



Intent, Implementation and Impact for EYFS at Deeping St James CP School

INSPIRE TO LEARN, ACHIEVE TOGETHER

INTENT

In the EYFS at DSJ, the curriculum is designed to encourage children to become considerate, confident, independent and aspirational learners who are ready for the next stage in their educational career.

- We aim to build on what the children already know and can do, also recognising that children learn differently.
- We aspire to provide enhancement opportunities to engage learning and believe that our first experiences of school should be happy and positive, enabling us to develop a lifelong love of learning.
- We seek to place a strong emphasis on developing and promoting excellent communication skills, and recognise the positive impact this can have on a child's development, in all areas of the curriculum and life in general, now and in the future.
- We aim that throughout their time in EYFS, the children develop a sense of belonging to our school community, ready to transition to year 1 the following academic year. They have the confidence and skills to make decisions and self-evaluate, make connections and become lifelong learners.

We intend: To work closely in partnership with parents and carers to encourage independent, happy learners who thrive in school and reach their full potential from their various starting points. To understand and follow children's interests and provide opportunities throughout our EYFS curriculum to support learning, consolidate and deepen knowledge and ensure children meet their next steps. To create an engaging and challenging indoor and outdoor environment which supports learning. To prepare children to reach the Early Learning goals at the end of the Foundation Stage and ensure children make at least good progress from their starting points. To provide varied opportunities to develop and extend children's communication skills, creating an environment where language and communication is highly valued and nurtured. To follow the schools 4 Learning Behaviours (resilient risk taker, determined self-improver, persistent problem solver, co-operative group worker) To support an effective transition into KS1.

IMPLEMENTATION

Throughout EYFS at DSJ, we follow the Early Years Foundation Stage Profile Statutory Framework for the Early Years Foundation Stage by the DfE. This framework specifies the requirement for learning and development in the Early Years and provides prime and specific areas of learning we must cover in our curriculum. We have a curriculum that is child-centred and is based upon experiences that are engaging, exciting and relevant to the children and their community. We

encourage active learning to ensure the children are motivated and interested. We take time to get to know children's interests and their likes to support learning. All areas of the EYFS curriculum are followed and planned for to ensure there is a broad, balanced and progressive learning environment and curriculum. The children will learn new skills, acquire new knowledge and demonstrate understanding through the seven areas of the EYFS curriculum. • Personal, Social and Emotional Development • Physical Development, • Communication and Language, • Literacy, • Mathematics, • Understanding the World, • Expressive Arts and Design These 7 areas are used to plan children's learning and activities. Planning for this curriculum is topic based but also designed to be flexible so that a child's unique interests can be supported and encouraged. Throughout the year the learning environment, both indoors and outdoors, develops and evolves to encourage the children to become more independent and challenged learners. Initially, the main focus is on child initiated play, supported by a range of adult led tasks and weekly reading sessions. As the year progresses, more focussed adult led learning and tasks are introduced alongside the above, called '10 minute challenges', which encourage children to work in a more structured, independent and focussed way, preparing them well for Year 1.

A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children are using and developing taught skills throughout the year on a daily basis. Continuous provision practise and principles begin in EYFS and support children to develop key life skills such as independence, innovation, creativity, enquiry, analysis and problem solving. During the school day, children will have an opportunity to work independently, work collaboratively with their friends and with members of staff. Daily guided activities are also planned to cover different areas of the EYFS curriculum and allow children to develop their next steps in learning. Through observation and discussion, areas of need and next steps are identified for all children to ensure good progress is made. There are also a range of stimulating and engaging activities which the children can access independently and a variety of opportunities for child-initiated play. In planning and guiding children's activities we reflect on the different ways that children learn and reflect these in our practise. We will include interventions for groups or individuals if and when necessary.

Children in EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. We aim to give children broad and balanced learning opportunities allowing them to broaden their cultural capital, recognising that they are a unique individual, celebrate their differences but also promote the strong sense of community we have here at DSJ. We focus heavily on engaging with our school environment and the local area. Our outdoor areas are used all year round and in most weather conditions, we enjoy using the school nature area and woodland and visiting significant places (e.g. the Church). We also promote a sense of togetherness and community, working closely with pre-school and KS1 and exploring different people, jobs, religions and ethnicities in our community. We have a dedicated time focusing on health and self-care, we share a range of healthy snacks and learn about the importance of a healthy balanced lifestyle to maintain our own wellbeing as well as time to talk about our feelings and emotions. All of children perform in a Christmas play, receive certificates in assembly, and participate in trips around the local area, as well as further afield, such as Hunstanton. They enjoy visits from different members of the community, people who help us and inspirational sports people. They plant bulbs and seeds, watch them grow and explore the changes in the environment. To support our wider curriculum, we provide regular opportunities for parents and carers to come into school and discuss their child's work, looking at their learning journals and attend school events. We also support the transition into Key Stage 1 for both child and parents. We prepare children for Year 1 with visits from their new teacher for story time/phonics, visits to their new class, and ensuring the

environments are similar at the end of EYFS and the start of Year 1. Parents have the opportunity to meet with new teachers and visit their child's new learning environment in September. Extra transition activities and support are provided for those children who may need that bit of extra time to adjust to change.

Communication is valued highly in the EYFS classroom and good communication skills are promoted throughout the curriculum, and learning environment. We work hard to nurture the children's communication skills, working with the child to develop them to be the best they can be and encouraging them to recognise the importance of their own communication skills. We want children to be effective and creative communicators, to support not only their journey through education, but life in general. We ensure high quality language is used by staff throughout the EYFS environment, including varied and challenging vocabulary and high-level questioning. We follow the 'Word Aware' programme to give opportunities for children to learn about the meaning of words and extend their vocabulary. We believe that children should be given the opportunity to explore and play with language, for example we use helicopter stories and lots of language-based games to allow children to express themselves in different ways. We promote talking times with children, giving them opportunities to share their own thoughts and ideas, in whole class sessions, in small groups and 1:1.. We give children opportunities to talk to a range of people and in a range of situations such as shared reading times with parents, trips out into the community, Christmas performances and presenting their learning in assemblies.

IMPACT

We strive to ensure that our children's progress across the EYFS curriculum is good, from their varied starting points. We also strive for children to reach the Early Learning Goals at the end of Reception and to be at least in line with National Expectations. We have often exceeded this or are, at least, in line with the National average.

Staff in the EYFS make regular observations of the children's learning to ensure their next steps are met. These are collected in each child's online learning journey and in their termly report which is shared with parents/carers. We regularly assess where the children are, using 'Development Matters' and then ensure our planning, adult interaction and learning environment; including continuous provision, support children to reach their next steps. We keep parents informed and we meet regularly with them to ensure children's transition into school and through the EYFS is happy and allows them to reach their potential with the support needed. This includes information evenings, transition days, nursery or home visits, stay and play sessions, a phonics workshop, a garden party, end of year graduation and reports and parent consultations as well as more frequent informal communication to suit individual families. Parents also have constant access to our online learning journal, Tapestry, where they can view and comment on their child's learning as well as uploading their own observations

Evidence in children's learning journeys support all areas of the EYFS curriculum, this is monitored and scrutinised by the SLT. The impact of our curriculum is measured by assessment procedures which allow us to measure outcomes against all schools nationally. We measure the percentage of pupils working towards age related expectations throughout the academic year, put supportive interventions in place if and when needed. Class teachers use observations to make formative assessments which inform future planning and ensure that all children build on their current knowledge and skills at a good pace. These are formally recorded each term on our own tracking

grids. Our assessment judgements have been moderated both in school and externally with local schools. We also partake in local authority moderation which has validated our school judgements.