



## Early Years Foundation Stage

### Intent, Implementation and Impact Statement

#### Intent (What we want to achieve)

- The Early Years Foundation Stage is the period of learning and development from birth to five years. At Devonshire we have a Nursery and three Reception classes. We work with our feeder nurseries and pre-schools to ensure a smooth transition.
- 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 and carers to provide the best possible start at Devonshire Primary, ensuring each individual reaches their full potential from their various starting points. Our curriculum aims to provide a wide variety of opportunities for our children to develop as independent, resilient and enthusiastic learners.
- As such, there is a strong emphasis on the Prime Areas of learning; Personal, Social and Emotional Development, Physical Development and Communication and Language, including oracy. At Devonshire, we recognise that oracy improves academic outcomes, as it helps to develop children's thinking and understanding.
- As a team we work hard to create learning environments, both inside and outside that inspire the children to investigate, question and challenge themselves, with the support of skilful adult interactions to support the children as they begin to link learning to their play and exploration. The children can explore the different areas throughout the day and access a wide range of continuous provision including sensory, physical, writing, maths, creative and role play activities.
- We aim to 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 believe that following children's interests and ideas will ensure 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 ( How we will do this)

Each half term, EYFS staff introduce new themes, often based around tried and tested stories, which 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 may be followed by small group adult focused activities, or carefully planned activities for the children to explore independently, with the adult supporting and making observations as appropriate. 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 / 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 our 'Over and Over' books, which are frequently read and which the children learn by heart and can read and retell independently. The aim is to expose children to a range of books that not only develop a love of reading, but will introduce the children to new vocabulary and language patterns. Linked to Communication and Language, the children also take part in 'Tales Toolkit' storytelling, which aims to develop the children's speaking skills through storytelling. Their 'book language' is often reflected in these stories.

### **Phonics**

We follow the Little Wandle Phonics Programme, which begins in Reception and continues into Year 1.

In Nursery children focus on Phase 1 which concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills, prior to GPC.

In Reception, Phase 1 continues but 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, the children will move on to Phase 4. 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.

### **Mathematics**

In Reception, we follow the NCETM Scheme of work.

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.

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. Children's fine manipulative skills are a focus to develop 1-1 correspondence so children count each object only once.

### **Wider Curriculum**

Our wider curriculum is taught through the learning areas; 'Understanding of the World' and 'Expressive Arts and Design.' The children are introduced to tried and tested texts which provide the starting point for different areas of learning. This learning may then follow the direction of the children's interests. 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. Building further on our oracy focus, children will be encouraged to use subject specific language and terminology in foundation subjects, and such vocabulary will be modelled, both verbally and orally, by supporting staff.

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 a higher than average number of children who have English as an additional language, and they receive additional support from an EAL TA. Regular monitoring of teaching and learning ensure staff develop good subject knowledge. Staff have received CPD specific to Early Years to develop their practice. For example, on effective observations, in order to understand where pupils are, and their 'next steps,' for learning, and the importance of play.

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.

#### Impact (What the outcomes will be)

##### **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's starting points in all areas so we can plan experiences to ensure progress.
- The following baseline assessments are also carried out. The RBA (Statutory Reception Baseline Assessment) This 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.

##### **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 paperwork. 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 / making. Observations are kept in individual Learning Journey files.

### **Assessment:**

- Little Wandle Phonic assessments are carried out every half term 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 the information added to Tiny Tracker, where the class teacher can assess the progress children have made.
- In Summer Term 2, the EYFSP is completed where teachers judge whether the child has met each of the 17 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 information 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 how ELG's link to the National Curriculum, and through our careful planning and delivery across the range 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.