



## EYFS Intent, Implementation and Impact Statement

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

*“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”*

### 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 Aston All Saints, ensuring each individual reaches their full potential from their various starting points. Our curriculum has been designed to enable children to succeed through the effective characteristics of teaching and learning (Playing and Exploring, Active Learning and Creating and Thinking Critically). In addition, there is a strong emphasis on Communication and Language interwoven and embedded within all other areas of learning.

At Aston All Saints, we recognise that good communication and language skills, not only improves academic outcomes, but is a life skill to ensure success and well-being beyond school. Language 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 adult engagement, ensures high level attainment, and therefore adopt a generative learning approach to teaching. 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 within 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 essentially are equipped with the skills and knowledge they need, to have a smooth transition into Year One.

### 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 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 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. We are fortunate to have a natural woodland within our outdoor provision, which enables children to learn about the natural world throughout the seasons.

**English** is at the heart of our curriculum and our aim is to encourage a love of reading right from the start. In EYFS we introduce Key Texts each 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 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 in their own words.

**Phonics** We follow the Ruth Miskin Read Write Inc programme to ensure consistency across the school. We work closely with parental partnerships to support the implementation and mastery of the speed sounds, quickly enabling children to encode and decode. Parent workshops on early reading and weekly sound sets linked to Ditties are embedded in school and sent home. Children 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. Children also take home a 'library story book' that they can enjoy sharing with an adult, therefore developing further language skills and a love of books.

**Maths** We follow the Power Maths scheme of work which is linked closely to the Abacus Spiral Curriculum taught throughout school. This ensures children develop mastery in key Mathematical concepts and deepens their understanding of key knowledge, skills and vocabulary. This ensures children have a strong foundation in Number and Numerical Patterns in readiness for Year One.

### **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 with our school KSV's (Knowledge, Skills, Vocabulary). 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. We have also carefully selected a range of focus artists that we focus on through the year. 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. 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. The EYFS leader ensures staff receive CPD specific to Early Years to develop their practice and run interventions. For example, the NELI Programme to develop communication and language, as well as RWI Fast Track Phonics Tutoring in order to narrow any gaps in phonics knowledge. Close attention is given to 'empathy' and understanding of one another in terms of differences, diversity and emotional health

awareness are promoted by staff incidentally daily. Our Jigsaw and Chris Winters PHSE/RSE schemes of work provide guidance with this.

### **Identifying Vulnerable Groups**

This year we have a high number of summer born children and alongside the considerations surrounding the COVID-19 pandemic (impacts that have been seen from assessments from the Government Statutory Baseline). Our current cohort has had two unsettled years, where they may have missed a substantial amount of nursery education. This has had an impact on their readiness for school, particularly in the Prime Areas. Regular monitoring of teaching and learning by SLT and the EYFS Leader ensure staff develop good subject knowledge. Leaders share with staff a full overview of identified vulnerable groups across the cohort, implementing regular monitoring, in order to ensure no child 'slips through the net'. Data in terms of pupil premium, boys, girls, SEND, ethnic minorities and free school meals is closely monitored and acted upon.

### **Impact**

**Ongoing Observations:** 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 guided group work alongside self-initiated. Weekly 'Special Mention Assemblies' celebrate children's learning and achievements, and parents are invited to Family Assemblies to join in the celebrations. Parents are encouraged to add achievements at home, onto their child's Do Jo Portfolio.

**Assessment:** Diagnostic Phonic assessments are carried out every half term, in order to quickly identify pupils that are not making expected progress. Power Maths observations consider mastery and next steps in learning. Our aim is for children to 'keep up' rather than 'catch up' where possible. In Summer Term Two, the EYFSP is completed where teachers judge whether the child has met each of the 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 One teacher. Impact is also evident through our successful transitions into Year One.

EYFS staff have a good understanding of the new EYFS 2021 Framework and the over-arching principles of this. 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 with a love of learning.