**EYFS Intent, Implementation and Impact Statement**

**September 2021**

The Early Years Foundation Stage (EYFS) framework sets the standards for learning, development and care for children from birth to 5 years. From September 2021, we will be adopting the new statutory framework, written by the Department for Education.

**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 Elmridge Primary School, ensuring that 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 Primary Areas of learning: Personal Social and Emotional Development and Communication and Language, including skills for speaking and engaging with others through spoken language.

At Elmridge Primary School, we recognise that oracy not only improves academic outcomes, but is a life skill to ensure success beyond school. The ability to express yourself, develops children’s thinking and understanding, which in turn promotes self-confidence, resilience and empathy; which supports the child’s wellbeing. Our enabling environment 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 level attainment. 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. We follow children’s interests and ideas to foster a lifelong love of learning both in and outside school.

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

**Implementation**

Each half term, EYFS staff introduce a new theme to provide inspiration for learning, whilst ensuring the flexibility for children to follow their own interests and ideas. Children learn through a balance of child-initiated and adult-directed activities.

The timetable is carefully structured so that children have directed teaching during the day. The timetable changes throughout the year to take into consideration the changing needs of the children. These sessions are followed by small focused group work. This means the teacher can systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback – which has 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 for the inside and outside of classrooms. 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 use a collection of favourite books that link to the current theme 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 communication skills, 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.

**Phonics**

We follow the DfES Letters and Sounds programme to ensure consistency across the school, as well as Jolly Phonics songs and Read Write Inc rhymes for mnemonics. 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.

In Reception, Phase 1 continues but 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, children may 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 phonics knowledge in order for them to apply their learning with the aim of becoming successful, confident and fluent readers.

Both Nursery and Reception children use the school library and regularly take home a ‘shared’ reading book, which is to be enjoyed alongside an adult at home. Parents are provided with prompt cards and questions to promote discussion and support the teaching of comprehension skills.

**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. They learn to rehearse, apply and record within their own child-led exploration. Children in Reception have daily Maths sessions, 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’ 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’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. 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.

Our inclusive approach means that all children learn together, but we have a range of additional intervention and support for children who may not be reaching their full potential, or are showing a greater depth understanding and need further challenge. This includes 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.

**Impact**

**Baseline:**

Prior to children starting with us, 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 at. 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.

For the academic year 2021/22, we will be completing the new statutory Reception Baseline Assessment (RBA). 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 Key Stage 2.

A Wellcomm assessment is also carried out during the baseline period in both Nursery and Reception, to identify children’s language and communication skills level. This assessment informs us if the child is at expected levels for their age, requires intervention or needs to be referred for specialist support.

**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 paperwork. Practitioners draw on their knowledge of the children and their own expert professional judgements through discussions with other practitioners, photographs and physical examples of children’s work. Some observations are uploaded using Tiny Tracker and shared with the parents and carers.

**Assessment:**

Phonics assessments are carried out every half term to quickly identify pupils that are not making expected progress.

Assessments are completed four times per year and shared with parents, whereby the Class Teacher updates the progress children have made. In Summer Term 2, the EYFSP is completed where the teacher judges whether the child has met 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 transition 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, children leave the EYFS stage with the skills, knowledge and confidence to continue their learning journeys throughout school, and into later life.