

# Early Years Foundation Stage



## Context

Springwell Park Primary is a two-form entry community primary school located in Bootle, Liverpool. We have 463 children on roll, with 48.5% pupil premium. Bootle, where our school is located, is amongst the top 10% most deprived in the country. We have a school nursery with two-year-old provision.

## Intent

At Springwell Park, our ultimate aim is to enhance our children's curiosity, confidence, and competency and make them flourish regardless of backgrounds, their circumstances or individual needs. We strive to instil a love of learning into our children and make them life-long learners. We aim to create a learning environment which is inviting and engaging and provides our children with ample opportunity to develop and progress – a learning environment which is language rich, with stimulating and effective continuous provision, both indoor and outdoor. It is our intent for our curriculum to enable our children to develop within the three Prime Areas, developing physically, verbally, cognitively and emotionally, before securing knowledge within the four Specific Areas. We aim for our children to become skilful communicators, being able to connect with others through their continually developing language and vocabulary. We intend for our curriculum to not only create able readers (both with word-reading and comprehension), but also create children who foster a 'love of reading' ethos – this is through our systematic phonics programme, approach to comprehension, and by placing high quality stories at the heart of what we do. We intend for every child to have access to a broad and balanced curriculum which prepares them for the future – a curriculum which is progressive, enabling the children to build on top of their skills and knowledge between each of our EYFS years. Our aim is to ensure that no child falls behind, and we do this through our approach to tailored interventions, including early reading, maths, communication and language, and fine/gross motor skills. Our aim is for our curriculum to be tailored to each individual child, with us adopting a child-centred approach. We aim for our curriculum to increase our children's life experiences, and we do this through planning various opportunities to increase the children's level of cultural capital. Through all of this, we aim for our children to make accelerated progress, and be emotionally and academically ready for the transition to Year 1.



# Our Early Years Curriculum



*“Every child deserves the best possible start in life and support to fulfil their potential...experiences between birth and five has 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 learning together provide the foundation children need to make the most of their abilities and talents as they grow up”.*

Statutory Framework for the Early Years Foundation Stage.

## Curriculum Design

Our Early Years curriculum is designed to provide all children with the opportunities and experiences that they need in order to develop positive dispositions and attitudes to be able to succeed as learners and in life. We have worked hard on our curriculum to ensure that it is the best it possibly can be, and is progressive, ensuring the children are continually building on top of their knowledge and skills.

There are four overarching principles that guide and shape our practice:

<b>The Unique Child</b>	We recognise that every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
<b>Relationships</b>	we recognise that children learn to be strong and independent through positive relationships
<b>The Environment</b>	We recognise that children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. We know that children benefit from a strong partnership between practitioners and parents and/or carers.
<b>Importance of Learning and Development</b>	We recognise that children develop and learn at different rates.



<b>A Unique Child</b>	<b>Positive Relationships</b>	<b>Enabling Environments</b>	<b>Learning and Development</b>
<ul style="list-style-type: none"> <li>• Our practitioners observe and understand each individual child’s development and progress and plan their next individual steps.</li> <li>• Our practitioners identify the need for additional support and act on it accordingly.</li> <li>• Each individual child, and their families, are respected and valued equally.</li> <li>• Our practitioners support children to develop a positive sense of their own identity and culture.</li> <li>• Children’s interests help formulate our curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Our children have Assigned Key Workers with strong relationships at the heart of them.</li> <li>• Home learning and parental support is of utmost importance to us at Springwell.</li> <li>• We are consistent with the setting of boundaries.</li> <li>• Our practitioners are sensitive and responsive to the child’s individual needs, feelings and interests.</li> <li>• Our practitioners pride themselves on being positive role models for our children and the relationship is rooted in mutual respect.</li> </ul>	<ul style="list-style-type: none"> <li>• Our practitioners value all people and value development and learning.</li> <li>• The environment contains stimulating resources and spaces, both indoor and outdoor.</li> <li>• Our environment offers rich learning through play and playful, creative teaching and provision opportunities.</li> <li>• Our environment enables children to take risks, explore, and be brave.</li> <li>• The environment is a language rich environment with storytelling and vocabulary as its core.</li> </ul>	<ul style="list-style-type: none"> <li>• Practitioners teach children by ensuring challenging, playful opportunities across the Prime and Specific areas of development and learning.</li> <li>• We foster the characteristics of effecting learning (Playing and Learning; Active Learning; and Thinking Creatively and Critically).</li> <li>• Our curriculum puts the individual child at the centre of our curriculum and the opportunities and provision we provide are progressive and enable children to build on top of their skills/knowledge.</li> </ul>

In order to construct a thorough and effective curriculum, we considered a range of guidance and literature.



We have successfully used **Development Matters** as a guide to enable us to not only meet the requirements of the **Statutory Framework** for the Early Years Foundation Stage, but also to help create an effective Early Years Curriculum that builds on the strengths of the children and meets their needs. **EEF** research supports our approach, specifically relating to the prioritisation of communication and language. Above all else, we put the child at the heart of everything we do and pride ourselves on our **child-centred curriculum**. Children's interests are of utmost importance to us - the individual child remains at the centre of our practice and we explore individual and collective interests continually. We value the notion that young children are experts in their own lives and as such are co-constructors of their learning alongside skilled adults. We utilise **The Characteristics of Effective Learning** and therefore prioritise encouraging curiosity, energy and enthusiasm from the children. We recognise that understanding how children learn has huge potential to transform early years practice and empower children as confident, creative life-long learners

### 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.



We have worked hard to ensure that our curriculum is progressive from the very start of our EYFS provision (the 2Y Room) throughout to reception. Our topics are mapped out on our Long-Term Plan, with a more detailed Medium-Term Plan for each half term. Our plans detail the focus high quality texts that the children will focus on, as well as the key vocabulary. The plans also detail the learning opportunities and the provision, both indoor and outdoor.

We appreciate that the children need to be secure in the three prime areas before they can fully access the specific areas.



*'As Early Learners, we explore the world around us, ask questions and develop resilience and independence whilst building positive relationships.'*

*observe, question, explore, investigate, create, adapt*

# The Three Prime Areas

We recognise that the Three Prime Areas describe universal core aspects of early child development and that they are time sensitive because of biological factors that enable rapid brain connections, particularly in the first years of a child's life in early childhood. We fully appreciate that developmental steps missed at this early stage are much harder to address later on, so we work hard to ensure that our provision, curriculum and setting supports development in these fundamental areas.



## Communication and Language

At Springwell Park, we prioritise the development of our children's communication and language skills and it therefore underpins all seven key areas of learning. We recognise that the number of language rich conversations children have with adults and their peers throughout the day is crucial. Our practitioners work hard to increase our children's vocabulary by engaging with children about their interests and echoing back with added vocabulary and expression. When topics are planned, key vocabulary is sought out and introduced for the different themes and interests and this language is modelled to the children and around the environment.



The environment within our provision develops communication and language due to it being language rich with a love of literature and storytelling being of utmost importance. Each area of Early Years has key high-quality texts mapped out and storytelling is prioritised. Our children encounter familiar fairy tales and nursery rhymes and pre-selected poetry from our poetry spine - the children are then given extensive opportunities to use and embed the new range of words in various contexts. In order to accelerate progress, our nursery children use WellComm Intervention and reception use NELI. The practitioners are highly skilled and trained and progress is monitored and tracked.



## Personal, Social, and Emotional Development

We appreciate and recognise that children's personal, social, and emotional development is crucial for children to lead happy and healthy lives, and is fundamental to their cognitive development. We pride ourselves on our strong and thorough relationships, relationships that are rooted in mutual respect between the pupils, practitioners, and parents - relationships that are strengthened through our Key Worker approach. Through well thought out and planned topics, our children are taught and supported to

- Manage emotions.
- Develop a positive sense of self.
- Set themselves simple goals.
- Have confidence in their own abilities.
- Persist and wait for what they want.

- Direct attention as necessary.

The children are taught how to look after their own bodies, how to manage their own feelings, and personal hygiene. The children also learn, through supported interaction with other children, how to share, how to make positive relationships with their peers, and how to resolve conflicts effectively. Our whole school PSHE curriculum also helps develop our children's PSED. Key focus days and activities are planned out throughout the year - please refer to our PSHE page for further information.



## Physical Development

We recognise that physical activity is vital for children's all-round development, enabling them to pursue happy, healthy and active lives. We pride ourselves on our fine and gross motor skills opportunities right throughout our Early Years provision - starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness. Our gross and fine motor skill activities are planned out on our Medium-Term Plans, with indoor and outdoor provision - we work hard to develop our children's core strength, stability, balance, spatial awareness, co-ordination and agility.

We are very proud of our fine motor skills opportunities, and we appreciate this is the starting point of our children's writing journey with repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, where we allow children to develop proficiency, control and confidence. Our children also have weekly PE sessions, where the children focus on physical development and gross motor skills.



## The Four Specific Areas

### Literacy - Reading

We appreciate that reading consists of two dimensions - word reading and comprehension. We pride ourselves on our approach to reading from Early Years and right throughout the school. We aim for a clear balance between decoding and comprehension and we firmly believe our curriculum enables this.

<b>Word reading</b>	This refers to phonetic knowledge, including applying taught knowledge, sight words, and fluency.
<b>Language comprehension</b>	This refers to knowledge of texts of all types and genres, vocabulary development, understanding and meaning, and a love of reading.

**Word-Reading** – We follow Read Write Inc at Springwell park and pride ourselves on the fidelity we show to the programme. Our children start their Read Write Inc journey from our 2Y room, where throughout their time there and in nursery, they focus on creating and developing a language rich environment, where they put high quality stories, nursery rhymes and fairy tales at the heart of everything they do. The focus is very much on increasing our children's vocabulary and love of literature. Our nursery 2 (pre-school) children are introduced to Read Write Inc in Summer term (if developmentally appropriate). The children are introduced to the single sounds and the rhyming phrases, as well as the pure sounds - this helps with the transition to reception.



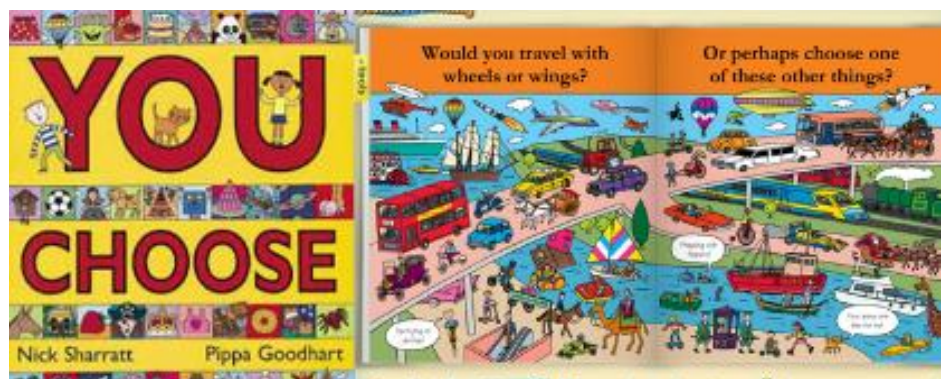
Our reception children start their Read Write Inc journey from the very start of the year in September. Showing full fidelity to the programme, the children encounter whole class single sound speed sessions followed by small group letter formation in the afternoons. The children are then assessed and grouped accordingly. We pride ourselves on how we monitor progress and we work hard to ensure that no child is left behind - the Reading Leader keeps track of progression and interventions are put into place to help catch children up. The children are able to consolidate their reading knowledge with their phonetically decodable book that is matched to their ability - this book goes home with the children, alongside the matching Book-Bag book and a reading for pleasure text.

All children who are new to Read Write Inc complete an 'entry assessment'. Every other child is assessed regularly throughout the year, using the official RWI assessment forms. The children are assessed at least every half term and placed in the correct phonics group, matched to their current ability. The children are closely monitored throughout their Read Write Inc journey to ensure that they do not fall behind. Assessments are used to determine what children are working below where they should be – we are able to determine this through by cross referencing our progression documents, as well as using the RWI online portal tool. The bottom 20% children receive intervention from the Reading Leader and/or the Class Teaching Assistant to ensure that the gap is reduced and the children are back on track to becoming able and fluent readers.

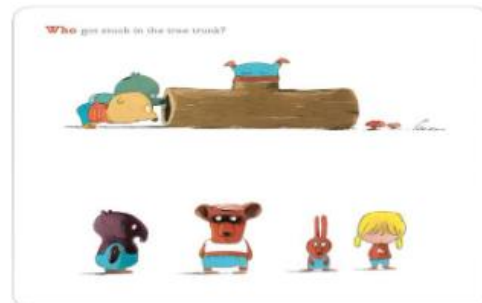
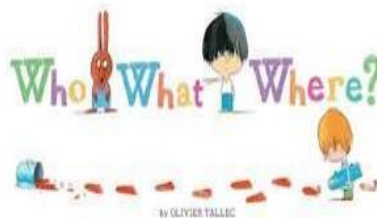


**Comprehension** - Our approach to the teaching of comprehension truly does start in Early Years. From the 2Y room, storytelling and book-talk plays a huge part in our daily sessions and the practitioners work hard to increase our children's understanding and comprehension of what has been read. The high-quality stories that the children focus on are taken from our Long-Term Plan - we have ensured the choices are of high quality and contain superb language. Practitioners work hard with carefully thought-out

activities, such as engaging in 'You Choose' texts, where the children would develop their skimming and scanning technique as well as comprehension - this occurs through carefully phrased questioning to push the children's learning and understanding on.

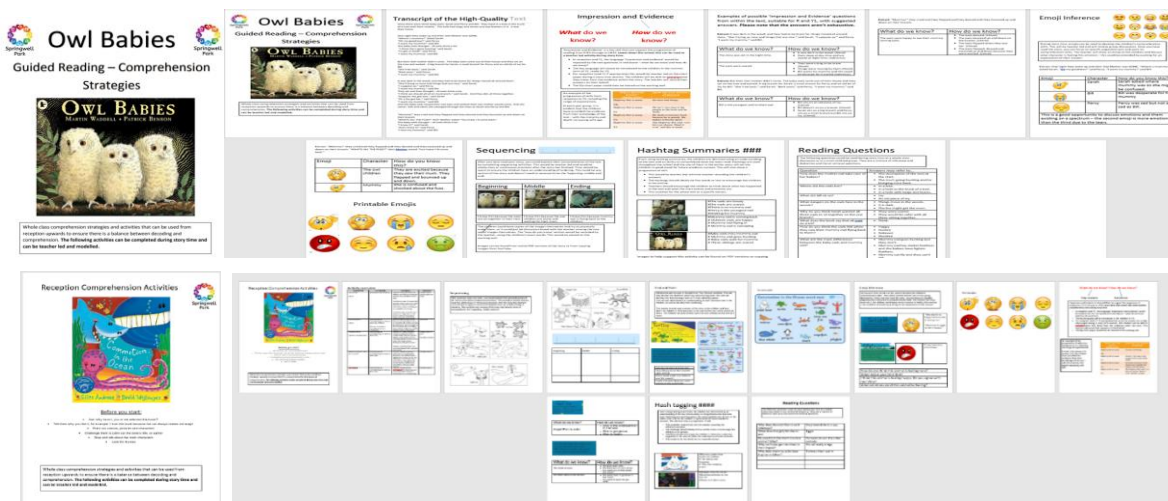


Another example of the high-quality comprehension provision would be through our selection of comprehension related books, such as 'Who What Where'. This enables the children to verbalise their answers based on their comprehension and understanding of the text. An example of this is below - 'who got stuck in the tree trunk?' Our highly trained practitioners are then able to extend the children's answers with follow on questions, such as 'how do you know / what makes you think that?'

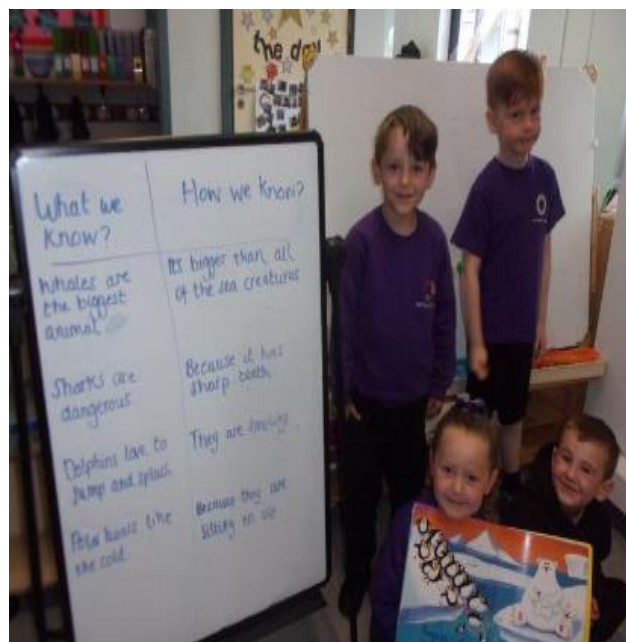


Our reception children have comprehension sessions in small adult led groups, with the focus being on high-quality comprehension activity without the barrier of the children recording answers themselves.

The stories that our children focus on are taken from our Long-Term Plan. During their comprehension sessions, the children explore high-quality reading activities which are stimulating and engaging. These activities enable the children to encounter the reading content domains that they will study in Key Stage One, but in an age-appropriate way.



Examples of activities that the children will encounter:	
<b>Inference Emoji</b>	The text is read to the children. The children then discuss what emoji (emotion) matches the character, and why. This demonstrates their understanding/comprehension of the text.
<b>What we Know/How we Know</b>	The teacher will tell the children 'What we know' and the children discuss how we know it – this leads into impression and evidence from the National Curriculum.
<b>Timeline/Sequencing</b>	The children sequence illustrations from the story. This

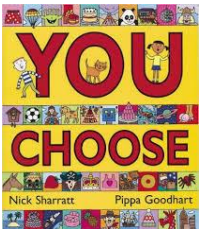
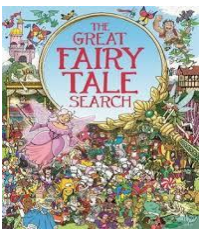
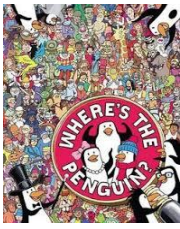


	demonstrates their understanding/comprehension of the text.
<b>Find and Point</b>	The children find and point at items from the story. This leads into find and copy from the National Curriculum.
<b>Who? What? Where?</b>	The children use their inference skills to answer the questions based on the illustration.

### How does our EYFS reading curriculum transition into the National Curriculum?

Our curriculum has been carefully planned to ensure that it gives the children the best possible start to their education journey. It ensures that the children become able readers, both with fluency and comprehension.

Here are a few examples of how our reading transitions into the National Curriculum:

Reception	National Curriculum						
<p><b>What we know / How we know</b></p> <p><b>Extract:</b> It was dark in the wood, and they had to be brave for things moved all around them. "She'll bring us mice and things that are nice," said Sarah. "I suppose so," said Percy. "I want my mummy," said Bill.</p> <table border="1" data-bbox="156 1077 804 1357"> <thead> <tr> <th>What do we know?</th> <th>How do we know?</th> </tr> </thead> <tbody> <tr> <td>The story was set in the night time.</td> <td> <ul style="list-style-type: none"> <li>It was dark in the wood. (<i>literal</i>)</li> <li>Owls sleep at day time and are awake at night time. (<i>inference</i>)</li> </ul> </td> </tr> <tr> <td>The owls were scared.</td> <td> <ul style="list-style-type: none"> <li>They were trying to be brave (<i>literal</i>).</li> <li>Things were moving by them (<i>literal</i>)</li> <li>Bill wants his mummy and this could be because he is scared (<i>inference</i>).</li> </ul> </td> </tr> </tbody> </table>	What do we know?	How do we know?	The story was set in the night time.	<ul style="list-style-type: none"> <li>It was dark in the wood. (<i>literal</i>)</li> <li>Owls sleep at day time and are awake at night time. (<i>inference</i>)</li> </ul>	The owls were scared.	<ul style="list-style-type: none"> <li>They were trying to be brave (<i>literal</i>).</li> <li>Things were moving by them (<i>literal</i>)</li> <li>Bill wants his mummy and this could be because he is scared (<i>inference</i>).</li> </ul>	<p><b>Impression / Evidence</b></p> <p>Our reception children use 'what do we know' and 'how do we know' as a starting point to 'impression and evidence'. The language 'impression/evidence' is introduced in Y2.</p>
What do we know?	How do we know?						
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<p><b>Find and Point</b></p> <div data-bbox="113 1469 312 1697">  </div> <div data-bbox="354 1469 553 1697">  </div> <div data-bbox="619 1469 799 1697">  </div> <p>The children are able to improve their skimming and scanning techniques through 'find and point'. This also improves the children's vocabulary and spoken language.</p>	<p><b>Find and Copy</b></p> <p>The children encounter the language 'find and point' throughout their time in reception. As the children start to record in their Y1 comprehension sessions, the language is adapted to 'find and circle' and 'find and underline'.</p> <p>Through this approach, the children will be at an advantage when it comes to 'find and copy' in Y2.</p>						

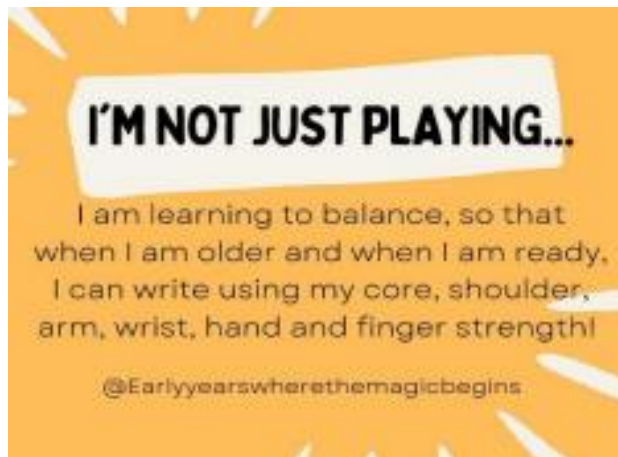
# Literacy - Writing



Writing is an incredibly complex skill. Before children can hold a pencil, they need to be able to sit up and move their arm independently of their body. They need to be able to isolate their fingers to hold their pencil. To write, they first need to visually understand the difference between letters. And, then they need to remember how to form the letters. Before this, they also need to have success with pre-writing shapes.

## Fine and Gross Motor Skills

Our children in Early Years are given ample opportunity to develop their fine and gross motor skills – we completely recognise that this is the start of the writing journey. The children develop their upper body strength before developing their hand control. Our fine and gross motor skill activities are progressive across our EYFS years and are a mixture of adult led and within the provision, both indoor and outdoor. The quality activities are mapped out on our medium-term plans.



## Letter Recognition and Formation

The children in Early Years learn to recognise letters and read through our phonics programme, Read Write Inc (please read our Reading Bible for more information). Our children start this approach in summer term of nursery, ready for reception. The children begin this journey by learning the single sound rhyming phrases and begin to encounter letters. In reception, the children start begin doing whole class set 1 single sounds. The children learn to recognise the single sounds, with letter formation being conducted and taught in small, adult led groups. The children are then assessed and placed in progress groups. Within their new groups, the children will continue to practice their letter formation, before moving on to writing words, using their phonics knowledge. The children complete this work within their lined phonics books. Progress is closely monitored by the class teachers and Reading Leaders, with additional interventions in place for those on track.

a a Around the apple and down the leaf.	b b Down the face to the feet and around the bee.	c c Curl around the caterpillar.	d d Around the dinosaur's bottom, up his tail neck & down to his toes.	e e Lift off the top and scoop out the egg.	f f Down the stem and draw the leaves.
g g Around the girl's face, down her hair and give her a curl.	h h Down the head, to his hooves and over his back.	i i Down the body and dot for the head.	j j Down his body, curl, dot for his head.	k k Down the kangaroo's body tail and leg.	l l Down the long leg.
m m Down Maria, mountain, mountains.	n n Down Nobby and over his net.	o o All around the orange.	p p Down the piston plait and around his foot.	qu qu Round her head, up past her earring, down her hair and flick.	r r Down the robot's back and curl over his arm.
s s Slither down the snake.	t t Down the tower, across the tower.	u u Down and under, up to the top and draw the puddle.	v v Down a wing, as a wing.	w w Down, up, down, up.	x x Down the arm and leg, repeat the other side.
y y Down a horn, up a horn and under head.	z z Zip-zag-zip.				

## Adult-Led Writing Opportunities

Our writing activities are high quality text focused. Our focus texts have been planned with progression in mind and are in order of challenge. The children are taught writing skills through adult-led activities and complete their independent writing in small, adult led groups. The children commonly write CVC words, phrases, captions, speech bubbles, posters, and finally simple sentences. Within reception, the Pie Corbett 'Talk for Writing' model is used to develop pupils' understanding and retelling of familiar stories. The children create story maps which they then use to recreate their own stories. The children in reception

complete their writing activities within their literacy books and this is used to form the teacher's judgement.



### Continuous Provision

Writing opportunities are always planned for within our continuous provision, both indoors and outdoors. We pride ourselves on the quality of our provision activities. The activities are planned within our medium-term plan to ensure they are relevant and of high quality. Our high-quality continuous provision activities enable our children to apply their skills independently.

We pride ourselves on how hard we work to ensure that no child is left behind. We conduct phonics interventions for our children not on track, and within this intervention, letter recognition and formation form a key part. Our children also receive intervention to help them with name writing and general letter formation.

## Maths

We appreciate how developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Our aim is for our children to be able to count confidently, develop a deep understanding of the numbers to 10 (the relationships between them and the patterns within those numbers), and spatial reasoning skills across all areas of mathematics including shape, space and measures. We provide frequent and varied opportunities to build and apply the children's mathematical knowledge. We strive to develop positive attitudes and interests in mathematics, where the children are confident enough to 'have a go' and talk to adults and peers about what they know and notice.



We pride ourselves on our mathematical environment, where our children are immersed in maths - it is planned for in the environment and with additional opportunities to develop mathematical skills, including high quality indoor and outdoor provision. Our children in nursery and reception have planned, timetabled maths sessions. We use White Rose Education to assist with our planning. The children take part in a stimulating maths session with the teacher, before separating into carefully planned maths activities which link to a particular focus.

Year Group	Main Maths Lesson	Additional Maths Sessions		Other notes
Nursery	15 – 20 minutes daily	Daily counting songs		EYFS also ensure that they provide opportunities for mathematical learning in the continuous provision areas both inside and outside the classroom.
Reception	45 minutes daily	Mastering Number Rekenrek	15 minutes daily	

In addition to this, we also take part in the Mastering Number programme. This project aims to secure firm foundations in the development of food number sense for all children from reception through to year 1 and year 2. The aim over time is for the children to leave Key Stage One with fluency in calculation and with confidence and flexibility with number. Attention is given to key knowledge and understanding needed in reception classes, and progression through KS1 to support success in the future.

## Expressive Arts and Design

We understand the development of children's artistic and cultural awareness supports their imagination and creativity, and that the quality and variety of what children see, hear, and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. We pride ourselves on the regular opportunities that we provide our children to engage with the arts, enabling them to explore and play with a wide range of media and materials. Throughout our continuous provision, our children have access to resources which enables them to work creatively from our creative areas in the classroom - the children take ownership of what resources they wish to use. Our Expressive Arts and Design activities are planned out on our medium-term plans, including indoor and outdoor provision.



We are also proud of our music offering in Early Years - our children have access to a multitude of instruments, all of which allow them to explore pitch and sounds. Mrs Payet, our specialised Music Teacher, teaches our Early Years children and introduces them to various musical instruments, rhythm, and early music notion (such as stop and go signs). Charanga Music Scheme compliments our curriculum.

## Understanding the World

We appreciate that Understanding the World involves guiding children to make sense of their physical world and their community and that the frequency and range of children's personal experiences increases their knowledge and sense of the world around them. We are extremely proud of the opportunities and experiences we provide our families in order to increase their personal experiences. Our topics have been planned out in detail on our long-term plan, with key activities being planned to enable our children's personal experiences to increase and therefore for their understanding of the world around them to develop. Our children are able to experience various educational visits and curriculum enhancement visits multiple times a year, as well as chances to engage with the local community - one example of this is welcoming the emergency services into our school, where the children are able to speak to the Police, Ambulance and Fire Service and explore their emergency vehicles.



Our offering of a broad collection of stories, nursery rhymes, poetry, and fairy tales increases our children's understanding of our culturally, socially, technology, technologically and ecologically diverse world. We pride ourselves on our high-quality selection of books, all of which are diverse and have a superb level of language and vocabulary. We also engage with our culturally diverse families by offering Cultural Stay and Plays to mark special occasions.

# Cultural Capital



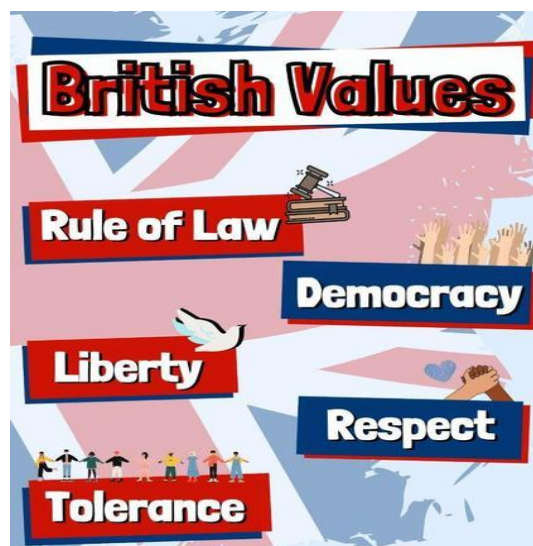
We appreciate that Cultural Capital in EYFS is all about celebrating and building on children's early experiences and providing other new opportunities to be curious, explore, try new things, and experience awe and wonder. At Springwell Park, we appreciate that Cultural Capital could mean a lack of life experiences, such as visiting a museum or an art gallery, or less concrete things, such as a lack of life skills, for example having an inability to share or struggling to apologise.

We acknowledge that each child's level of cultural capital is different. Some children start their school journey having a higher level of cultural capital and some start having a lower level. We work hard to ascertain a child's level of cultural capital through our strong home links, home visits, and pupil premium surgeries. We then strive to ensure that, through our provision and the opportunities we provide our children, we level the playing field and provide each child invaluable experiences and opportunities.

Within Springwell Park, we work hard to promote the Fundamental British Values. We have a whole school approach to this, but also standalone activities within each individual year group.

## Fundamental British Values

Through our promotion of the **Fundamental British Values**, not only are we increasing our children's understanding, but also simultaneously increasing their cultural capital. At various points throughout the year, we have whole school assemblies on each of the values. Within class-based activities, the children learn what it means to be democratic and the skill of listening to other people's opinion; they learn all about rules and consequences and what a good choice is; they learn all about respecting themselves and other people, irrespective of background or belief; and they learn all about the importance of following their interests. Our approach to the promotion of the Fundamental British Values helps to increase our children's life skills, and therefore their cultural capital.



## PSHE curriculum

Our PSHE curriculum also contributes significantly to increasing our children's Cultural Capital. The curriculum is delivered through bespoke and relevant themes – Healthy Mind, Caring Friendships, Online Safety, Keeping Safe, Healthy Relationships, and Healthy Body. Each theme has been carefully planned out with progression in mind. Through completing our PSHE sessions, themed days, and assemblies, our children develop further life skills and understanding and thereby increase their cultural capital.

We are unbelievably proud of our approach to Culture Capital at Springwell Park. We work really hard to ensure that we increase our children's culture capital, both through concrete experiences and life-skill opportunities.



We pride ourselves on our approach to educational visits and workshops, where the school fully funds one experience each term in order to increase our children's life experiences. We also have various visitors to come into our setting to enhance raising our children's Cultural Capital is a priority to us at Springwell Park throughout our Early Years setting.



**Celebrations and Cultural Events** - We work hard to mark national celebrations that occur throughout the year in order to raise our children's understanding and associated vocabulary - an example of this from this year was The King's Coronation. We also work hard to celebrate cultural events, specifically those relevant to our cohort. Examples of this include our work surrounding Diwali (Diwali Stay and Play/Diwali Craft Session) and our Christmas activities (Nativity/Christmas Singalong/Christmas Stay and Play).

We had such a wonderful turn out for our Diwali Stay and Play 🌟 thank you so much to those who could attend 💜 We will be arranging another around Christmas time so if you couldn't make it please don't worry 😊  
[@Springwellpark](#) #stayandplay #Diwali



**Outings and Visitors** - Our school fully funds our children having three educational visitors and/or workshops per year, one per term. These trips are linked to the children's curriculum and interests. Examples of experiences the children have had this year include a trip to Marin Mere, a trip to the farm, an 'under the sea' workshop, visit from an athlete, musical lessons from a musician, and visits from all of the emergency services.

These superstars raised a huge amount of money and were so lucky to get a photo with [@Jamell](#) in school yesterday! [@Springwellpark](#)



**Themed Days and Special Activities** - We have a number of themed days and special activities throughout the year. Some of these are whole school events, such as World Book Day, Sports Day, and Internet Safety Day. Examples of Early Years events are the nursery graduation, Judo, Forest School, and Balance Bikes.

We have loved balance bikes! The children were wonderful on the bikes, so brave and well behaved!  
[@Springwellpark](#)



### **Adult Led Activities and Continuous Provision**

**Enhancements** - We pride ourselves on our highly trained, competent and passionate staff in our EYFS setting. Each topic is planned on our Medium-Term Plans, including the adult-led opportunities to enhance the curriculum focus and children's understanding. Our continuous provision areas have been planned with the topic in mind, with children's interests embedded throughout.

Lovely mathematical vocabulary being used in outdoor provision today. "Look, my container was empty and now it is full!" "I am going to see which container holds the most water!" "I'm matching my pebbles to the numbers on the pots." [@Springwellpark](#) [@SpringwellMaths](#)



**Quality Texts / Poetry / Nursery Rhymes** - At Springwell Park, we pride ourselves on how important high-quality texts are in our daily school life. Our children encounter high quality texts daily within their classroom library. Each class library is well stocked with appealing literature and the children are read to daily. In addition to this, the children are able to access our school library and also take home a reading for pleasure text of their choosing daily. Our reception children have comprehension sessions in small adult led groups with their teacher – this is where they complete stimulating activities to enhance the children’s understanding of texts, including vocabulary. Our children also learn familiar stories and rhymes through our poetry spine.

Fabulous guided reading today! We have been amazing at explaining how we know different things from the story! Some questions you can ask at home- 'What is happening in the picture? How is the character feeling? Where are they? How do you know?' @Springwellpark\_ @springwellreads



**Other** - Increasing our children’s cultural capital is within our very nature – it is within our daily practice and everything we do. We strive to make our children the best possible version of themselves and make them ready for, not only year 1, but also the life beyond Springwell. Here are some examples of other things we do to increase our children’s cultural capital - News time for children to share their experiences, children’s interests embedded throughout the year, home learning and home communication, and experiencing the snow.

We had a fabulous time in the spring snow this morning! I noticed some lovely mathematical language when we were building our snowman! ❄️ @Springwellpark\_



Wonderful celebrations for the #kingscoronation2023 🎉 @Springwellpark\_



Thank you Mrs Blundell for organising a wonderful Judo session for us with Sensei Paul @JudoLiverpool the children thoroughly enjoyed every minute! @Springwell\_P.E



What a fabulous morning we have had, thank you so much to Sefton Fire Service for taking the time for our children! They have LOVED our 'people who help us' topic. @Springwellpark\_



'Refugee' week - We watched [vimeo.com/438420320](https://vimeo.com/438420320) and discussed how it would feel to move to a new place. We thought about what we would do if someone new joined our school. The children will be sharing their thoughts in small discussion groups this week @Springwellpark\_



# Observations and Assessments



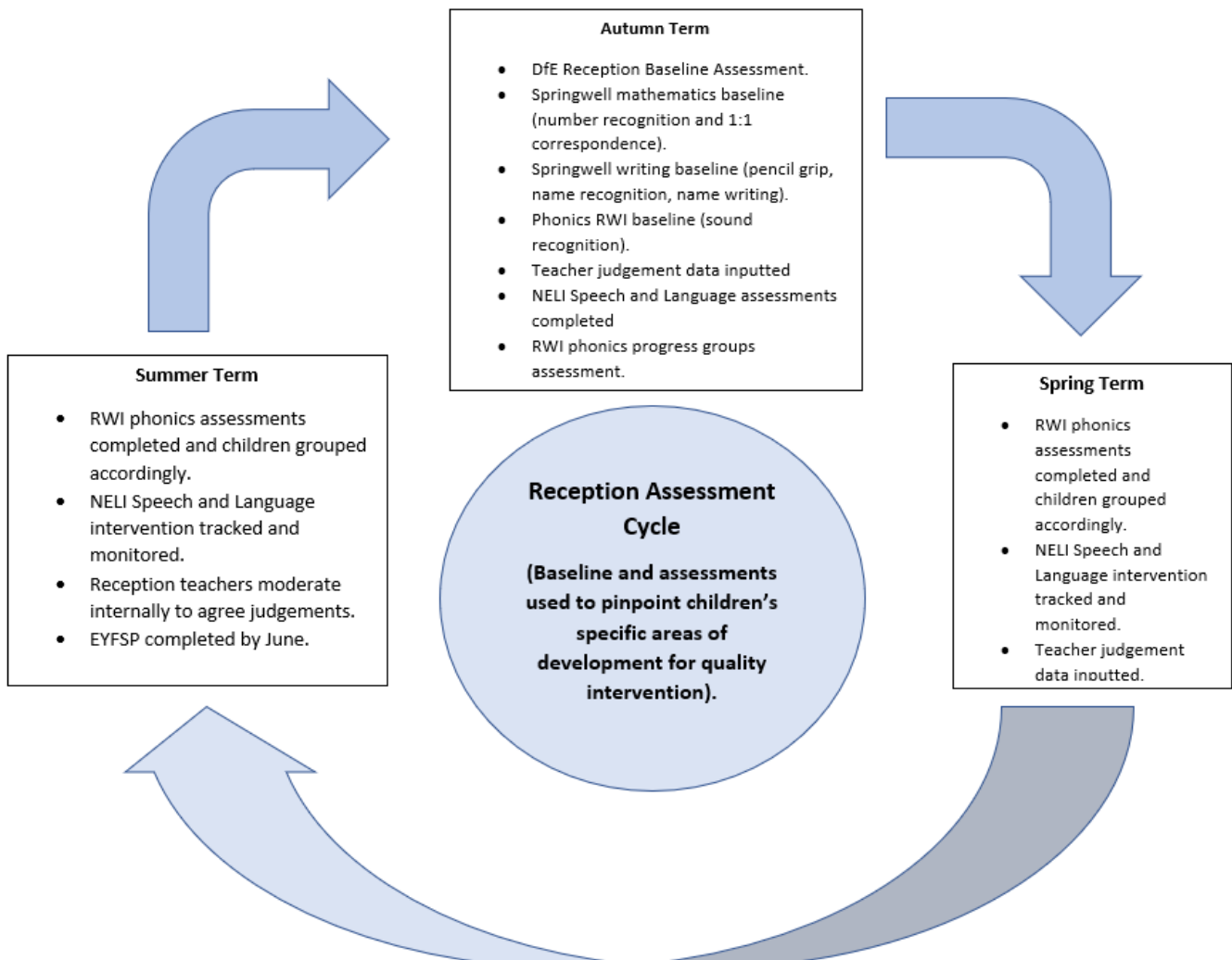
Assessment is a crucial part of our Early Years Foundation Stage. Assessment is used as part of cycle to inform planning. Our staff are continually assessing by observing what is happening during the children's work and play.

Observations:

- All staff in the class are encouraged to contribute by making observations.
- Key moments in the children's achievements are collated in their Learning Journey (for nursery) and in floor books for reception. These ongoing observations are used to inform the EYFS profile/development matters bands.
- Class floor books are used to document learning across all areas of the EYFS curriculum.
- We use the Development matters age bands to guide our assessment of the children's development, this allows learning opportunities to be pitched appropriately and also provides a baseline of the children's attainment. This information is closely monitored to ensure that all children are making good progress.

## Assessments

At the end of the EYFS journey all children will have experienced a curriculum that provides exciting and enriching learning experiences and opportunities. Children will be able to make links with their learning



and develop their skills as they practise and apply them. Children will be successful learners and will be fully prepared for the next stage of their education as they transition from the Foundation Stage to Year 1.

## Transitions

At Springwell Park, we acknowledge the importance of effective transitions in order to ensure the children truly do have the best start to their school life. We appreciate that the children starting school is a huge milestone for, not only the child, but also their adult - it is due to this that we go above and beyond to ensure it is as smooth and efficient as possible. We intend for our children to always be ready for the next milestone within their school career, and this is made possible through our effective planning and learning opportunities - we are continually building on top of knowledge and skills the children have.

Our aim is that, through our transition process, the children feel secure and safe in our environment from the very start of their journey. In order to achieve this, we work closely with a multitude of stakeholders.



“ Getting transition right requires focus. Even one broken thread can unravel the strand, disrupting a pupil's learning journey. Those who do not make a successful transition can feel marginalized, unwelcome, and not respected or valued by others. Successful transition happens when there is effective communication with pupils (and their parents/carers), not just about pupils. ”

**Kirsten Mould.**

### New to Nursery

We host a 'Welcome to Springwell' meeting for parents of the children starting in our nursery. Within this meeting, they are introduced to Pastoral, the Senior Leadership Team, and the Class Teacher.

In the Summer term before the child starts, the child and their adults are invited into our nursery setting to meet the Class Teacher and explore the environment. Extra visits are planned for children who would benefit from it.

In September, the Class Teacher and Teaching Assistant visit the child at their home and get to know the child and their adult on a 1:1 basis. Information gained from the home visit and transitions are used to inform the curriculum for the first few weeks to ensure the children's needs and interests are met accordingly.

If a child is identified as having SEND, the school SENCO and EYFS AHT would liaise with the current provision (if applicable) and the child's adults to create an enhanced transition.

### New to Reception

We host a 'Welcome to Springwell' meeting for parents of the children starting in our reception. Within this meeting, they are introduced to Pastoral, the Senior Leadership Team, and the Class Teacher.

Staff members visit the child's current nursery provision (if applicable) and have a meeting with the child's Key Worker, prior to observing the child at play.

We conduct three transition events for our new-to-reception children and parents. We have a Teddy Bear Picnic with their family in the summer term before starting school; a Stay and Play session with their family within the child's new classroom; and finally, a Stay and Play within the classroom just for the child.



The Class Teacher and Teaching Assistant visit the child at their home and get to know the child and their adult on a 1:1 basis. Information gained from the home visit and transitions are used to inform the curriculum for the first few weeks to ensure the children's needs and interests are met accordingly.

If a child is identified as having SEND, the school SENCO and EYFS AHT would liaise with the current provision (if applicable), other relevant bodies, and the child's adults to create an enhanced transition.

We host a 'Meet the Teacher' session in Autumn for our parents, where they are able to come in and watch a presentation from their child's Class Teacher.

The reception children are linked with a year six 'buddy' who supports them throughout the year.

We work hard to ensure that our reception children's transition to year 1 is effective and efficient. We completely appreciate how big of a transition it is and strive for our children to transition to year 1 smoothly.

The children's year 1 teachers spend time with the reception children in summer term, ready for the transition the following autumn. The reception children not only meet their new teacher on a number of occasions, including within their current classroom and then within their new year 1 classroom. The reception children also begin to spend time on the Y1 playground during the summer term, ready for the transition.

We also ensure that, if a child starts our school mid-year, they also receive the same transition as their peers. We work closely with families to ensure that the children have a smooth start to our school.

Although rare, if a child leaves our school, we ensure we make contact with the new setting. We invite the new practitioners from the new setting into our school so that they can meet the child and observe them in play within an environment familiar to them.

# Key Person Approach



At Springwell Park, we recognise that children thrive from a base of loving and secure relationships. We are proud to say that we have a highly passionate and competent staff team, and all of our Springwell team go above and beyond to formulate strong relationships with all children. With this said, we ensure that every single child within our Early Years has their very own Key Person to help accelerate those positive relationships. Our Key Person approach occurs within each of our EYFS provisions - 2Y room, Nursery, and Reception.

## What is a Key Person and what do they do?

A Key Person is a named member of staff who will act as a child's very own special grown up. The Key Person will spend time building up a strong, secure relationship with the child and with the child's adult. A Key Person enables the child to grow secure, trusting relationships and helps with the child's transition and settling period into their new year group. It involves the Key Person responding sensitively to the child's feelings and behaviours and meeting emotional needs by giving reassurance, as well as physical needs, such as toileting. The Key Person is a familiar figure who is accessible and available as a point of contact for parents.



## Why is a Key Person Approach Important?

Records of development and care are created and shared by the key person, parents and the child. Small groups foster close bonds between the child and the key person in a way that large groups cannot easily do. These groups allow the key person to better 'tune into' children's play and their conversations to really get to know the children in the group well. Children feel settled and happy and are more confident to explore, and as a result, become more capable learners.

Attachments are the emotional bonds that young children develop with parents and other carers such as their key person. Children with strong early attachments cry less when separated, therefore they engage in more pretend play and sustain attention for longer and their sense of who they are is strong. Being emotionally attached to such an adult helps the child feel secure that the person they depend on is there for them. When children feel safe, they are more inclined to try things out and be more independent. They are confident to

express their ideas and feelings and feel good about themselves.

Attachment influences a child's immediate all-round development and future relationships. This is why a Key Person Approach is vital.

## Long-Lasting Relationships Between Key People and Families



# Parental Engagement and Home Support



At Springwell Park, we acknowledge the importance of parental engagement for a child's academic and emotional success. We pride ourselves on our high level of collaboration, with a strong relationship between our practitioners and the child's family being at the heart of what we do. EEF's research into Parental Engagement in Early Years highlights the importance, stating that parents being involved in the child's education is consistently associated with the children's subsequent academic success. We are proud to say that we have consulted this research to help create our offering.

We pride ourselves on our ongoing communication with our families. We aim to have a strong relationship with, not only the children, but also the parents and the carers - it is through this relationship that we are able to truly understand the child as a unique learner and therefore tailor the curriculum to meet their needs, incorporating children's interests throughout the year. Our teachers welcome all of the children in daily and see the children out, and both times the teachers are available for the parents to chat to. Our parents are able to contact management and pastoral through our school Dojo app, as well as contacting the Phase Lead via telephone call.



Examples of our high level of parental engagement:

- **Transitions** - We are proud of the transitions that we offer at Springwell Park. We acknowledge that starting school is a huge milestone for both the adult and the child, therefore we offer multiple transitions for both, where they are able to see the setting, ask questions, and familiarise themselves.
- **Welcome to Nursery/Reception** - We host welcome meetings at our school for the parents of nursery and reception children. During this meeting, the parents learn all about our school, about the child's upcoming year, and are able to ask questions.
- **Home Visits** - We conduct home visits for our nursery and reception children. This is a crucial time where the teacher is able to meet the child on a 1:1 basis and the parents are able to ask any questions.
- **Meet the Teacher** - We host a meet the teacher session in September, where the parents all come into the classroom and listen to a presentation from their child's Class Teacher.
- **Early Reading Workshop** - We host an Early Reading workshop for our reception parents.



This is where the parents learn all about our phonics scheme and about how they can help their child at home.



- **Come Read with Me** - The parents are invited into the classroom to see a story-time session in action from their child's Class Teacher, before they go on to read 1:1 with their child.
- **Come Calculate with Me** - The parents are invited into the classroom to see a maths lesson from their child's Class Teacher - they then complete some maths activities 1:1 with their child.
- **Nursery singalong** - The nursery children sing Christmas songs in a performance for the parents.
- **Reception Nativity** - Reception children perform the Nativity for their parents and carers.
- **Stay and Play** - The parents and carers are invited into school to play with their child within the classroom environment. We have general stay and plays, as well as curriculum specific, such as Festival of Light Stay and Play and Christmas Stay and Play.
- **Sports Day** - Parents are invited to come and watch their child perform in our Sports Day.
- **Nursery graduation** - we hold a graduation event for our nursery 2 children in summer term and the parents and carers are invited in.



# Safeguarding



All necessary steps are taken to keep the children in our care safe and well. Any safeguarding or welfare issues will be dealt with in line with the Child Protection and Safeguarding Policy, and all members of staff in the EYFS are required to read this policy as part of their induction training.

<b>Designated Safeguarding Lead</b>	Mrs Sarah Coyle
<b>Designated Deputy Safeguarding Lead</b>	Mrs Sharon Murphy
<b>Designated Deputy Safeguarding Lead</b>	Mrs Gail McCulley
<b>Pastoral Support Officer</b>	Mrs Natalie Sweeney

The DSL is responsible for safeguarding children and liaising with local children's services as appropriate. The deputy DSLs will undertake the duties of the DSL in their absence, but overall responsibility for safeguarding will remain with the DSL. The DSL and deputy DSLs undertake child protection training as required.

Staff receive safeguarding training that enables them to understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect.

## **Staff qualifications, training, support, and skills**

We ensure that that:

- All staff receive induction training to help them understand their roles and responsibilities. This will include information about emergency evacuation procedures, safeguarding, child protection, and health and safety issues.
- Support staff undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.
- At least one person who has a current paediatric first aid (PFA) certificate is always on the premises and available when children are present and accompanies them on any outings
- All members of staff who have contact with children and families will be supervised by the EYFS lead. The supervision will provide opportunities for staff to: Discuss any issues, particularly concerning the development or wellbeing of children, including any child protection concerns; Identify solutions to address issues; Receive coaching to improve their effectiveness.

## **Staff /Child ratios**

The school is aware that there are a range of contextual factors that will affect staff: child ratios, and that these can change depending upon a variety of issues. The school will continue to monitor the ratios and ensure that:

- Staffing arrangements meet the needs of all children and ensure their safety.
- Children are adequately supervised, including whilst eating, and decide how to deploy staff to

ensure children's needs are met.

- For children aged two: There will be one member of staff for every five children.
- Where a staff member with qualified teacher status (QTS), early years professional status, or another suitable level 6 qualification is working directly with the children, there will be one member of staff for every 13 children, and at least one other member of staff will hold an approved level 3 qualification
- For children in Reception classes: Class sizes will be limited to 30 children per school teacher.

### **Mobile phones and devices**

Staff members will not use personal mobile phones or cameras when children are present. Staff may use mobile phones on school premises outside of working hours when no children are present. Staff may use mobile phones in the staffroom during breaks and non-contact time. Mobile phones will be safely stored and in silent mode whilst children are present.

