



St Wilfrid's EYFS

Everybody Matters



Our aims

- All children access a broad and balanced curriculum that gives a broad range and knowledge and skills needed for good progress through school life.
- Close partnership between practitioners and parents/carers.
- Quality and consistency in teaching and learning to ensure that NO child gets left behind.
- All children are provided with strong foundations for a successful and happy journey through school.
- Positive relationships are formed between children and adults.

Curriculum

The child is at the heart of all planning, learning and assessment. Teaching is adapted to suit the interests and needs of the unique child. Our long-term plan has been carefully planned to facilitate children with the knowledge and skills to prepare them for life beyond EYFS, whilst ensuring all seven areas are addressed in their learning and provision.

In accordance with the new framework, we have placed more emphasis on high quality adult interactions opposed to extensive tracking and observations.

Practitioners have developed a strong knowledge of every child and continually assess. This is to inform future planning and next steps.



Addressing needs



Specific needs of each child are addressed and acted upon. We focus on check points not check lists, identify any gaps and address through provision, teaching and targeted intervention. The environment, learning experiences and teaching is carefully planned and adapted to support the specific needs of our children.

We also have additional spaces if children need sensory breaks or specific social and emotional development games.

SEN – transition is carefully planned and extra meetings with parents and nurseries have taken place for children who have additional needs. Reviews are then carried out in school and we also work closely with the Sheffield Support Team. Social development - we run a Fun Friends intervention as well as supporting children in the provision and at playtimes and lunchtimes..



Read Write Inc phonics

We are a Read, write, Inc school.

Daily systematic synthetic phonics sessions taught by expert phonics teachers.

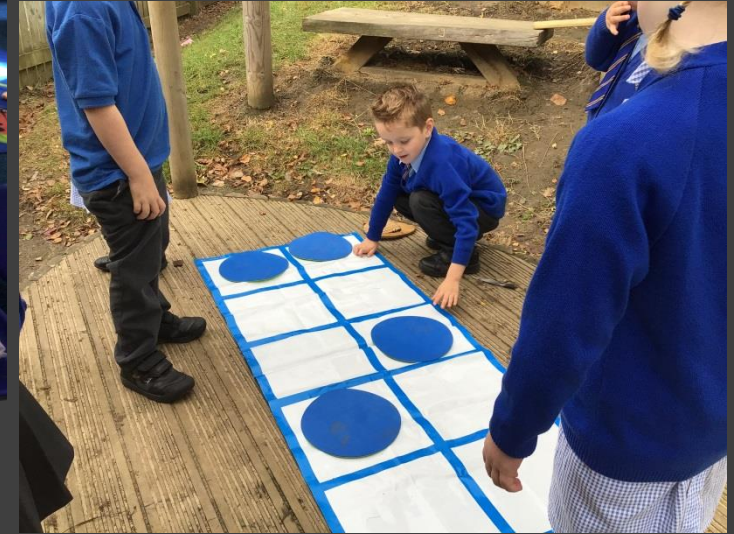
Children take home sound blending and reading books to match their reading level. The daily sound is shared with parents to practice at home via the blog from the Ruth Miskin virtual classroom.

Regular assessments ensure children are in the correct group and they are being challenged and supported appropriately.

Mathematics Mastery

Daily Maths meetings are held for Reception children which focus on number, shape, days of the week, months of the year and seasons. Key mathematical concepts are embedded. Maths is incorporated across all areas of our learning environment. This has helped children to deepen understanding of the mathematical concepts taught in meaningful ways. The resources are carefully selected based on the Maths Mastery program.

Children are also provided with opportunities to explore mathematics through real life experiences such as baking and water play.





Enabling Environments

- Provision is carefully planned based around topics, quality texts and children's interests. We ensure we have a high quality, inviting reading area which displays our Super 6 books. Our Super 6 books are carefully selected ensuring ambitious vocabulary is developed.
- The learning environment is thoughtfully designed to stimulate children to explore new concepts and deepen understanding.
- Provision is changed and reviewed regularly in response to the unique interests and needs of our children.
- The environment provides a space for child led independent learning and exploration alongside spaces for adult initiated input and discrete teaching.
- Use of our outdoor space is key. The development of the outdoor classroom and use of our woods is so important for us and our children.

Imagination is captivated to create moments of **awe and wonder**. Children are provided with high quality experiences to explore new concepts in memorable ways. We aim to embed a love of learning as they begin their journey at St. Wilfrid's School. Our main priority is to ensure we set the foundations for a happy and successful journey, ensuring they are emotionally and socially ready for this journey.



A safe and nurturing space

Practitioners are tuned in to the emotions of children. Children are provided with the boundaries and structure required to self-regulate behaviour. Children are encouraged to moderate their own feelings and develop awareness of the feelings of those around them.

We refer to the zones of regulation and we also plan into our teaching books based around personal, social and emotional well being.

Children have opportunities throughout the day to talk about how they are feeling. Consistent and high behavioural expectations are set. Positive praise and rewards are effectively used to build children's self-esteem.

Routines are embedded as soon as they start their journey here, children are able to follow instructions and independence is always encouraged. Children are given the opportunities to take risks and work together to problem solve in a safe environment.

Very positive relationships between peers and adults have been formed. We ensure that our school is a safe and happy place.



Our reading classroom

We have instilled a love for books and storytelling. We have a diverse range of story books available for children from classic favorites to more modern diverse texts from a range of authors. sessions alongside time for independent reading and retelling of stories.

Super 6 Books – we have carefully chosen 6 books to focus on each half term. These have been selected aiming to develop children's communication and vocabulary. The children are given the opportunity to develop vocabulary, comprehension and the ability to retell stories. New words and concepts are embedded in an engaging manner. One of the Super 6 books is always carefully related to PSE and this book chosen to match the current needs of the cohort.

Much of our learning is based around stories. This has been invaluable in developing vocabulary and communication and language skills.

Through the magic of storytelling, books have been brought to life. What children can't experience in real life we do so through storytelling.

A range of fiction and non-fiction books are available for children to access across all areas of provision in meaningful contexts.

Children have the opportunity to choose a book each week from our library trolley to take home to share. There are a variety of fiction and non-fiction books available for children to select.





- Children are read to frequently throughout the day. We use a range of texts in meaningful contexts including non-fiction, rhymes and poems as well as our Super 6 books we have Super 6 songs.
- Constant modeling, effective communication and language skills for children to mirror. We find My turn, your turn a particularly effective way of encouraging talk in full sentences so we model an ambitious sentence and the children repeat it.
- We develop oracy and children are constantly given opportunities for high quality interactions throughout the day.



Parent Partnerships

A strong partnership with parents is always built. Carefully planned home visits take place where information about our school will be shared with parents.

Using class blogs is the way we keep you informed about your child's learning throughout the day, this is updated weekly. Advice and resources on how support learning at home is also shared. Parents meetings also take place.

Children are provided with reading books to match their level along with a school library book to share at home.

A termly report is sent home to you informing you if your child is on track in the different areas of learning, if they are not on track then a meeting is arranged.





Closing the gap

- By the end of their time in EYFS, children will be: **resilient, capable and confident** learners prepared for their journey through school and beyond.
- We have been following the new framework – for over a year now, we no longer have exceeding statements, there is a greater focus on closing the gap for children not on track and increase the number of children at the expected level. 'Closing the gap is essential in EYFS, it is harder for children to catch up beyond EYFS, where it is more likely they will fall further behind.'
- We ensure every child thrives as soon as they come into school.



*Thank you for your time
and continued support.*