



EYFS Intent, Implementation and Impact Statement

The statutory framework for the Early Years Foundation Stage sets the standards for learning, development and care from birth to 5 years.

Intent

Every child is an exceptional individual, and we celebrate and respect differences within our diverse school community. The ability to learn is underpinned by the teaching of basic skills, knowledge and values that equips our children for their future successes. We inspire our children to become accomplished, happy individuals, ready to reach their potential in an ever-changing world.

Our curriculum is designed to recognise children's prior learning, both from previous settings and their experiences at home and with the knowledge of where their learning will take them when they enter KS1. Designed to be rich in meaningful first-hand experiences and early language development. We recognise the varied starting points of the children and the power of early language and literacy in allowing children to access learning across the curriculum both in the early childhood and throughout their learning journey. We work in partnership with parents, carers and other settings to provide the best possible start at our schools, ensuring that each individual reaches their full potential.

Our curriculum has been designed to enable children to succeed through both adult directed and child-initiated learning. There is a strong emphasis on the Prime Areas of learning; Personal, Social and Emotional Development, Physical Development and Communication and Language, including Oracy.

We recognise that oracy not only improves academic outcomes but is a life skill to ensure success beyond school, in life and future employment. Oracy develops children's thinking and understanding, which in turn promotes self-confidence, resilience and empathy and well-being. Our enabling environments and warm, skillful adult interactions support the children as they begin to link learning to their play and exploration right from the start.

We believe that high level engagement ensures high level attainment. We therefore provide an engaging, flexible curriculum that maximises opportunities for meaningful cross curricular links and learning experiences, as well as promoting the unique child by offering extended periods of play and sustained thinking. We build on the child's previous experiences but also give them a chance to develop new interests as to not allow the curriculum to narrow at an early age, to encourage and foster a lifelong love of learning both in and outside of school.

As a school we are Ready, Respectful and Safe and throughout the EYFS, these core learning behaviours underpin all learning which we expect them to demonstrate.

Implementation

Each half term, EYFS staff introduce a new theme to provide inspiration for learning, whilst providing the flexibility for children to follow their own interests and ideas.

Children learn through a balance of child initiated and adult directed activities.

English / Literacy

Reading is at the heart of our curriculum and our aim is to encourage a love of reading right from the start. Each child will choose a book to take home and read for pleasure each week. We have a book of the week where all learning stems from and will be embedded in our provision through activities, story sessions and on display for children to access independently. We also carefully choose accompanying texts that complement our topic. The aim is to expose children to a range of books that not only develop their love of reading, but have been chosen specifically to develop their oracy, vocabulary and comprehension. Through this, children begin to internalise new vocabulary, language patterns and re-tell stories.

Phonics

We follow the Read, Write, Inc phonics scheme from Pre-school to ensure consistency across the school. In pre-school, children focus on developing children's speaking and listening skills and practise their oral blending skills with Fred Frog. During the summer term, children will be introduced to set 1 letter sounds and partake in short speed sound sessions. In reception, all children are grouped in stage not age and are assessed regularly to make sure that they are in the correct phonics group.

Children are encouraged to read at home and are listened to everyday at school during their phonic sessions. They are given books that match their phonics knowledge for them to apply their learning with the aim of being successful, confident and fluent readers.

Children who need a little extra help with their reading, take part in daily Fast Track Tutoring to help them keep up with their peers.

Mathematics

In Reception, we follow the White Rose Maths Scheme of work which is divided into 3 weekly units. High quality learning environments and meaningful interactions with adults, support children in developing mathematical thinking and discussion. Pupils learn through games and tasks using concrete manipulatives and pictorial structures and representation which are practised and applied within their own child initiated exploration. Children in Reception have daily 'Quick maths' activities to develop fluency, to learn key concepts and to revisit ones already learned and to address any misconceptions.

In Pre-school, we follow weekly maths themes closely linked to White Rose. Children develop a love of maths through games, songs, rhymes and play using concrete manipulatives. The children experiment and deepen their knowledge through indoor and outdoor continuous provision.

Wider Curriculum

EYFS staff have a good understanding of how the ELG's feed into the National Curriculum through our robust planning and CPD opportunities. In reverse, colleagues throughout the school are also aware of the key ELG's that link to each foundation subject and the progression of the subject.

Exciting, purposeful and contextual activities are planned to build on the children's natural curiosity. For example, building a chair for Goldilocks that holds their weight enables them to think like a 'scientist' and 'Engineer' as they explore a range of materials and test out their outcomes.

Building further on our oracy focus, children will be encouraged to employ subject specific language and terminology in foundation subjects, and such vocabulary will be modelled by supporting practitioners.

Our inclusive approach means that all children learn together, but we have a range of additional interventions and support for children who may not be reaching their potential or are showing a greater depth of understanding and need further challenge. This includes, for example, sessions for developing speech and language, social skills, fine motor skills, phonics and mathematics.

Impact

Baseline

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Prior to the children starting, staff spend time speaking to the child's parents, previous settings and read previous learning journeys to gain an understanding of the whole child and where they are academically, socially and emotionally. During the first half term in

Pre-School and Reception, all staff use ongoing assessments, observations and conversations with the child to develop a baseline assessment. This identifies each individual's starting points in all areas of learning so we can plan experiences and teaching sequences to ensure progress. Alongside our own baselines assessments, the statutory RBA (Reception Baseline Assessment) is carried out which focusses on Language, Communication and Literacy, and Mathematics. The purpose of this is to show the progress children make from Reception until the end of KS2.

Well Comm

Well Comm is an evidence based oral language intervention for children who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading and writing. The assessment informs us if the child is at the expected oracy level for their age or if they require additional interventions. This intervention is continued throughout Pre-school and Reception.

Ongoing Observation

All ongoing observations are used to inform weekly planning and identify children's next steps. This formative assessment does not involve prolonged periods of time away from the children or excessive paperwork. Practitioners draw on their knowledge of the child and their own expert professional judgements through discussions with other practitioners, photographs and physical examples such as a child's drawing / making.

Assessment

Phonics assessments are carried out every half term to quickly identify pupils that are not making expected progress. Our aim is for children to 'keep up' not 'catch up' where possible.

Assessments are completed three times per year, whereby the class teacher updates the progress the children have made. In Summer Term 2, the EYSP is completed where teachers judge whether a child has met each of the 17 ELG'S. They will be assessed as either 'emerging' or 'expected.' Whilst there is no judgement to state if a child is exceeding beyond ELG, teachers have a duty to provide a narrative for both parents and the Year 1 teacher.

Impact is also evident through successful transitions into Year 1. EYFS staff have a good understanding of how ELG's link to the National Curriculum, and through our robust planning and delivery across the spectrum of subjects, both core and foundation, children leave the EYFS stage with the skills, knowledge, and confidence to continue their journey as scientists, historians, artists and geographers.