



EYFS: Statement of Intent, Implementation and Impact



Let your light shine before others, that they may see your good deeds and glorify your Father in heaven.'

Matthew 5:¹⁶

Intent

At Shottery St Andrew's CE Primary School, we recognise every child as a unique individual and the EYFS curriculum is designed to build upon the children's prior learning from a variety of previous settings and their experiences at home. We aim to provide first hand learning experiences that allow the children to build independence, confidence, resilience, curiosity and a lifelong love of learning. The children will learn through playing, exploring and investigating, watching and listening, creating and communicating. Learning is underpinned by the teaching of basic skills, knowledge, concepts and values and through this we aim to develop happy learners who thrive in school and reach their full potential from their various starting points.

Implementation

The foundation for the delivery of our EYFS curriculum is an enabling environment, where the children know more and do more, supported by adults

- We follow the Early Years Statutory Framework for the Early Years Foundation Stage supported by the Development Matters document (2021) for all the Prime (Personal, Social and Emotional Development, Communication and Language and Physical Development) and Specific (Literacy, Mathematics, Understanding the World and Expressive Arts and Design) areas of learning
- Reception children are part of a mixed Reception and Year 1 class
- The curriculum is planned around six half termly topics each year and a two year rolling programme which ensures full coverage of the skills and concepts required to achieve the Early Learning Goals
- Adults take on the role of play partners with the children and use the ShREC approach to develop interactions.
- Emphasis is placed on the development of children's vocabulary through interactions during child initiated and adult directed tasks and daily story time
- Access to indoor and outdoor environments
- A balance of child and teacher led activities
- Daily Phonics (Sounds-Write) and Number sessions
- Daily guided activities which over the week cover the seven areas of the EYFS curriculum
- Child initiated activities
- Continuous provision is developed through the weekly Rainbow Challenges
- Effective communications between home and school (newsletters, DoJo, reading records, Tapestry, parent meetings)
- Observations and discussions, allow areas of need and next steps to be identified
- Focused intervention for those children who are finding learning challenging and are not on track to meet expectations

Impact

Children who achieve the expected standard within the Early Learning Goals have the knowledge and skills needed to continue to maintain good progress in Key Stage 1 and beyond. The mixed age class facilitates an effective transition for children into Year 1 and allow us to plan accordingly for the next stage of their learning journey.

Assessment

Opportunities for assessment are identified on the Long-term Plan

Class teachers carry out on going formative assessments and observations which inform future planning.

We complete national Baseline and a school baseline at the start of the year.

Opportunities for summative assessments (Phonics tracker, Sounds-Write, White Rose Maths)

Early Years Foundation Stage Profile.