

# **EYFS Intent, Implementation & Impact**

## **Intent**

At The Whartons, we believe that the EYFS is crucial in securing solid foundations that children are going to continue to build upon throughout the rest of their lives. We provide a safe environment where the children feel valued and can develop their social skills along with self-regulation and collaboration. We believe that working in partnership with parents and carers enables us to meet the needs of each child.

We have designed a curriculum to provide a broad, balanced and stimulating education that meets the needs of all pupils including those with additional needs. We support children to progress from their individual starting points to achieve their full, unique potential.

We provide a wide range of play-based indoor and outdoor provision which is accessible to all children and which encourages exploration and creativity. We aim to foster children's independence and confidence so that they will meet challenges and take risks.

Through the 7 areas of learning, we provide topics that will excite and engage children, building on their own interests and developing their experiences of the world around them. We set ambitious and individual expectations for all children. We give the necessary level of support and challenge to enable all children to succeed and to achieve the Early Learning Goals.

We promote language and literacy in all areas of provision and inspire our children to have a love of reading.

We provide children with a range of cultural experiences both in and out of school and celebrate diversity. We want our children to be proud members of their community and make links outside of school with people from their local area.

We believe that it is essential to ensure a smooth transition for each child from pre-school settings to Reception and then from Reception to KS1.

## **Implementation**

At the Whartons Primary School we offer a broad and balanced curriculum which builds on the knowledge, understanding and skills of the children, whatever their starting points. We follow our own curriculum which is informed by the new Development Matters and Birth to Five document and which we have developed to suit the needs of our cohort. Our aim is to develop the children's love for learning by:

- Providing a highly engaging and challenging environment that allows children to learn and develop through play and exploration. We allow children to play freely, following their interests and encouraging them to be independent and develop the characteristics of effective learning.
- Carefully planning sequences of activities that provide meaningful learning experiences and ensure children make progress from their starting points.
- Providing high quality interactions with adults that demonstrate and impact on the progress of all children.
- Using high quality questioning and interactions to check understanding and address misconceptions.
- Staff acting as role models to the children they teach in order for children to develop their own speaking and listening skills.
- Carefully assessing, through observations, which are recorded on Tapestry and shared with parents. These are used to inform the next steps of learning and meet individual needs.
- Developing an effective and engaging environment that is set up so that children can access all areas of learning both inside and outside at any time.
- Providing activity starting points for child initiated activities that enhance children's learning and impact on progress.
- Allowing children to be successful in their attempts at an activity and using effective feedback to help facilitate next steps in learning.
- Suggesting home learning opportunities with information about what has been taught, allowing parents to build on their child's school experiences, at home.

#### **How we teach children to read and write (Literacy)**

- We use the systematic synthetic phonics programme Bugclub Phonics
- We have daily whole-class phonics inputs
- We set up reading and writing independent Rainbow challenges to practise these skills.
- We do regular individual and guided reading
- We encourage a love of reading, ensuring that children have access to a wide and stimulating range of texts throughout the provision.
- Our curriculum planning includes high quality texts. These texts are chosen for their level of challenge and quality language. They have also been chosen with a view to promoting reading for pleasure and to increase knowledge and skills across the curriculum and to promote diversity.
- Children are inspired to write in a range of meaningful and exciting contexts both independently and as part of small guided and shared writing groups.
- We involve parents in their child's learning by sending home early phonics packs; reading books; grapheme and word sheets; writing-based homework; and story sacks. We also have phonics and writing open mornings.

#### **How we teach Maths**

The maths curriculum is taught through a balance of child-initiated and adult-led activities, including daily whole-class sessions, small focus groups and independent Rainbow challenges. We plan to build on prior learning and use a range of concrete resources, and real life experiences to ensure a deep understanding. We follow a maths mastery approach,

looking deeply at each number up to ten. Our provision includes many open-ended resources which lend themselves to mathematical exploration. We take every opportunity to practise and develop mathematical skills, such as counting children and using time vocabulary during registration.

### **How we teach the wider curriculum**

As an EYFS team we have a thorough understanding of the seven areas of learning and are constantly moving the children's learning on as we play with them in the provision, following their interests. We recognise the importance of developing children's language and vocabulary and do this through high-quality interacts, including sustained shared thinking.

Our provision has been carefully designed to ensure that children develop skills and knowledge in all areas of learning, including:

- Communication and Language
- PSED
- Physical Development
- Understanding the World
- Expressive Arts and Design

Our planning and inputs cover a range of topics which we use as starting points to stimulate the children's interests. These include exploring a range of cultures and celebrations; the seasons; and the environment.

Children are encouraged to use subject-specific vocabulary

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.

Staff CPD ensures that our EYFS team have the skills and knowledge to deliver high quality education to our Reception children.

## **Impact**

**Baseline Assessment:** Prior to children starting, staff spend time speaking to the child's parents, previous settings and read previous learning journey's to gain an understanding of the whole child and where they are at. During the first half term in 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 so we can plan experiences to ensure progress.

### The RBA (Statutory Reception Baseline Assessment)

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.

**Continual Formative Assessment:** As we engage with the children in the provision, we are continually observing their growing skills and knowledge and we know our children well. We record significant 'wow' moments of learning on Tapestry as a reminder to ourselves and as a way of sharing this learning with parents. Group work and rainbow challenges provide us with information about the children's learning which we record on our objective-led planning, allowing us to quickly identify their next steps.

### **Half-termly Assessment Summary**

Each half term the EYFS team meet to discuss which children are keeping up with our progressive curriculum, and which children need further challenge or support. We discuss how we can meet the learning needs of individuals and plan interventions where required. These assessment discussions inform the following half term's planning for the whole class and ensure we are aware of all of the children's next step in all areas of learning. A summary of this information is recorded on our whole-school tracking system.

### **Phonics**

Over the year we keep track of which graphemes/phonemes and irregular words the children know, and their ability to read and spell words and sentences. This information informs our planning, interventions and interactions in the provision, and is then passed on to the Year One staff as part of the transition process. We aim for children to 'keep up' rather than 'catch up' with our systematic phonics scheme: Bugclub Phonics

### **Early Learning Goals**

Towards the end of the Summer term, we record whether the children have achieved the 17 Early Learning goal strands. Children will be assessed as either 'emerging' or 'expected.' Whilst there is no judgement to state if a child is exceeding beyond an ELG, teachers, have a duty to provide a narrative for both parents and the Year 1 teacher.