



# **Treeton C Of E Primary**

## **EYFS Intent, Implementation and Impact Statement September 2024**

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 Treeton Church of England 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 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 Treeton Church of England primary School, we recognise communication and language 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 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 following 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 are equipped with the skills and knowledge to have a smooth transition into Year 1.

### **Implementation**

Each 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. Within the term the theme is developed to encourage different lines of investigation and learning. 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.

**English** is at the heart of our curriculum and our aim is to encourage a love of reading right from the start. We read high quality texts to the children using the Pie Corbett book spine and other quality texts. 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.

**Phonics** We follow Ruth Miskin's RWI phonics programme to ensure consistency across the school. We work closely with parental partnerships to support the implementation and mastery of the sounds, and have a focus on enabling children to encode and decode. Parent workshops and weekly sound sets linked to RWI 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.

### **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 house for the 3 little pigs 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 we closely work in partnerships across the EYFS classes. 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. Wellness Wednesdays, morning welcome and circle times are some of the things we adopt to support this.

### **Identifying Vulnerable Groups**

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.

### **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. Some observations are uploaded using EMAG and shared with the supporting parents and carers and to celebrate these achievements.

Assessment: Phonic assessments are carried out regularly and half termly to quickly identify pupils that are not making expected progress. Our aim is for children to 'keep up' rather than 'catch up' where possible. In Summer Term 2, the EYFSP is completed where teacher 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 1 teacher. Impact is also evident through our successful transitions into Year 1.

EYFS staff have a good understanding of the 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.