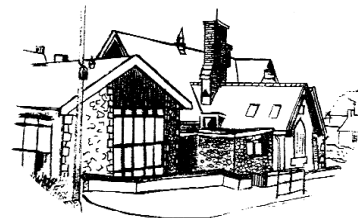




Hartington C of E Primary School

“Caring & sharing as part of God’s family”

“Loving our neighbour as we love ourselves” - Luke 10:27



EYFS Intent, Implementation and Impact Statement

September 2021

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 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 Hartington C of E Primary School, ensuring each individual reaches their full potential from their various starting points.

Our curriculum has been created to help 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, which includes expressive and reciprocal understanding.

At Hartington C of E Primary School, we recognise that the development of language not only improves academic outcomes, but is also a life skill to ensure success beyond school, in life and future employment. Language success helps to promote and underpin 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-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 of school.

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 Year 1.

Our School Vision:

As a Church school, the core Christian Values and principles are embedded into our curriculum in which we expect all children to thrive and grow.

‘Caring and sharing as part of God’s Family’

Providing a school community where we strive to achieve our full potential in a safe, nurturing environment with Christian Values at our heart.

'Loving our neighbour as we love ourselves' Luke 10:27

Cooperative Learning Behaviours:

We invest in the power of cooperative learning, and promote, instil, reward and acknowledge the following behaviours into each learning session:

1. Active Listening
2. Helping and Encouraging Others
3. Completing Tasks
4. Everyone Participating
5. Explaining Ideas and telling Why

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. 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, and takes into consideration the changing needs of the children, through the provision of cross-curricular links, and layered learning opportunities. 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 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 to engage and challenge them within the Early Year's provision. The curriculum is planned for both the inside and outside classrooms and equal importance is given to learning in these areas.

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 share 'Favourite Books' each half term and explore different authors and genres. 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 reciprocal and expressive language, vocabulary and comprehension. These books will be embedded in our provision through activities, story sessions, role-play and then placed 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 Curriculum CUSP that is followed from Years 1-6:

- The inclusion of high-quality texts which are *age and stage* appropriate

- Modelled reading and re-telling opportunities across each session
- Structured comprehensions, guided reading opportunities, question and answer sessions
- A focus on the development of vocabulary linked to the areas within the Early Learning Goals
- Dedicated phonics sessions, delivering tricky and high-frequency words within a structured and planned approach
- Cooperative learning behaviours which develop language, confidence and independence

Phonics

We follow a DFE recognised systematic synthetic phonics programme to ensure consistency across the school. This is also linked to the school's reading scheme and intervention programme within key stage two. For children on the Special Needs Register there is a focus on Phase 1 phonics, 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 to do so.

Children are encouraged to read at home and are listened to regularly in school. Reading sessions are also supported by governors and friends of the school to help promote and develop a love of reading, fluency, understanding and stamina. 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, whilst also accessing books to develop sight vocabulary.

Mathematics

In Reception, we follow the White Rose Maths Scheme of work which is divided into 3 weekly units, per half term. 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 Reception, children also 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. 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 opportunities for oral language skills, children are 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 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. In addition, we have a higher than average number of children on the special needs register, where bespoke plans have identified that learning may need to take place away from the classroom due to sensory needs.

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 offer CPD on effective observations, in order to understand where pupils are, and their 'next steps,' for learning.

Impact

Baseline:

Prior to children starting, 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. The school plans and initiates a transition programme for all new children to enable and support a seamless transition between placements. During the first half term in Reception, all staff use assessments, observations and conversations with the child to develop a baseline assessment prior to the completion of the new Baseline Assessment, which was introduced in September 2021, and for which staff and members of the SLT undertook appropriate training. The process of these initial assessments help to identify each individual's starting points in all areas so the class teacher 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.

In addition, Hartington C of E Primary School also has the following in place to support children within the school.

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 an expected level of development for their age or requires intervention from trained NELI practitioners.

ELSA (Emotional Literacy Support Teaching Assistant)

This is an intervention programme for promoting the emotional well-being of children and young people, which is delivered by trained practitioners.

Ongoing Observation:

All ongoing observations and annotations 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, photographic evidence and physical examples, such as a child's drawing / making. Observations supporting progress and attainment are shared with the parents and carers and examples kept in individual files.

Assessment:

Phonic assessments are on-going and 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, where the Class Teacher updates the progress children have made, and shared with parents. In Summer Term 2, the EYFSP is completed where the class teacher judges 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.