

Intent, Implementation and Impact in EYFS

Intent

The Early Years Foundation Stage is the period of learning and development from birth to five years. In our school we have three Reception Classes and work closely with feeder pre-schools and nurseries in the surrounding area to support transition for our Year R children.

At Hatch Warren Infant School our delivery of the curriculum aims to provide a wide variety of opportunities for our children to develop as independent, resilient and enthusiastic learners. Every child is recognised as a unique individual and we celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We provide enhancement opportunities to engage learning. We strive to instill a love of learning, where we are the starting place to encourage a lifelong journey of discovery.

As a team we work extremely hard to create an indoor and outdoor learning environment that inspires the children to investigate, question and challenge themselves. The children can explore the different areas throughout the day and access a wide range of continuous provision opportunities incorporating sensory, physical, writing, Maths, creative and role play activities.

We want to provide our children with every opportunity to fulfil their potential and work on reaching the Early Learning Goals at the end of the Early Years Foundation Stage and ensure they make good or excellent progress from their starting points.

We work hard to prepare the children for their transition to KS1, actively supporting them throughout their final term in Reception with opportunities to ensure they are ready and excited about the next steps in their learning.

Implementation

Reading is at the heart of our curriculum and each day starts with a whole school reading session. Parents are invited to come in during this time and hear the children read.

Pupils learn through a balance of child-initiated and adult directed activities. The timetable is carefully structured so that the children have rigorous directed teaching in English, Maths and Phonics everyday with regular circle time sessions to focus on PSED and Communication and Language.

Daily guided and independent activities are also planned to cover different areas of the EYFS curriculum and allow the children to develop their next steps in learning. Through observation and discussion, areas of need and next steps are identified for all children to ensure good progress is made. There is also a range of stimulating and engaging activities which children can access independently and a variety of opportunities for child-initiated learning. We track the children's progress on the school's own Excel

tracking document. We look at whether the children are 'on track' or 'not currently on track' to achieve the ELG's by the end of the year. Our inclusive approach means that all children learn together but we have a range of additional interventions and support to enhance and scaffold children who may not be reaching their potential or moving on children who are exceeding our expectations.

Children in the EYFS learn by playing and exploring, being active and through creative and critical thinking which takes place both indoors and outside. Our outside area is used all year round and in all weather conditions. We ensure activities planned for by both adults and children support the Characteristics of Effective Learning.

These are:

- Playing and Exploring-children investigate and experience things, and have a go;
- Active Learning-children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
- Creating and Thinking Critically-children have and develop their own ideas, make links between ideas and develop strategies for doing this.

We have a daily 'snack time' altogether as a class, taking it in turns to be the Special Helper and give out the fruit, focusing on manners and waiting our turn. We use this time to talk and ask questions to find out what the children have been up to. We also share our talk books, give compliments to our 'Child of the Day' and find out more about our child that is in the 'Spotlight'. We have a dedicated P.E. session, circle-time and visits from 'Twiggle' the turtle as part of the PATHS (Promoting Alternative Thinking Strategies) programme each week.

On a Fab Funky Friday we have a weekly rotation where each class focuses on a different area. The children get to visit our Wildlife Area and cook on open fires. Or visit the pond area and maintain the area by; weeding, harvesting fruit and vegetables, removing leaves and weed from the pond and deadheading flowers. This provides the children with the chance to observe changes through the seasons to the environment and wildlife in the pond. Alternatively, they have access to our STEM areas and big build developing their gross motor skills and team work.

To support our wider curriculum, we provide regular opportunities for parents and carers to come into school and work with their child, share their work and celebrate successes. We keep parents informed and meet regularly with them to ensure the children's transition into school and through the EYFS is happy allowing them to reach their potential with the support needed. This includes an initial visit with parents to look around the classroom and Year R area, three further transition visits, home visits, parent's meetings and workshops, Tell Me About It Books, Talkbooks, Golden Moments, reports and parent's consultations as well as more frequent informal communication to suit individual families.

We also support the transition into Key Stage One for both the children and parents. We prepare children for Year One with visits to their new class, meeting their teacher and ensuring the environments are similar at the end of EYFS at the start of Year One. Parents have the opportunity to meet with their child's new teachers and visit their child's new learning environment.

Impact

We endeavor to ensure that our children's progress across the EYFS is at least good from their varied starting points. We also strive for the children to reach the ELG's at the end of Year R by ensuring that our curriculum meets the needs of all our children, including our disadvantaged pupils and those with SEND. We also spend time looking at and evaluating how our children are learning. This is achieved through talking to children, looking at their work, observations, robust conversations about the children's progress and next steps, analysing data and progress by year group, class groups and individuals. This information is tracked on the schools own assessment document. We use all this information on a weekly basis to plan learning experiences and next steps so that knowledge and skills are built in cumulatively. Evidence of the children's learning is gathered in their 'green' book, Talkbook, Tell Me About It Book, R.E book and Art Sketch Book. This includes observations, photographs, the children's adult directed, independent and child initiated work. We also have contributions from parents in the forms of Golden Moments, Home Challenges and observations from home in their Tell Me About It books. The child's voice is also evident throughout their books.

The impact of our curriculum is measured by assessment procedures which allow us to measure outcomes against all schools nationally. We track the children on our own tracking system recording whether the children are 'on track' or 'not on track' to reach age related expectations by the end of EYFS. Class teachers use observations in directed tasks and child led tasks to make formative assessments which inform future planning and ensure that all children build on their current knowledge and skills at a good pace. Summative assessment compares children's attainment to age related expectations using Development Matters and Birth to 5 matters to support staff in their judgements. Our assessment judgements are moderated internally at school and externally with local schools from the cluster group set up by our head teacher. We also partake in local authority moderation and use the exemplification materials to validate our school judgments.

The impact of our curriculum is also measured by how effectively it helps our pupils develop into well-rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable citizens of the future.

Hatch Warren Infant School EYFS Curriculum Goals

- Self-regulation-I can talk about, recognise and reflect upon my feelings and those of people around me.
- Independent-I am independent in my choice making and can take care of myself.
- Care for our world-I enjoy exploring and looking after my environment.
- Good communicator-I can listen to and share my ideas appropriately with others.
- Good friend and team player-I can share things with others and be kind and helpful.
- Celebrate uniqueness-I know that everyone is different and I am proud of what I, my friends and our families do.
- Imaginative-I use my imagination in my play and story telling.
- Inquisitive and resilient-I use my senses and physical skills to play and explore, without giving up, so I can find out new things.

