



EYFS Intent, Implementation and Impact Statement

The Statutory framework for the Early Years Foundation Stage sets the standards for learning, development and care for children from birth to 5 years.

Intent

Our curriculum is designed to recognise children's prior learning, both from previous settings and their experiences at home. The EYFS education programmes underpin our curriculum. We work in partnership with parents, carers and other settings to provide the best possible start at St. Cuthbert Mayne, 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, with an emphasis on developing vocabulary and oracy. At St. Cuthbert Mayne, we recognise that these skills not only improve academic outcomes, but ensure success beyond school, in life and future employment. By nurturing their vocabulary and oracy, we are supporting the children to develop their thinking and understanding. This 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 follow children's interests and ideas to foster a lifelong love of learning both in and outside of school.

Our approach to our learning environment is calm and ordered in such a way so as to reduce anxiety and aid concentration. Our resources are well organised and children are encouraged to take responsibility for the resources they chose. We pay close attention to noise levels and colour schemes.

By the end of the Reception year, our intent is to ensure that all children make at least good progress from their starting points and are equipped with the skills and knowledge to have a smooth transition into Year 1.

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.

We carefully structure our day to balance short adult-led teaching sessions, with longer child-led active learning sessions and expect this approach to foster the characteristics of effective learning. We believe that careful planning enables us to utilise all opportunities, yet we also practise 'planning in the moment' where staff draw on their training to extend learning, and intervene effectively to support each child's next steps at that point of learning. We can and do adjust our planning in response to our observations based on the needs of the cohort. Over time, we provide children with opportunities to revisit skills and apply learning to new concepts. We have clear progression in the skills that children need to acquire across all areas of learning. Our resources support our curriculum and children's independent learning and interests. Each area of provision has a wide variety of engaging resources that can be changed and developed to provide challenge over the year. We plan a wide variety of experiences both inside and out, to encourage children's development in coherent sequences.

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 Brilliant Book of the week' 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 on display for children to access independently. Through this, children begin to internalise new vocabulary, language patterns and begin to retell stories.

There is cohesion and consistency with our approach to align with the whole school Literacy Curriculum that is followed from Years 1-6:

- 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 VIPERS
- A focus on vocabulary
- Dedicated phonics sessions, employing tricky and high-frequency words
- Cooperative learning behaviours which develop oracy and interdependence

Phonics

We follow the *Read Write Inc.* programme to ensure consistency across the school.

In EYFS, the children will learn the sounds, how to read them in words and how to write them down.

Reading

- The children learn 44 sounds and the corresponding letters/letter groups using simple picture prompts
- They learn to read words using Fred talk and sound blending
- They read from a range of story books and non-fiction books matched to their phonic knowledge

- They develop their comprehension skills through discussion and paired activities based on the books they read.

Writing

- The children learn to write and form the letters/letter groups which represent the 44 sounds with the help of fun phrases
- They learn to write/spell words by using Fred fingers
- They learn to build sentences by practising sentences out loud before they write.

In part of every lesson, children work in pairs when they:

- check correct pronunciation of sounds
- blend sounds to make words
- practise sounds and words they already know as well as the new sound
- ask and answer questions

This paired work ensures maximum participation from each child.

Mathematics

Our intent at St. Cuthbert Mayne is to provide an outstanding mathematics curriculum for our pupils, following a mastery approach to learning and teaching. Mastering maths means pupils acquire a deep, long-term, secure and adaptable understanding of mathematical procedures and concepts. We aim to build firm mathematical foundations through a diet of fluency, reasoning and problem solving.

During the Early Years Foundation Stage, we aim to develop a strong grounding in number so that all children develop the necessary building blocks to excel mathematically. Children are taught to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding, children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. We encourage children to develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

We use the White Rose Maths Hub resources when planning the curriculum and aim to provide a high-quality learning environment and meaningful interactions to 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. This year, the school are also taking part in the NCTEM Mastering number project. This involves four sessions a week that aim to secure firm foundations in the development of good number sense from Reception to Year 2.

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 bridge for the 3 Billy Goats 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 vocabulary and 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.

Impact

Baseline:

Prior to children starting, we ask parents and the child's current nursery setting to complete comprehensive electronic inductions to gain an understanding of the whole child and where they are at. If upon reading these we feel that we would benefit from further information we may contact the parents and current setting for a conversation and/or arrange to visit the child in their nursery setting or at their home. As part of the settling in process in September we dedicate time to speak with parents/carers about their child's recent development. During the first half term in 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.

The RBA (Statutory Reception Baseline Assessment) is also carried out. 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.

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. The children take part in a weekly 'Big Write' literacy learning activity and RE focus activities which are recorded in their books. Their maths learning is tracked to help us to form our judgements on their development.

We use our Floor Book, Spiritual Journal and displays to collate and organise children's thinking, paying close attention to what our children find interesting, meaningful and valuable. This showcases the child's voice, their comments, questions and the enquiries that

inform their learning. During our open classroom events we encourage parents to spend time with their children sharing and celebrating their learning journey.

Assessment:

Phonic assessments are carried out using our Phonics Tracker 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, the Class Teacher updates parents on the progress children have made during our parent/teacher consultations in the Autumn and Spring terms. 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.' These judgements are communicated to parents through an end of year report which also gives parents a commentary on the children's key achievements and learning behaviours. 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 learning journey.