

Intent, Implementation and Impact for Early Years Foundation Stage

The Early Years Foundation Stage is the period of education from birth to 5 years. In our Foundation Stage we have one mixed Nursery class and Reception class and one Reception class.

Intent:

At Kiwi Primary School we aspire for the children in the EYFS to SOAR. To strive for success, own their actions, be ambitious and be respectful, resilient, and reflective. We believe that every child deserves the best possible start in life and that the most effective way to provide this is through a curriculum which is designed to recognise children's prior learning from previous settings and their experiences at home and to provide meaningful first-hand learning experiences. We aim to provide this whilst allowing the children to build resilience, ambition and integrity. Every child is recognised as a unique individual, and we celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of skills, knowledge, concepts and values. We provide enhancement opportunities to engage learning and believe that our children's first experiences of school should be happy and positive, enabling us to support them in developing a lifelong love of learning. We understand that play is an integral part of learning, and this is at the heart of our early years curriculum. Play stimulates children's physical, emotional and cognitive development and at Kiwi Primary School we encourage children's love of play through a safe and secure learning environment. We provide planned, purposeful play opportunities for the children which encourages them to practise skills and develop a desire to learn. Purposeful play is essential for physical, intellectual, linguistic, emotional, and behavioural and social development. It is the process through which children can explore, investigate, recreate, and come to understand their world. We believe that providing the correct mix of adult directed and uninterrupted child-initiated play will ensure the best outcomes for our pupils.

Our aim is to build a love of learning through the four overarching principles of early years:

The unique child

Positive relationships

An enabling environment that supports children's learning

Children's learning and development

We intend to:

Build positive and caring relationships with parents and carers to encourage happy and independent learners.

Develop and create stimulating indoor and outdoor environment to support children's learning.

Follow children's interests through continuous provision and deepen their knowledge and understanding through high quality interactions.

Provide an EYFS curriculum that gives children a broad learning experience through adult led and child led activities.

Ensure children make good progress from their starting points and to prepare children to reach the ELG.

Ensure children are prepared and supported for Key Stage 1 through carefully planned transition.

Implementation:

At Kiwi Primary School we follow the Statutory framework for the early years foundation stage which specify the requirements for learning in Early Years and the non-statutory curriculum guidance for the Early Years foundation stage from Development Matters. We actively safeguard and promote the welfare of all of our children.

We spend time to get to know the children and what interests them, and this supports our aim to create a broad, balanced and stimulating curriculum. We have a curriculum that is planned with a careful balance of child initiated and adult led activities and is planned through themes that will excite and engage the children. The adults create an enabling environment for the children to explore and interest them. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play. The adults facilitate child-initiated learning through questioning, modelling, demonstrating, narrating, modelling new language, explaining, and exploring. The children have the opportunity to learn both inside and outside.

Children in Early Years will learn through playing and exploring, being active and through creative and critical thinking. We create activities for children that support the characteristics of effective learning. These are: Playing and Exploring – children investigate, experience, find things out and are willing to have a go; Active Learning – children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements; Creating and Thinking Critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things. Through the characteristics of effective learning and by making the learning meaningful to the children they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners support them to learn well and make good progress in all the seven areas of learning and development in the Foundation Stage. These seven areas are split into Prime and Specific areas.

The Prime areas:

Personal social and emotional development

Communication and Language

Physical Development.

The Specific areas:

Literacy

Mathematics

Understand the World

Expressive Arts and Design

The children in Reception have daily morning carpet sessions in Phonics, Guided reading, English (Talk for Writing) and Maths. They also have afternoon carpet inputs with a themed focus. During the morning sessions the children will complete tasks with an adult alongside accessing continuous provision, which is child initiated, both inside and outside to develop a love of learning.

Continuous provision practise and principles begin in EYFS and support children to develop key life skills such as independence, engagement, creativity, self-confidence, resilience, problem solving and relationship building. During continuous provision children will have the chance to work with their peers, work independently or to work with adults. We prioritise creating a 'language rich' environment through the use of songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. Staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators. Children are encouraged to become early readers through the enjoyment of books and the systematic teaching of phonics. The children develop their mathematical thinking through direct teaching and exploring learning opportunities during continuous provision. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.

We have built our school environment to enable our children to strengthen their core muscles through physical play, children spend time outside in the outdoor classroom where they have opportunities to explore through sensory experiences and taking part in Forest School sessions. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play.

The curriculum is taught through topics which are enriched with classroom enhancements. The topics are supported by quality key texts which are chosen carefully to encourage children's speech, language and communication development and understanding of the world. All planning, however, is flexible and responsive to the children's needs so plans can be changed and adapted dependent on the children's interests.

To develop the school community in the Early Years the children perform a Christmas production to their families, as well as class assemblies. As the year progresses they attend school celebration assemblies where successes are celebrated with certificates, as well as singing sessions and whole school assemblies. They also watch a local theatre company deliver Christmas plays. The children also have the opportunity to partake in forest school learning and to grow plants including vegetables. They use the school environment to observe the life cycle of a butterfly/insect and to see the frogs and wildlife in our wildlife area.

We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. To build our positive relationships with parents and carers we

send home termly learning information each half term to inform them of what their child is learning and to explain how they can support this at home. We also send home weekly phonics learning. Parents also enjoy using Class Dojo to engage in their child's learning and share experience from home. We also provide opportunities for stay and play sessions, where parents come into school and work in the classroom alongside their children. Parents can also access whole school workshops, parent consultations, reports, pastoral support, and they are able to speak to the adults daily at the start or end of the day.

As part of the learning and teaching process At Kiwi Primary School, children are assessed in relation to their progress towards the Early Learning Goals. These judgements are made on the basis of accumulative observations and in-depth knowledge of the children acquired through ongoing assessment and interactions. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year. Teachers observe and work alongside the children to assess where they are and use these to plan next steps. 'Development matters' is used to aid planning alongside adult interaction, targeted interventions and opportunities for independent learning through tailoring the learning environment for continuous provision. We also support the children and their families in their transition into Key Stage 1 through visits to their new class, meet the teacher sessions and ensuring the environments are similar at the end of EYFS and the start of Year 1.

Impact:

In the Early Years curriculum, it states how children need to be prepared for their future in school. During their years at Kiwi Primary School the children will experience a carefully planned curriculum with a balance of both adult and child directed learning opportunities which supports their learning and development and prepares them for KS1. At Kiwi Primary School we strive to ensure that our children's progress across the EYFS curriculum is good from their individual starting points. The impact of our curriculum is measured by our school assessment procedures which allow us to measure against all schools nationally. We use summative data to ensure our children's progress is monitored carefully and evaluated to ensure the children's next steps are identified. We measure progress termly through the academic year and put supportive interventions in place if, and when needed. This is tracked using Insight to ensure rates of progress are good for all children. Our assessment judgements are moderated both in school as we carry out regular moderation of assessments with staff to ensure that we feel confident with our judgements and externally in a cluster group with local schools. We also partake in local authority moderations. Evidence is gathered through observations by class teachers and used to make formative assessments which identify next steps, inform future planning, and ensure that all children build on their current knowledge and skills, which in turn inform next steps for the child's learning. Evidence is also taken from the children's online learning journals which support all the areas of the Early Years curriculum, writing books and evidence folders. When assessing the children against the Early Learning Goals we understand how some children will be awarded the same level but may be working at different levels within this range. We therefore ensure that we have effective communication and transition between Early years and KS1 to support the children in their transition.

Throughout their time in EYFS at Kiwi Primary School, we want the children to develop a sense of belonging to our school community, to have our school values embedded, to have the confidence and skills to make decisions, to make connections and links to prior learning, to be able to self-evaluate, to be independent, confident and have a love of learning and be ready to transition to Key Stage 1.