

EYFS Intent, Implementation and Impact Statement

September 2024

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

Intent

At St Mary's we aim to provide motivating first-hand experiences whilst encouraging children to build resilience, ambition and a lifelong love of learning. We aim to build on the wealth of knowledge and skills children already have when they arrive by working in partnership with parents, carers and other settings to gather this vital information. We believe this provides the best possible start for each child and ensures they reach their full potential from their various starting points.

We are passionate about children fostering a lifelong love of learning both in and outside of school. We therefore provide an engaging 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. Our curriculum highly values child centred learning that follow the interests and fascinations of the children; allowing them to lead and engross themselves in their learning. Alongside this, we deliver purposeful and carefully sequenced activities which are underpinned by the characteristics of learning; enabling our children to become engaged, curious and motivated learners.

Our enabling environments and warm, skilful adult interactions support the children as they begin to link learning to their play and exploration right from the start.

By the end of the Reception year, our intent is to ensure that all children make, at the very least, good progress from their starting points and are equipped with the skills and knowledge to have a smooth transition into Year 1.

Implementation

Our curriculum follows the Early Years Statutory Framework for the Early Years Foundation Stage.

Through our knowledge of each child and formative assessments the EYFS team plan exciting and engaging activities that will move the children's learning forward. This may involve following a class theme which provides inspiration for

learning. Our themes *This is me, All around me, and Amazing Adventures*, are centred around the children and build on the experiences they have already had. We take advantage of cross curricular links in order to combine transferable skills and develop a wide-ranging vocabulary.

This may also include following individual children's interests and making the most of those focused moments where the teaching and learning can be maximised in a one to one way with teacher and child. Adults support and extend learning through questioning, modelling, encouraging, suggesting and providing new resources. These interactions are carefully planned and tailored to individual children to capture their unique interests and challenge them in their learning.

Children in EYFS learn by playing and exploring, being active and thinking critically and creatively and this takes place both indoors and in our outdoor area. Our outdoor area is open all year round and in all but the most challenging weather conditions. Children make their own decisions about where they learn best and teachers ensure that there are opportunities for all areas of learning both inside and outside.

Our timetable is carefully structured so that children have directed teaching during the day and long periods of uninterrupted play to embed skills. The timetable changes throughout the year to take into consideration the changing needs of the children.

Adult directed sessions are followed by small focused group work. This means adults can systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning.

Each year group creates its own unique blend of whole class, guided, adult directed play and child-initiated play activities dependant on the nature and needs of the class of individuals. We always look forward to what each year will bring.

Literacy

Our aim is to foster a love of reading right from the start. In EYFS we introduce a focus text each week which is embedded in our teaching and learning through activities and discussions. The story is on display for children to access independently. The aim is to expose children to a range of books that

not only develop a love of reading, but have been chosen specifically to develop their oracy, vocabulary and comprehension.

The focus story is at the centre of our daily discussions which allows children to share their opinions and draw on their own experiences. Children are able to explore the setting, characters and key events of the story in greater depth; with opportunities for children to predict, retell, recall, infer and explore and internalise new vocabulary.

In Reception we aim to embed a culture where books, poems and rhymes are shared. We value children's opinions and recognise that children who have ownership over the stories they read, will be more motivated to read them and return to stories they have enjoyed. Therefore, in Reception children vote for our end of day story, using a voting system which is implemented at the beginning of the school year. Each child has a LEGO piece which they use to vote for one of two stories. This promotes engagement in books and fosters a love of reading.

We also encourage reading in Reception by participating in Drawing Club. Drawing Club promotes reading while also improving fine motor skills, numeracy, and language skills. Every week, the children are introduced to a focus story, a cartoon, or a traditional tale at Drawing Club. Following that, after learning some new vocabulary, the children are asked to help create some actions to help them remember them. The children must then draw a detailed picture to go along with the story, cartoon, or traditional tale.

Phonics

We currently follow the Twinkl Phonics DfE Validated Scheme. There is cohesion and consistency with our approach to Phonics, that align with Key Stage One.

We recognise the importance of laying firm foundations for reading and writing. In Reception, children begin their Phonics journey by developing speaking and listening skills in Level 1. This stage concentrates on tuning into sounds through sound discriminations, rhythm and rhyme, alliteration, voice sounds and oral blending and segmenting. These skills are woven through the delivery of Level 2 and 3, and feature throughout other areas of learning.

Children are introduced to Level 2 and 3 where they develop Grapheme Phoneme Correspondence (GPC) and segmenting and blending skills to decode words. During the Summer term, children move on to Level 4, if they are ready.

Children are encouraged to read at home and are listened to regularly in school. They are given books that match their phonic knowledge in order for them to apply their learning with the aim of becoming successful, confident and fluent readers.

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 representations which are then rehearsed, applied and recorded within their own child-led exploration and focussed group work.

Children in Reception have daily maths sessions to develop fluency, revisit key concepts and address misconceptions.

Wider Curriculum

Our wider curriculum is taught through the learning areas; 'Understanding of the World' and 'Expressive Arts and Design.' EYFS staff have a good understanding of how ELG's feed into the National Curriculum through our robust planning. 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 children's natural curiosity. For example, building a 'wolf-proof' house for the Three Pigs enables them to think like a 'Scientist' and 'Engineer' as they explore a range of materials and test out their own ideas.

Recognising the importance of extending children's vocabulary, practitioners encourage children to learn and use subject specific language and terminology in foundation subjects, through modelling and giving children opportunities to apply this language in their independent play.

Every Wednesday afternoon, the children participate in Welly Walk Wednesday. This involves the children exploring the school surroundings, identifying different minibests and observing seasonal changes. These weekly sessions develop children's communication and language skills while also strengthening their gross motor and fine motor skills.

The curriculum celebrates diversity and supports the pupils' spiritual, moral, social and cultural development. 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 those who 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. In addition, for children who have EHCPs, we have individual plans that enable them to be supported appropriately allowing them to be successful learners in their own right.

Regular monitoring of teaching and learning by SLT and the EYFS leader ensure staff develop secure subject knowledge. The EYFS staff are members of The National College where they have access to a range of CPD opportunities.

We ensure that the pedagogy in Year 1 reflects the independent learning skills children have gained in Reception, working together as a team to develop expertise and confidence in all teaching staff. We do this through end of year transition team meetings, where reflections on practice are made and evaluated. Decisions about the best way to move forward to enhance children's learning are discussed and implemented.

Observation and Assessment

Baseline:

Prior to children starting school, 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 their prior experiences. During the first half term in Reception, staff use ongoing assessments, observations and conversations with the child to develop a baseline assessment. This identifies the starting points of each child in all areas so we can plan experiences and ensure progress.

In addition to this, The RBA (Statutory Reception Baseline Assessment) is carried out. This assessment focuses 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.

Ongoing Observation:

Practitioners regularly share dialogue about children; drawing on their knowledge of the child and their own expert professional judgements.

Ongoing observations are used to inform daily and weekly planning and identify children's next steps. Next steps are addressed 'in the moment' through timely adult interactions. Adults extend children's learning through questioning, modelling, encouraging, suggesting and providing new resources. This ensures children make continuous progress.

'WOW moments' are uploaded to Evidence Me and are shared with parents and carers. These are moments that show progression of learning or an achievement that we would like to celebrate.

This formative assessment does not involve prolonged periods of time away from the children or excessive paperwork.

Assessment:

Summative assessments are completed three times per year and shared with parents. In Summer Term 2, the EYFSP is completed by the class teacher where judgements for each child are made against the 17 ELG's. Children are assessed as either 'emerging' or 'expected' in each area of learning. Whilst there is no judgement to state if a child is exceeding the ELG, teachers have a duty to provide a narrative for both parents and the Year 1 teacher.

Impact

The impact of the EYFS curriculum is reflected in having well rounded, happy and confident children who are well prepared for the transition to 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 needed to continue their journey as scientists, historians, artists, geographers, musicians, authors and mathematicians.

Children demonstrate high levels of engagement in activities, developing their speaking and listening skills, enabling them to access more areas of learning and communicate to both adults and children. Children develop skills across all areas of the curriculum including Literacy, Mathematics and Physical Development using these in different ways. Children will have developed a wider sense of the

world around them and can draw on these experiences during interactions with others and link this to new learning.

We aim to exceed the National and Local Authority data for children achieving Good Level of Development. All our children make at least expected steps of progress from their starting points and for many children, they make rapid progress.