their child's work and celebrate their successes. We keep parents informed and meet regularly with them to ensure children's transition into Nursery and through their EYFS journey is **happy**, secure and allows them to reach their full potential. These include:

- transition sessions for children starting Reception or moving up to Year 1
- Nursery or home visits
- stay and play transition sessions for new Nursery children
- parental workshops in partnership with Family Learning
- end of year reports
- bi- termly target setting during parent consultations
- daily informal communications and catch ups

We value the importance of transition and its vital role in our children's educational journey. We support the transition into Key Stage 1 for both our children and their parents. We prepare children for Year 1 as part of our Foundation Stage/ Key Stage one transition programme which takes place over the course of the last half of the summer term. This involves regular visits to their new classroom, meeting their new teacher, and experiencing school life within a Year 1 classroom. Through close partnerships and detailed and crucial communication between the Reception and Year 1 teams, we ensure the learning environments are similar at the end of EYFS and the start of Year 1 to aid a smooth transition for all.

## **IMPACT:**

Our EYFS curriculum provides a sustained high quality, **well planned** and progressive curriculum for every child. As children's starting points and previous experiences underpin the initial delivery of our curriculum through the areas of learning, children are able to make a positive and **successful** start on their educational journey at Holy Family. We strive to ensure that children's progress across the EYFS is good and children leaving the EYFS at the end of Reception reach the Early Learning Goals, and be at least in line with National expectations. We ensure our staff have a solid understanding and passion of child development to ensure this is tracked clearly and all staff play a crucial and collective role in collating, tracking and moderating the progress and attainment of our youngest learners.

The positive relationships developed between our EYFS team and children ensure that the children's well-being is high, they are self-confident, have positive self-esteem and **resilience**. In addition to this the children's level of involvement ensures they are intensely engaged in activities which encourage deep level learning and development, which is evident on a daily basis within our energetic and productive learning environment.

The impact of our curriculum is measured by assessment procedures which allow us to measure outcomes against all schools nationally. Staff regularly review pupil progress through pupil progress meetings and moderation meetings (both internally and through cluster schools in the local authority). This ensures all judgements of attainment are discussed, accurate and clear. All children's attainment is tracked and closely monitored. We measure the percentage of pupils achieving age related expectations throughout the academic year and put supportive interventions in place if and when needed. Class teachers use observations to make formative assessments which inform future planning and ensure that all children build on their current knowledge and skills at a good pace. Summative assessment compares children attainment to age related expectations using month bands in Development Matters. This is tracked using our robust internal tracking system ensure rates of progress are at least expected or good for all children, including identified groups such as those with SEND, Pupil Premium children or summer born children. As our children reach the end of their Foundation Stage journey at the end of Reception, all children will have a completed Early Years Foundation Stage Profile (EYFSP) outlining their attainment across the curriculum, in line with the statutory guidelines. From this it is judged whether children are achieving at age related expectations and have achieved a 'good level of development' (GLD). Our assessment judgements have been moderated in school we also partake in local authority moderations which has validated our school judgements.

The impact of our curriculum is ultimately measured by how effectively it helps our children develop into well rounded **individuals**. Our impact is measured by viewing and **respecting** each child as an **individual** who embody our values, ethos and carry with them the knowledge, skills and attitudes which will make them lifelong learners. We endeavour for our children to be Key Stage 1 ready and have our school values embedded by the time they leave Reception, preparing them for their future educational journey at Holy Family.

