

Springdale Primary School



EYFS Intent, Implementation and Impact Statement

Intent

At Springdale Primary School we place great value on the development of children as individuals and providing them with the skills, knowledge and understanding they need to prepare them for the challenges in Key Stage One and beyond. We work in partnership with parents, carers and other settings and professionals to provide the best possible start to their school life, ensuring each individual reaches their full potential.

Our curriculum has been designed to enable children to succeed through cooperative and collaborative learning principles. As such, there is a strong emphasis on the Prime Areas of learning; Personal, Social and Emotional Development and Communication and Language, including Oracy.

At Springdale Primary School we recognise that oracy not only improves academic outcomes, but is a life skill to ensure success beyond school, in life and future employment. Oracy 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. 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.

Our EYFS curriculum aims to enable our children to be:

Competent and creative learners; who are curious about the world around them.

Secure and confident; who enjoy coming to school and learning new skills and knowledge building on their existing learning.

Skilful communicators; who connect with others through language and play, ensuring that they play in a language rich environment.



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. Children are also 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. The curriculum is planned in a cross-curricular way to enable all aspects of the children's development including understanding the world and expressive art and design as well as to promote sustained thinking and active learning. The timetable changes throughout the year to take into consideration the changing needs and stages of the children.

Literacy

Reading is at the heart of our curriculum and our aim is to encourage a love of reading right from the start. We base our weekly literacy planning around certain topic related books. 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 in the outdoor environment. Through this, children begin to internalise new vocabulary, language patterns and begin to retell stories.

Phonics

In Nursery we begin by following the DfES Letters and Sounds programme. The 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 when the children move onto the Read Write Inc (RWI) programme. 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.

In the summer term in Nursery, for those who are ready, and in Reception we follow the rigorous and highly successful Read, Write Inc program so that they meet good outcomes for reading with most children passing the Year One phonics screening.

Children are encouraged to read at home daily 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 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.

In Reception we follow Power Maths which is a maths mastery programme designed to spark curiosity and excitement and nurture confidence in maths. It is aligned to the White Rose Maths progressions and schemes of learning. 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.

The children also have a daily mental maths session during or calendar time. This session boosts fluency and develops maths concepts in which to build on.

Afternoon Free-Flow Curriculum

In Reception, the afternoon curriculum fuses all areas of learning and reinforces skills learnt in specific subjects from the morning. Exciting, purposeful and contextual activities are planned to build on children's natural curiosity whilst building on skills from a variety of curriculum area.

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 to enhance and scaffold children who may not be reaching their potential or moving on children who are doing very well. This includes; The Listening Programme, Wellcomm, NELI, Cool Kids and fine motor activities. The characteristics of effective learning are viewed as an integral part of all areas of learning and are reflected in our observations of children.

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

Baseline:



Prior to children starting, staff spend time speaking to the child's parents where possible, previous settings and read previous learning journey's 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. Photographic information is tracked on Tapestry.

The staff will also complete the statutory baseline assessment during the first few weeks of term.

A Wellcomm assessment is carried out during the baseline period in both Nursery and Reception to identify children's language and communication skills level. This assessment informs us if the child is at expected for their age, requires intervention, or needs to be referred for specialist support.

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 / making. Some observations are uploaded using Tapestry and shared with the supporting parents and carers.

Assessment:

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 pupils are recorded as either 'on track' or 'not on track'. This information is shared with parents at parent's meetings in the autumn and spring term, and in a report at the end of the year.

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.