Haslington Primary Aademy

 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, 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 Haslington Primary Academy and Nursery, ensuring each individual reaches their full potential from their various starting points.

At Haslington Primary Academy and Nursery, we recognise that oracy feeds into all areas of the EYFS Framework and good oracy not only improves academic outcomes but is a life skill to ensure success beyond school. Therefore, there is a strong emphasis on the Prime areas of learning; Personal, Social and Emotional Development and Communication and Language Development when a child enters our Nursery.

We aim to develop children’s thinking and understanding which in turn promotes self-confidence, resilience and empathy which supports their well-being. Our enabling environments and skilful adult interactions support the children as they begin to link learning to their play and exploration right from the start.

We provide an engaging, topic-based 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.

By the end of 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 Promise:**

We strive to provide children with an exciting, engaging curriculum that motivates them to explore and investigate through all areas of learning. We provide them with the best possible opportunities, allowing them to enter KS1 motivated, confident and enthusiastic learners.

We provide inviting classroom environments indoors and outdoors to stimulate learners and engage them in developing the three ‘Characteristics of Effective Learning’ as set out within the EYFS. We carefully plan our EYFS curriculum to meet the following aims:

* Foster a love of learning which inspires curiosity.
* Provide experiences of awe and wonder.
* Ensure all children have access to high quality learning opportunities.
* Provide parents/carers with the opportunity to develop their child’s learning at home.
* Develop knowledge and understanding of the community and wider world.

We provide these things through all of the items set out in our EYFS Curriculum.

Implementation

Each half term, EYFS staff introduce a new topic to provide inspiration for learning. Each week we have a text that is linked to the topic and all teaching is based around this text to enable purposeful learning. This will include our writing, our provision and our wider curriculum.

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 can change throughout the year to take into consideration the changing needs of the children, particularly in Nursery, where there will be a heavy emphasis of the Prime areas during the first term. These directed teaching sessions are followed by small focused group work. This enables the staff to systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a string impact on the acquisition of new learning.

Children are provided with plenty of time to engage in ‘exploration’ and learning in the provision. It is carefully planned to engage and challenge them. Each area within the classroom has three levels of challenge next to it to enable them to progress to the next step in their learning.

**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 have a focus text each week that links to our half-termly topic. Reception children also follow the ‘Literacy Counts’ scheme, with a driver text each half term. All of our learning is based around this text to ensure what we teach is purposeful. The aim is to expose children to a range of books that not only develop a love of reading but have been chosen to develop their oracy, vocabulary and comprehension. As they are embedded through our provision, through adult-led activities and Helicopter story sessions, children begin to internalise vocabulary, language patterns and begin to retell stories.

There is a cohesion and consistency with our approach to align with the whole school Literacy Curriculum.

**Phonics**

We follow the ‘Read, Write, Inc’ phonics scheme to ensure consistency across the school. In Nursery children focus on Phase 1; pre-reading and listening skills which concentrates on developing children’s speaking and listening skills and lays the foundations for Phase 2. The emphasis during Phase 1 is to get the children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills. In the Spring term, our children begin Phase 2.

In Reception, the 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 will move onto Phase 4.

Children are encouraged to read at home and listened to regularly in school. Parents are asked to write in their child’s reading diary when they have read with their child and are rewarded for doing this at least 3 times a week. They are given books that match their phonics knowledge in order for them to apply their learning with the aim of becoming successful, confident and fluent readers.

Parents are invited to a Phonics workshop that supports them in helping their child to read and write at home during the Autumn Term.

**Mathematics**

A Maths Mastery approach is used in line with the rest of the school. In Nursery, children 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. Objectives are mapped out using the Development Matters document as a guide and when planning, a mixture of White Rose maths, NCETM and Numberblocks is used to support the lessons.

In Reception, we follow the White Rose Maths scheme of work in line with the rest of the school and NCETM planning is also used for daily maths sessions to develop fluency. High quality learning environments and meaningful interactions with adults, support children in developing mathematical thinking and discussion. Pupils learn through games and activities that use concrete manipulatives and pictorial structures and representations which are then rehearsed, applied and recorded within their child-led exploration.

**Wider curriculum**

Our wider curriculum is taught through the learning areas of ‘Understanding the World’ and ‘Expressive Arts and Design’. Our wider curriculum is linked to the text of the week. EYFS staff have a good understanding of how ELG’s feed into the National Curriculum and subject leaders have a good understanding of our curriculum content and how the children progress in each subject.

Areas within our provision support the learning of the wider curriculum and exciting, purposeful and contextual activities are planned to build on the children’s natural curiosity.

Building further on oracy skills, children will be encouraged to employ subject specific language and terminology in foundation subjects and such vocabulary modelled by supporting practitioners.

Our inclusive approach means that all children learn together, but we have a range of additional interventions and support for children who may not be reaching their potential. This includes things like Talk Boost/WellComm, Nursery Rhyme sessions, Pre-teaching vocabulary sessions, fine motor skills.

Regular monitoring of teaching and learning by all subject leaders 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 training on how to deliver communication interventions such as Talk Boost.

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. During the first half term in Nursery or Reception, all staff use ongoing assessments, observations and conversations with the child to develop a baseline assessment. This identifies each individual child’s starting points in all areas so that we can plan experiences to ensure progress. In Reception, the statutory Reception Baseline assessment is also carried out. Through the implementation of our curriculum we will ensure that our children’s attainment in all subjects is in line with or exceeding their potential when we consider the varied starting points of children.

**Ongoing Observation**

All staff have access to a tablet and the software ‘Tapestry’. Tapestry enables us to record the children’s learning in the form of notes, videos and photographs which are shared with the parents and allows parents to comment and contribute to their journey too. Ongoing observations are used to inform weekly planning and identify children’s next steps.

**Assessment**

We use Development Matters as a tool to assess where the children are working at. Assessments are completed for all 7 areas, three times per year; teachers look at the evidence gathered across the term (on Tapestry) and input onto DCPro, teachers know where the children are working at by using Development Matters as a guide. The children have different expected points throughout the year. Teachers make judgements based on these expected points. The judgements are well below, below, working towards, national and greater depth.

In Summer 2, the EYFSP is completed in Reception and the teachers will make a judgement across all 17 areas as to whether each child has met the Early Learning Goals or not. The judgements are ‘expected’ or ‘emerging’. These judgements are reported on and given to parents and Year 1 teachers. Any potential GD child will be discussed throughout the year during school moderations.

All data is analysed and the EYFS leader looks at the progress and attainment of all children. Vulnerable groups are highlighted and stringently monitored. The data informs the basis of pupil progress meetings and we discuss what support is needed for those children that are identified as not making enough progress or are not meeting age related expectations. During their time in our EYFS, children make rapid progress so that we meet the national expectation for GLD at the end of Reception.

Through a carefully planned EYFS curriculum the children are able to successfully transition into year 1 by meeting the following aims:

* Foster a love of learning which inspires curiosity. They are highly motivated to succeed and achieve and are equipped with all the personal skills to do this.
* Have experiences of awe and wonder.
* All children will have accessed high quality learning opportunities.
* Parents/carers will have developed their child’s learning at home.
* Developed knowledge and understanding of the community and wider world.