



St Mary's CE Primary School

EYFS Intent, Implementation and Impact Statement

The Statutory framework for the Early Years Foundation Stage (September 2021) sets the standards for learning, development and care for children from birth to 5 years.

The Curriculum at St Mary's CE Primary covers the 7 areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding the world
- Expressive Arts and Design

Our School Values

At St Mary's C of E Primary School, our vision 'Learning to live life in all it's fullness', is underpinned by our core values of,

- Respect
- Humility
- Trust
- Peace
- Courage
- Compassion
- Friendship
- Forgiveness
- Honesty

These values are woven through our Early Years curriculum provision.

Intent

It is our intent at St Mary's CE Primary School that children in the EYFS are happy, confident, independent and curious learners who can thrive in a safe, secure and engaging environment.

Our curriculum is designed to recognise children's prior learning, here at St Mary's CE Primary School, 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 Mary's CE Primary School through carefully planned transition, ensuring each individual reaches their full potential from their various starting points.

At St Mary's CE Primary School, we recognise that Communication and Language skills underpin all areas. Communication and Language improves academic outcomes, but is a life skill to ensure success beyond school, in life and future employment. Communication and language skills develop 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 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 seek to follow children's interests and ideas to foster a lifelong love of learning both in and outside of school.



At St Mary's CE Primary School, our experienced staff know our community well and therefore the needs of our children. This allows us to construct a curriculum which provides a wealth of first hand experiences including, forest school, visitors, trips and workshops. We aim to provide children with a wide number of experiences and ideas based on their own personal circumstances through exciting and stimulating activities including awe and wonder.

There is a sharp focus on Literacy skills ensuring that our children develop a love of reading and acquire a secure knowledge of phonics, this gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers. Our school's approach to teaching early reading and synthetic phonics is systematic and aims to ensure that all children learn to read words and simple sentences accurately by the end of Reception.

We are an inclusive school, we have the same academic ambitions for almost all children, taking into account their starting point. For children with particular needs, such as those with SEN and/or disabilities, their curriculum is designed to be ambitious and to meet their needs.

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

Implementation

In Early Years, we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage. We actively safeguard and promote the welfare of all of our children. We recognise that children will learn most effectively when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults who care for them.

We recognise the significance of language rich environments and the importance of quality interactions (DfE research September 2023). We have skilful staff in EYFS who are knowledgeable about the areas of learning they teach and engage in conversations with children to develop their vocabulary. Staff are positive role models for spoken language and communication, which is a pivotal part of our rich language based curriculum.

Adult interactions with children during uninterrupted child-initiated play is excellent in the EYFS. Adults model language through showing, explaining, demonstrating, exploring, encouraging, questioning and recalling. Therefore, adults are able to facilitate and set challenges to assist children's progress in all areas of the curriculum as well as identifying any misconceptions, which are addressed immediately.

Our highly skilled staff are experienced in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge. Our RWI phonics programme is begins in Reception. Phonics teaching extends beyond 'dedicated time' and is applied and reinforced when appropriate throughout day- children have a wealth of opportunities to apply phonics skills throughout the curriculum both indoors and out.

Teachers instil in children a love of literature. Story time and stories play a big part in the daily life of EYFS children at St Mary's CE Primary School. We encourage a love of reading through:

- high quality texts
- daily stories
- an inviting reading areas, along with reading opportunities in other areas
- retelling/role playing of familiar stories
- children taking turns to choose the stories they love at the end of the day and all children vote for their favourite
- Big books - model reading of text
- building a repertoire of songs and rhymes



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.

The Maths curriculum is devised in EYFS to develop early mathematics skills which are embedded during continuous provision. Our Mathematics curriculum provides a strong basis for more complex learning later on. In Reception, we follow the White Rose Maths Scheme of work which is divided into 3 weekly units. This is used to inform our planning which is devised to meet the individual needs of our children and is adapted where necessary to meet the needs of our cohort. High quality learning environments and meaningful interactions with adults, support children in developing mathematical thinking and discussion. Children 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 direct Maths teaching focus 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.

Our curriculum promotes healthy lifestyles. Our leaders and staff are particularly attentive to the youngest children's needs. Our staff give clear messages to children about why it's important to eat, drink, rest and exercise. In EYFS all children have snack time each day, this includes fruit, milk and water which encourages self-regulation. We provide opportunities for children to develop gross and fine motor skills by being physically active at all times of the school day for example, physical play outside, PE sessions and physical development opportunities in continuous provision. We provide opportunities for children to rest and recognise when they are tired, we have a quiet area for our 2 year olds. We teach children about staying healthy within the curriculum and provide opportunities to reinforce these concepts.

All early years staff, work hard to develop excellent relationships with parents and families. All children who start school in the EYFS have a 'starting school' parents meeting where vital relationships are developed. Early Year staff seek to engage parents in their children's learning through a large variety of activities, such as regular 'stay and play' sessions and by using and responding to Tapestry, our online Learning Journey. We deliver a Reading/Phonics and Maths workshop and provide information to parents to support their child's learning at home. This includes information about the school's method of teaching reading and how to help their children learn to read, phonics and early maths. In the Autumn and Spring term, we have parent meetings which inform parents of their children's progress. In the Summer term, parents receive a detailed end of year report.

Children are provided with plenty of time to engage in 'exploration' throughout the variety of experiences to engage and challenge them in the provision. The curriculum is planned for the inside and outside classrooms. Our EYFS environment is well organised, engaging and stimulating, with open-ended opportunities to develop children's curiosity to ask questions and develop knowledge. Our staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum.

Our wider curriculum is taught through the learning areas; 'Understanding the World' and 'Expressive Arts and Design.' Exciting, purposeful and contextual activities are planned to build on children's natural curiosity.

Our inclusive approach means that all children learn together, supplemented with a range of additional intervention and support for children who may not be reaching their potential, or 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.

Regular monitoring of teaching and learning by SLT, ensures staff develop good subject knowledge. There are opportunities for staff to access a range of CPD specific to Early Years to develop their practice.



Impact

Baseline:

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 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.

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. Some observations are uploaded using Tapestry and shared with the supporting parents and carers.

Assessment:

We measure progress and children's learning across the year through formative and summative assessment which are based on the teacher's knowledge of the child, their learning journeys, photographs and videos on recorded Tapestry. Our leaders understand the limitations of assessment and avoid unnecessary burdens on staff or children.

RWI Phonic assessments are carried out every 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. In Reception in Summer Term 2, the EYFSP is completed where teacher judge whether the child has met each of the 17 ELG's.

Staff take part in regular internal moderation of judgements and Elements MAT moderation, regarding children's progress.

We strive to ensure that all children make at least good progress from their various starting points. The impact of the EYFS curriculum is reflected in having well rounded, happy and confident children transitioning into Year 1. Our children are often amazing role models for others in school.

The Early Years provision features in all areas of the School Development Plan and has a rigorous plan for development each year. This is monitored and evaluated by the Headteacher.