



## Intent, Implementation and Impact Statement

The Early Years Foundation Stage (EYFS) Framework sets the standards for learning, development and care for children from birth to 5 years. This renewed framework became statutory for the academic year 2021/22.

### Intent

Our curriculum is designed to recognise children's prior learning, both from previous settings and their experiences at home. We work in partnership with parents, carers and other settings to provide the best possible start at St. James' C of E Primary School, ensuring each individual reaches their full potential from their various starting points.

Our curriculum has been designed to enable children to succeed through cooperative and collaborative learning principles. As such, there is a strong emphasis on the Prime Areas of learning; Personal, Social and Emotional Development and Communication and Language, including Oracy.

At St. James' 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 which support the child's well-being. 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.

We believe that high level engagement ensures high wellbeing, and in turn, high levels of progress and attainment. We therefore provide an engaging curriculum that maximises opportunities for meaningful links across the seven areas of learning and learning experiences, as well as promoting the unique child by offering extended periods of play and sustained thinking. We follow children's interests and ideas to foster a lifelong love of learning both in and outside of school.

Play is an essential part of our early years curriculum, and includes: play which is child-led, play which is sensitively supported and extended by adults, and play which is guided towards specific educational outcomes. Continuous provision both inside and outside creates enabling environments which develop as the children grow. These rich and varied environments support learning in all aspects of the EYFS curriculum.

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

### 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. We recognise the importance of quality play being a vehicle for learning, where children are able to revisit, rehearse, consolidate and learn new skills and knowledge supported by timely interactions with adults.

The timetable is carefully structured so that children have self-directed or child-initiated learning times during the day, alongside short directed teaching sessions. The timetable changes throughout the year to take into consideration the changing needs of the children. When appropriate, these sessions may be followed by small focused group or 1-1 work. This means the teacher 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. Children are provided with plenty of time to engage in 'exploration' throughout the variety of experiences carefully planned within the environment to engage and challenge them in the provision. The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas.

## **Literacy**

Reading is at the heart of our curriculum and our aim is to encourage a love of reading right from the start. In EYFS we have 'Our Favourite 5' each half term. 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. These five books will be embedded in our provision through our Explore Reading sessions and activities, story times and on display for children to access independently. Through this, children begin to internalise new vocabulary, language patterns and begin to retell stories.

Our approach during Explore Reading sessions enables:

- The inclusion of high-quality texts which are age and stage appropriate
- Modelled reading and re-telling opportunities across each session
- Structured development of comprehension skills following the Super Six comprehension strategies used throughout the school
- A strong focus on vocabulary development and oracy skills
- Contextualised teaching of phonics and opportunity to practise and apply phonics skills and knowledge, including employing tricky and high-frequency words
- Cooperative learning behaviours which develop oracy and interdependence

## **Phonics**

We follow the DfE Letters and Sounds programme to ensure consistency across the school supported by stories and actions for mnemonics. Due to our large number of feeder nurseries and pre-schools, during our first few weeks of settling and baseline, we immerse the children in Phase 1 activities, which concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills, prior to GPC. Once baseline activities have been completed the children are introduced to Phase 2 and 3 where they will develop GPC and segmenting and blending skills to decode words. During the Summer term, our aim is for children to move on to Phase 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. Please see our Phonics Milestones document for further details.

## **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 develop a love of maths through games, songs, rhymes and stories. During our Explore Maths sessions, the children become magical mathematicians, developing understanding of mathematical concepts through tasks using concrete manipulatives and pictorial structures and representations, which are then rehearsed applied and

recorded within their own child-led exploration. Our Explore Maths sessions also allow us to develop fluency, revisit key concepts and address misconceptions.

## **Wider Curriculum**

Our wider curriculum is taught through the areas of learning; ***Understanding the World*** and ***Expressive Arts and Design***. EYFS staff have a good understanding of how ELGs feed into the National Curriculum through our robust planning and CPD opportunities. In reverse, colleagues throughout the school are also aware of the key ELGs that link to each foundation subject and the progression of the subject. Exciting, purposeful and contextualised activities are planned to build on children's natural curiosity. For example, building a boat for their favourite toy enables them to think like a 'Scientist' and 'Engineer' as they explore a range of materials and test out their own ideas. Building further on our oracy focus, children will be encouraged to employ subject specific language and terminology in the different aspects within these areas of learning, and such vocabulary will be modelled, both verbally and orally, by supporting practitioners.

Our inclusive approach means that all children learn together, however we have a range of additional intervention 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.

Regular monitoring of teaching and learning by SLT and the EYFS leader ensure staff develop good subject knowledge. The EYFS leader ensures staff receive CPD specific to Early Years to develop their practice. For example, we have offered CPD on the changes to the renewed EYFS framework, making effective observations and timely interactions to support and move children on in their learning, and phonics and early reading.

## **Impact**

### **Baseline**

There are a number of activities we undertake in order to gain an understanding of the whole child and their starting points when they join us at St. James'. Prior to the children starting school in September, we offer a teddy bear story time and stay and play session in the summer term to begin to get to know the children. Staff also spend time either visiting or meeting with pre-school settings over the telephone, speaking to a child's key worker where possible and also reading transition documents we receive during this term. In the Autumn term we also provide the opportunity for families to sign up to a home visits, which gives us a valuable opportunity to speak to a child's parents or carers and the child in their own home. Due to Covid-19 restrictions, we have adapted this slightly, to invite families to come and visit staff in our Reception outdoor area instead, to ensure we are meeting current government guidelines.

During the first half term in Reception, all staff use ongoing assessments, observations and conversations with each child to develop a baseline assessment against our check point documents based on Development Matters (2021). This identifies each individual's starting points in all areas of learning. This information is inputted onto our Insight tracker. We also carefully assess children against the Leuven Scale, which allows staff to measure children's emotional well-being and involvement – two vital components of learning, development and progress in children.

For the academic year 2021/22 the Reception Baseline Assessment (RBA) becomes a statutory part of our baseline assessments. This assessment focuses on 'Language, Communication and Literacy,' and 'Mathematics' and will take place within the first six weeks of the children starting school. The purpose of the assessment is to provide the starting point for a new measure that will help parents

understand how well schools support their pupils to progress between reception and year 6 / the end of key stage 2.

During October, we also carry out the NELI screening to identify children's language and communication skills level. This assessment informs us if a child is at expected for their age or requires intervention. Daily NELI sessions are then run from January by our fully NELI trained TAs, for 20 weeks.

### **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 and excessive paper work. 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**

Phonic 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' rather than 'catch up' where possible. Assessments are completed three times per year, whereby the teacher updates the progress children have made onto the school tracking system.

In Summer Term 2, the EYFSP is completed where teacher judge whether the child has met each of the 17 ELGs. They 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, which also focuses on the Characteristics of Effective Learning.

Impact is also evident through our successful transitions into Year 1. EYFS staff have a good understanding of how ELGs link to the National Curriculum, and through our robust planning and delivery across the curriculum, children leave the EYFS with the skills, knowledge and confidence to continue their learning journey as scientists, historians, artists and geographers, for example.