



# 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.

The school rules set the core values and principles which we expect all children to demonstrate.

## ***Kindness; Respect; Safety***

The children are introduced to these rules in Reception and are encouraged to follow them throughout their time at Green Lanes.

## **Intent**

At Green Lanes Primary School we want children to be happy confident, well rounded individuals with a love for learning. We believe in providing all children with a safe and stimulating environment that builds on each individual's wants, needs and interests. We value the diversity of all individuals, and pupils at Green Lanes are treated fairly regardless of race, religion or ability. We believe that all our children matter and we give them every opportunity to achieve their best.

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 Green Lanes School, ensuring each individual reaches their full potential from their various starting points.

Children should have the opportunity to learn through play. Learning should be fun, engaging and suitably challenging. We value the importance of our outdoor environment and believe that it offers children the opportunity to develop their thinking and problem solving skills. Adults provide high quality interactions and they are role models for learning.

We are committed to providing the best possible start to each child's school life, teaching them skills and giving those experiences that will ensure their well-being now and their success in the future.

We believe in a strong emphasis on play and seek a balance between child-led and adult directed activities. We base our model on the following approaches. Adult planned sequential learning - to ensure all children make progress; Adult interactions – to maximise learning opportunities and capitalise on teachable moments; and child-led learning – to allow the children to practise and rehearse the skills they have been taught.

Our timetable prioritises child initiated learning and the role of the adult in the environment. We support this with planned daily teaching of phonics, maths and reading, as well as planned activities to deliver a broad and balanced curriculum that covers the educational programme.

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 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. These sessions are supplemented with small group work and one to one adult interactions during child initiated play, which allows the adult to check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback.

The timetable remains flexible to take into consideration the changing needs of the children. They are provided with plenty of time to engage in 'exploration' throughout the variety of experiences



# EYFS Intent, Implementation and Impact Statement

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.

Once a fortnight, each child has a Learning Conversation with an adult, during which time they are encouraged to share and reflect on their learning, recognising strengths and identifying areas to improve. This creates strong, independent, reflective learners, which in turn results in a strong impact on the acquisition of new learning.

## Phonics

Reading is at the heart of our curriculum and our aim is to encourage a love of reading right from the start. Children are taught to read in a systematic way and we follow Little Wandle Letters and Sounds, which is a DfE approved programme for the teaching of phonics. This is a whole school approach which ensures consistency across all key stages. In Reception, the children are introduced to Phase 2 and 3 where they will learn grapheme phoneme correspondence (GPC) and segmenting and blending skills to decode words. During the summer term, children move on to Phase 4, which consolidates this learning and teaches skills to support the reading of longer words and more complicated sentences.

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.

## Literacy/ English

In EYFS 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 vocabulary and comprehension. These books are embedded in our provision through activities, story sessions and are on display for children to access independently. Through this approach, children begin to internalise new vocabulary and language patterns and are then able to retell stories.

There is cohesion and consistency with our approach to align with the whole school Literacy Curriculum CUSP that is followed from Years 1-6. This involves the inclusion of high-quality texts which are *age and stage* appropriate; modelled reading and re-telling opportunities across each session; structured comprehensions questions; a focus on Tier 1, 2 and 3 Vocabulary; and dedicated phonics sessions, employing tricky and high-frequency words.

## Mathematics

In Reception, we follow the Herts Essential Maths scheme of work which is divided into 16 learning sequences. 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 then rehearsed applied and recorded within their own child-led exploration. Children in Reception have daily fluency, as well as adult led teaching which teaches key concepts and addresses misconceptions.

## Wider Curriculum

Our wider curriculum is taught through a combination of adult planned learning and child initiated learning. This allows adults to introduce key skills and concepts, whilst still providing the children with the opportunity to rehearse and master these skills. 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.

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. Children are encouraged to employ subject specific language and terminology in foundation subjects, and such vocabulary will be modelled, both verbally and orally, by supporting practitioners.



# EYFS Intent, Implementation and Impact Statement

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. In addition, we have children on EHCPs, where bespoke plans have identified that learning may need to take place away from the classroom due to sensory needs.

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**

Progress is measured as follows;

### **Baseline**

Prior to children starting, staff spend time speaking to the child's parents and previous settings to gain an understanding of the whole child. Children and their families are invited to attend a range of virtual and face to face sessions to support this sharing of information and to help staff and families get to know each other. Once school starts, practitioners carry out a range of fun and interactive tasks with the children, as well as observing them in play. This identifies each individual's starting points in all areas and we can then plan experiences to ensure progress.

### **The Statutory Reception Baseline Assessment (RBA)**

This statutory 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.

### **WellComm**

WellComm is a complete speech and language toolkit which enables us to quickly and easily identify children in need of support due to delayed language skills. Children are screened in the first half term and intervention is provided through age-appropriate play-based activities.

### **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 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 drawing or mark making.

### **Assessment**

Phonic assessments are carried out as part of the planned progression in Little Wandle Letters and Sounds every six weeks 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 completed three times per year and shared with parents, whereby the Class Teacher updates the progress children have made. In Summer Term 2, the EYFSP is completed where teacher judge whether the child has met each of the 17 ELG's.

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 – both core and foundation - children leave the EYFS stage with the skills, knowledge and confidence to continue their journey as scientists, historians, artists and geographers.