



## **EYFS Intent, Implementation and Impact Statement**

### **September 2023**

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**

Our EYFS curriculum is based upon six basic principles:

1. Brain development – one of the key windows of opportunity to maximise development of the brain is between three and five years of age. The Early Years are the most active period for establishing the neural connections.
2. Expressive function and self-regulation – helping children develop these skills through imaginary play, by developing rules to guide them, working with others, challenging themselves, encouraging attention control through quieter activities and by giving opportunities to test themselves physically.
3. Movement and cognition –by providing a wide range of opportunities for movement we can ensure that children develop the stability they need to sit up, crawl, cruise around furniture, hop, skip, jump and to develop object control. The more children move the more controlled their movements will become.
4. Relationships – Children who develop warm, positive relationships with their key workers are more excited about learning, more positive about coming to school, more self-confident and achieve more in the classroom.
5. The importance of play – Free play is essential to children's development. It is enjoyable and helps children to develop social skills, executive function and self-regulation, imagination and creativity.
6. How learning happens – learning is a change in the long-term memory; information is processed through the working memory; the working memory has limited capacity and can be easily overloaded; spaced repetition is the most effective way to overcome the limitations.

At Springfields, we aim:

- To establish an entitlement for all pupils;
- To provide a knowledge rich creative curriculum, which recognises prior learning, provide first hand learning experiences, allows the children to develop inter-personal skills, build resilience and become creative, critical thinkers.
- To establish expectations for teachers of the areas of learning;
- To promote continuity and coherence across Early Years;
- To ensure an appropriate fun, purposeful and challenging curriculum is planned to ensure all children make progress each year from their starting points;
- To provide stimulating learning experiences for all of the children in EYFS;
- To celebrate diversity. Through positive attitudes we can develop the whole child meeting individual needs;
- To teach basic skills, knowledge, concepts and values;
- To provide enrichment opportunities to engage learning ensuring there are no limits to curiosity and thirst for new experiences;

- To provide give children the cultural capital – the knowledge the children need to achieve their Early Learning Goals
- To provide children with the language (vocabulary) to enable them to think. We plan for three tiers of vocabulary acquisition including Tier 1 (everyday words), Tier 2 (academic or expressive language) and Tier 3 words (subject-specific words.)
- To ensure that reading is the gateway to learning and that texts are selected to give the children cultural capital and powerful knowledge.
- To promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success;
- To work in close partnership with the community to develop future citizens;
- To ensure that children who leave Springfields have a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become life-long learners.

## **Implementation**

The Early Years curriculum is based on a two-year rolling programme that includes a range of creative topics to give structure to planning and resources. Key skills are taught in line with Development Matters, EYFS Outcomes and Chris Quigley Essential Skills for Early Years. Within these topics, pupil interests are noted and acted upon, where appropriate. In addition, parents are encouraged to share what their children do at home including particular things that interest them.

General Early Years practice is planned in line with guidelines and supports the concept of continuous provision, free-flow, outdoor learning and an engaging and developing learning environment. All learning opportunities are designed to ensure that the majority of our pupils leave the Early Years with a Good Level of Development.

Young children learn best through real and purposeful experiences. For much of the school day they will be learning through play. During the foundation years, the children will experience learning through a variety of methods:

**Whole class Focused Activity:** The children all work together with the teacher or the teaching assistant.

**Group Adult Focused Activity:** The children will work with the teacher or the teaching assistant in a small group of between 4 and 6. Adult led sessions ensure learning and teaching that is age appropriate and ensures at least 6 steps progress from starting points for all our children.

**Self-Initiated Activity/Continuous provision:** The children access learning activities of their choice to engage in a deep and meaningful way with our topics and learning.

## **English / 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 use books that have been chosen specifically to develop their oracy, vocabulary and comprehension. These books will be embedded in our provision through activities, story sessions and on display for children to access independently. Through this, children begin to internalise new vocabulary, language patterns and begin to retell stories.

There is cohesion and consistency with our approach to align with the whole school Literacy teaching:

- The inclusion of high-quality texts which are *age and stage* appropriate
- Modelled reading and re-telling opportunities across EYFS
- Structured comprehensions questions
- A focus on Tier 1, 2 and 3 Vocabulary
- Dedicated phonics sessions, employing tricky and high-frequency words
- Cooperative learning behaviours which develop oracy and interdependence

## **Phonics**

We follow the Little Wandle Letters and Sounds programme to ensure consistency across the school. In Nursery children focus on Phase 1, 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. Phase 2 is introduced through Little Wandle.

In Reception, Phase 1 continues but children are introduced to Phase 2 and 3 where they will develop GPC, segmenting, and blending skills to decode words. During the summer term, children move on to Phase 4.

Children are encouraged to read at home and are listened to regularly in school, at least 3 times a week. 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. Children in Reception have daily, 'Maths Meeting' to develop fluency, revisit key concepts and address misconceptions.

In Nursery, children develop a love of maths through games, songs, rhymes, and play using concrete manipulatives. There is a focus on the following counting principles; one to one correspondence, stable order and cardinal principle. Children's fine manipulative skills are a focus to develop 1-1 correspondence so children count each object only once.

## **Wider Curriculum**

Our wider curriculum is taught through the learning areas; 'Understanding of the World', 'Physical Development', 'Personal Social and Emotional Development' and 'Expressive Arts and Design.' EYFS staff have a good understanding of how 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 is 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 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 foundation subjects, and such vocabulary will be modelled, both verbally and orally, by supporting practitioners.

## **Inclusion**

Teachers are required to set high expectations for every pupil ensuring work sufficiently stretches all pupils – including those children who are working above the expected standard. In addition, work is planned at the appropriate level for those children who are working below expectations or who come from disadvantaged backgrounds. In addition, teachers ensure that planning evidences that there are no barriers to achievement and attainment. For children who have English as an additional language teaching opportunities help to develop their grasp of English and aim for children to access all subjects. Children are encouraged to discuss various issues, as well as being encouraged to develop high level questioning skills in order to steer their own learning.

## **Impact**

### **Baseline:**

During the first half term in Nursery or 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 following baseline assessments are also carried out:

### **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.

### **NELI (Nuffield Early Language Intervention)**

NELI 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. The assessment informs us if the child is at expected for their age or requires intervention from trained NELI practitioners. These assessments take place in Autumn 2, ready for the programme to begin in the spring term, if appropriate.

### **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. Our learning journey is recorded on working walls and in the class floor book.

### **Assessment:**

Our aim is for children to 'keep up' rather than 'catch up' where possible.

Assessments are completed six times per year whereby the Class Teacher updates the progress children have made on Target Tracker. Little Wandle Phonics assessments are completed every six weeks. In Summer Term 2, the EYFSP is completed where teacher judge whether the 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 an ELG, teachers, have a duty to provide a narrative for both parents and the Year 1 teacher.

Impact is also evident through our 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.