

Early Years at St Peter's Brafferton

Our Early Years Settings adhere to the statutory requirements of the Early Years Foundation Stage Framework (DfE, 2024) and informed by the non-statutory guidance Development Matters

Intent

At our school, we aim to provide children aged two to five with a happy and vibrant foundation that fosters a lifelong love of learning. Our intention is to offer an enriched curriculum, providing children with a wide range of new and exciting experiences. We promote children's social and emotional wellbeing through nurturing environments, positive relationships with adults and peers, and strong partnerships with parents.

We embrace our school's Christian values of *Compassion, Curiosity, Community, and Courageousness* in everything we do and 'Let our Light Shine'.

Our aims are to:

- Offer stimulating and inspiring provision where children feel safe and secure enough to take informed risks within their learning and play.
- Encourage independence and support children in developing their own interests within a nurturing, enabling environment.
- Promote valuable curriculum opportunities both indoors and outdoors.
- Maintain the highest expectations for all children, providing them with unlimited opportunities for growth and development.
- Recognise that every child is unique—constantly learning and capable of being resilient, confident, and self-assured.
- Ensure parents and guardians feel informed and supported throughout their child's learning journey.

Implementation

We follow the Early Years Foundation Stage (EYFS) curriculum and focus on developing the Characteristics of Effective Learning. Emphasis is placed on the *Prime Areas of Learning*:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

These areas provide the foundations for children to build confidence, take risks, and engage with the world around them.

In both of our Early Years settings, each area of learning and development is implemented through purposeful play — a balance of adult-led and child-initiated activities. Planning considers children's individual needs, interests, and developmental stages, ensuring experiences are both challenging and enjoyable. Purposeful play is designed to present new knowledge in meaningful contexts that expand children's schemas.

Curriculum and Learning:

Both settings follow a carefully designed curriculum influenced by the non-statutory Development Matters document.

Planning within the Early Years is detailed and carefully structured using our Progression of Knowledge and Skills document to ensure continuity, coherence, and depth across all areas of learning. Each week, planning is

focused on a key text which provides a meaningful context for learning and supports the development of vocabulary, comprehension, and curiosity. Every planned activity and provision area has a clear learning intent, ensuring purposeful learning opportunities that build on prior knowledge, extend understanding, and support progression for all children.

Reading and Phonics

- Reading is central to our curriculum, promoting a love of books and supporting early mark-making and writing.
- Both settings value daily story session with a range of texts. The *Super Six/Fab Five* texts are explored each half term to develop vocabulary, comprehension, and understanding of the world.
- We teach phonics using the Read Write Inc. programme with full fidelity. Reception children participate in daily phonics sessions, while Pre-school children focus on oral discrimination and are introduced to the Nursery section of *Read Write Inc.* when ready.

Mathematics

Pre-school (Helperbees) use the White Rose Maths planning to provide small step for the children to revisit, embed and participate in practical mathematical activities.

Our mathematical approach in Reception is supported by the NCETM Mastering Number materials and White Rose Maths to teach Shape, Space and Measure. Reception children explore one number at a time over one or two weeks, investigating number bonds, formation, and representations in different contexts.

Observation and Assessment

- We assess constantly in Early Years, ensuring that we identify those children who require further support with our intents of the week. Once identified we often review that skill or provide adult interaction to support meeting the small step.
- Significant learning achievements ("wow moments") are recorded using Dojo within Pre-school or within Reception using a range of methods. These are shared with parents to strengthen home-school partnerships.
- Children's progress is tracked termly using the school's internal tracking system (Insight), informed by observations, discussions, and pupil progress meetings using our Assessment Tracker based on our Progression of knowledge and skills

We recognise parents and carers as a child's first educators. We build positive relationships through regular communication, open mornings, and Class Dojo. Parents are encouraged to contribute to their child's learning journey and share achievements from home.

Outdoor and Wider Learning

Outdoor learning forms an essential part of our curriculum and supports children's holistic development. Both settings promote outdoor learning ensuring the children engage with our outdoor areas across school. In addition, both Pre-school and Reception participate in half-termly Forest School sessions. Children also engage with the wider community through visits, church attendance, and events involving visitors and local experiences.

Inclusion and Support

Our Early Years curriculum is inclusive and accessible to all learners. Staff work closely with the SENDCo to identify and support children with additional needs through targeted intervention, differentiated provision, and collaboration with external agencies where appropriate.

We maintain an inclusive approach where all children learn together. Targeted interventions and additional support are provided for children who require further assistance or additional challenge to extend their learning.

Transition

Smooth and supportive transitions are prioritised to ensure children's wellbeing. In Helperbees, flexible transition arrangements include staggered starts and stay-and-play sessions, developed in close partnership with parents. Transition into Reception is carefully coordinated between internal and external providers. Children visit Class 1 throughout the year, and joint activities strengthen familiarity. Teachers visit nurseries to establish early relationships with children and families.

Enrichment

- Visitors attend school to support our learning
- We have at least one trip/experience a year to bring learning to life
- Reception have weekly PSHE, RE, PE, Music and Singing Lessons
- Helperbees have weekly singing lessons and a half term of a specialist music teacher
- Both settings have a half a term of forest school to learn new skills

Impact

Our Early Years provision ensures that:

- Children feel happy, valued, and secure within the school environment.
- Strong, nurturing relationships are established between children and staff.
- Parents experience open, positive communication and engagement with school staff.
- Children develop curiosity, independence, and a positive attitude towards learning.
- Children are well prepared for Key Stage 1, particularly within the Prime Areas of learning.
- Children acquire the skills and resilience to face challenges and manage conflict appropriately.

Assessment and Reporting

- When a child reaches the age of two, their key worker completes the Two-Year Progress Check, as required by the EYFS. This written summary outlines the child's development across Personal, Social and Emotional Development, Physical Development, and Communication and Language, ensuring parents are informed of progress and emerging needs.
- At the end of the Reception year, children are assessed against the 17 Early Learning Goals (ELGs) to create the Early Years Foundation Stage Profile (EYFSP). Assessments are based on ongoing observations, records, and dialogue with parents and carers.
- EYFSP outcomes are communicated to parents in the end-of-year report and discussed with the class teacher. These results are also shared with the Year 1 teaching team to support transition.
- The EYFSP results are submitted to the Local Authority, which monitors and moderates teacher judgements in accordance with national standards.
- The EYFS provision is monitored regularly through lesson observations, learning walks, and scrutiny of planning and children's work. Pupil progress data and moderation outcomes are analysed termly to inform next steps.

The EYFS Lead reports to the Senior Leadership Team and Governing Body on progress, attainment, and the quality of provision.