

**Scott Primary School.**

**EYFS Intent, implementation, and Impact Statement.**

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, from both previous settings and their experiences at home. We work in partnership with parents, carers and other settings to provide the best possible start at Scott 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. There is a strong emphasis on the Prime Areas of learning; Personal, Social and Emotional Development and Communication and Language, including oracy.

At Scott Primary, 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 level of 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.

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

**Implementation:**

Each half term, EYFS staff introduce a new topic 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. These sessions are followed by small, focussed group work. This means that staff 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 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 Early Years, we have a book of the week, which complements our topic and learning for the week. We also have a ‘Whole Class Read’ book every week. This is a book that is carefully chosen to allow the children to recognise letters and eventually read simple words. We spend time discussing how stories are structured and encourage the children to make predictions about how they think stories may end.

Phonics:

We follow the Twinkl Phonics programme. In Nursery children focus on Level 1 which concentrates on developing children’s speaking and listening skills and lays the foundations for the phonic work which starts at Level 2. The emphasis during Level 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

In Reception, children are introduced to Level 2 where they will develop Grapheme Phoneme Correspondence (GPC) and segmenting and blending skills to decode words. We then continue to work our way through the levels as appropriate.

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.

Mathematics:

In Reception, we follow the White Rose Maths Scheme of work that is divided into 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 rehearsed and applied within their own child-led exploration. Children in Reception have daily maths inputs and play games with staff members to consolidate key concepts.

In Nursery, children develop a love of maths through games, stories, songs, 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 ae a focus to develop one to one correspondence so children count each object only once.

Wider Curriculum:

Exciting, purposeful and contextual activities are planned to build on children’s natural curiosity. For example, building a chair for Goldilocks enables them to think like a ‘scientist’ and ‘engineer’ as they explore a range of materials and test out their own ideas.

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.

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, staff spend time speaking to the child’s parents, previous setting and read previous learning journeys to gain an understanding of the whole child and where they are at. During the first half term, 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 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 paperwork. Practitioners draw in their knowledge of the child and their expert professional judgements though discussions with other practitioners, photographs, or physical examples such a painting / drawing. Some observations are uploaded to Dojo where they can also be shared with parents.

**Assessment:**

Phonic assessments are carried out every half term which enables us 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 made every half term and are recorded and discussed with SLT during our ‘Pupil Progress Meetings’. This enables us to have an excellent understanding of our children’s learning and any areas of learning that we may need to pay particular attention to.

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, children leave the EYFS stage with the skills, knowledge, and confidence to continue their journey throughout the school.