

EYFS Intent, Implementation and Impact Statement

September 2020

The Early Years Foundation Stage (EYFS) framework sets the standards for learning, development and care for children from birth to 5 years. For the academic year 2020/21, we are participating in, and following the EYFS Early Adopter framework.

Our curriculum is planned to reflect our diverse community rooted in communication and language development whilst developing PSED skills. We drive to achieve end of year Early Learning Goals whilst becoming, independent, well-rounded members of the community. In the EYFS all children will be supported to achieve their true potential in an environment where there are no outsiders with joy at the heart of our journey to success.

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 Westfield Primary Academy, ensuring each individual reaches their full potential from their various starting points.

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 Westfield Primary Academy 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 UNDERLYING School Values :

As a whole school, these are the core values and principles which we expect all children to demonstrate.

Cooperative Learning Behaviours: As an SFA School, we invest in the power of cooperative learning, and promote, instil and reward the following behaviours into each learning session:

1. Active Listening
2. Helping and Encouraging Others
3. Completing Tasks
4. Everyone Participating
5. Explaining Ideas and telling Why

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. 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 / 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 Favourite 5' each half term. 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 five 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.

While we do not specifically follow the SFA structure, there is cohesion and consistency with our approach:

- The inclusion of high-quality texts which are age and stage appropriate
- Modelled reading and re-telling opportunities across each session
- Structured comprehensions questions based on Blooms Taxonomy
- A focus on Tier 1, 2 and 3 Vocabulary
- Dedicated phonics sessions, employing tricky and high-frequency words
- Cooperative learning behaviours which develop oracy and interdependence

Phonics

We follow the DfES Letters and Sounds programme to ensure consistency across the school as well as Jolly Phonic songs for mnemonics. 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, children may move on to Phase 4 if they are ready.

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 White Rose Maths Scheme of work which is divided into 3 weekly units. 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, 'Maths Meeting' to develop fluency, revisit key concepts and address misconceptions.

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.' 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.

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. In addition, we have a higher than average number of 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. For example, we offer CPD on effective observations, in order to understand where pupils are, and their 'next steps,' for learning.

Impact

Baseline:

Prior to children starting, staff spend time speaking to the child's parents, 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. This information is tracked on Tapestry.

For the academic year 2020/21 we are participating in the Reception Baseline Assessment (RBA) Early Adopter Year before it comes statutory in September 2021. 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.

A Wellcomm assessment is also 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 and examples kept in individual files.

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 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. 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 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.

Implementation Statement

Pupils learn through a balance of child-initiated and adult-directed activities and challenges. The weekly timetable is carefully structured so that children have rigorous directed teaching in English, Mathematics and Phonics every day. We also ensure regular Circle Time sessions to focus on C&L and PSED and Topic sessions to focus UW and EAD in our weekly timetable. These sessions are followed by group work where children work with a member of staff to develop their individual targets. This focused group time enables the teacher to 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, which is carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside and outside classrooms and is planned in a cross-curricular way to enable all aspects of the children's development including UW and EAD as well as to promote sustained thinking and active learning. Great emphasis is also made to the use of Forest School learning which is taught on a weekly basis. Preparation and co-planning is led by the phase leader every week and half termly 'child-led' planning sessions are conducted to ensure that the children have agency over their environment and that the provision leads to depth of learning across all areas of the curriculum are conducted to ensure that the children have agency over

Reading is at the heart of our curriculum. Children follow the highly successful Letters and Sounds program faithfully so that they meet good outcomes for reading with almost all children passing the Year One phonics screening. In line with the rest of Key Stages, Reception have a big question to answer over the course of the year through their topic learning. This is broken down into a question for each half-term unit. The themes are based on foundational ideas coming from the EYFS curriculum: from "What makes us special?" as part of PSED, to "Can we save the world?" related to UW. From this, we have chosen multiple high-quality texts to create an integrated approach to learning from which pupils can experience the full curriculum. Children also enjoy reading a variety of books inside and outside of school through quality guided reading sessions and independent reading with adults. They follow the Oxford Reading Tree band scheme which has successfully and consistently supported a higher than national figure in the Expected Reading level by the end of the Reception Year for many years.

We follow the Maths Mastery approach in Reception with an emphasis on studying key skills of number, calculation and shape so that pupils develop deep understanding and the acquisition of Mathematical language. Pupils learn through games and tasks using concrete manipulatives which are then rehearsed and applied to their own learning during exploration and in adult lead activities. These collaborative and practical mathematical experiences are carefully designed to help pupils remember the content they have been taught and to support them with integrating their new knowledge across the breadth of their experiences and into larger concepts. Teaching Mathematics in such a kinaesthetic and practical way, supports our children to become logical problem solvers that can demonstrate resilience and justification when learning.

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, for example, our nurture group with some of our vulnerable children or additional '1-1 intervention' provision in Maths, Phonics and Physical Development to promote fine motor skills. The characteristics of effective learning are viewed as an integral part of all areas of learning and are reflected in our observations and assessments of children.

Our regular monitoring of teaching and learning includes: coaching and feedback from the phase leader from current, relevant training and professional development so that teachers and support staff develop a good subject knowledge and are effectively supported. We are also highly focused on frequently moderating outcomes across the year group so that every member of our team feels confident in making accurate judgements about where individual pupils are and their next steps for learning. This is also supported by external, small group moderations with other Early Years teachers within our MAT. In addition to this, our staff have regular contact and support with our Speech and Language therapist who helps to build subject knowledge of working with children who have communication and language difficulties.