

Curriculum Intent Statement: Early Year's Foundation Stage

Early Years Foundation Stage - Intent, Implementation & Impact

What is the Intent of our EYFS curriculum?

At St.Botolph's CE Primary School, it is our intent that we allow children to develop in their own unique way and to develop positive relationships with both their peers and the adults. Our aim is to support each child to be an effective and motivated learner. As children develop, we offer an environment where they can explore, actively learn, create and think critically. As every cohort is vastly different year on year, we provide activities and resources that engage and motivate them according to their interests.

At St.Botolph's we recognise that children develop in the context of relationships and the environment around them. This is unique to each family, and reflects individual communities and cultures. We provide the children with a vast range of opportunities to ensure they develop in all areas of learning. However, Personal Social and Emotional development underpins our whole ethos, and is interwoven throughout all of our planning.

How is our EYFS curriculum being Implemented?

The environment we provide, when they first start school, is very similar to feeder settings to enable a smooth transition. We begin in the summer term prior to their entry, where we invite children and parents to various sessions and information evenings. Before their first day at school, teachers visit the children and parents in their home environment to help them feel comfortable and more familiar with the teachers in preparation for them starting school. We then have two days where children attend school for half a day. During that time it gives the children time to build a natural bond with the adults and their peers in smaller groups.

Once children are attending full time, the staff observe children's abilities and collect data for statutory baseline assessments. We then begin phonic and number lessons (specific areas of learning) once the statutory baseline assessments are completed. We also have a daily story and poem time, purposeful exploring activities, along with independent tasks and listening games to get them used to the daily routine of St.Botolph's.

The remaining two specific areas of learning; Understanding the World and Expressive Arts and Design, are taught explicitly during afternoon sessions. Opportunities are also provided

both within the classroom and our outdoor area for the children to explore and develop their own characteristics of learning. As well as having specific areas of learning there are three prime areas; PSE, Communication and Language and Physical development. Without these three areas, the children are not ready to learn. So because of this, physical development is a priority in the first full term at school, with the intention of strengthening their core and upper body (gross motor skills). Without this, children are not developmentally ready to write (fine motor skills).

As children progress through the year, lessons are lengthened and become more challenging. Independent tasks become more frequent and increase in difficulty, whilst being more open-ended. Expectations are of a high standard, whilst being tailored to ensure all children succeed and feel pride in their achievements.

Planning & Organisation

In our FS, staff work hard to provide the children with a range of experiences using resources familiar to the children to build initial skills and understanding. We also introduce the children to the world outside of their community to develop their aspirations through a wide and varied cross-curricular approach.

Long-term planning	Early Years Foundation Stage Framework BeSkild Trust long term plan Essential Letters and Sounds phonics programme White Rose Maths Cambridgeshire County Council Programme of Study for RSHE Understanding Christianity and The Leicestershire Agreed RE Syllabus 2021-26 Charanga Music
Medium-term planning	Essential Letters and Sounds phonics programme White Rose Maths Cambridgeshire County Council Programme of Study for RSHE Understanding Christianity and The Leicestershire Agreed RE Syllabus 2021-26 Charanga Music Teachers work together to ensure all skills/knowledge is covered when developing their plans based on the topic/calendar events of that half term or term.
Short-term planning	Weekly lesson plans. The lessons are planned and ordered to ensure a full coverage of subject knowledge, whilst allowing children opportunities to revisit and develop their skills and knowledge.

We ensure the curriculum is covered following the Early Years Framework with a target that all the children reach the 'expected' standard in all the areas of development. In classrooms, you will see children who are focussed on their learning. Discussion and collaboration is encouraged alongside independence and resilience. We like our lessons to be engaging and enjoyable. Children are given opportunities to repeat and reinforce learning and follow lines of enquiry.

How do we know what Impact our EYFS curriculum is having on pupils' knowledge?

The Head, Deputy, FS Lead and teachers regularly assess the impact of our EYFS curriculum on our pupils in terms of their knowledge, engagement, progress and attainment in different ways as stated including:

- ❖ Pupil progress meetings - Head/Deputy (Assessment leaders) scrutinise data and set targets, FS team analyse their data and review targets, support, planning and identify key areas to improve learning.
- ❖ EYFS assessment based on the Beskild Trust document - Teachers use information to tell them which areas the children are confident in. They can identify specific areas to target to build on knowledge and to ensure any gaps are filled.
- ❖ Monitoring and evaluation of pupils' work, planning, observations of lessons and pupil voice.

The impact of our EYFS curriculum is that children understand the relevance of what they are learning in relation to real world concepts. We have fostered an environment where learning is fun and it is okay to be 'wrong' because the journey to finding an answer is most important. Teachers build good relationships with children so they know when a child is progressing well and when they need help. We encourage an environment where questions are welcomed and it is okay to check and to take a risk. Effort, endurance and creativity is rewarded, and reflection is seen as a vital part of the process in order to progress further next time.

We support children to strive to be the best they can be, ensuring a greater proportion of children are on track to achieve the 'expected' level.

Children are developing reasoning and problem solving skills with the aim of helping them to become confident, articulate and independent learners.

Who else supports the pupils so they can excel and enjoy learning?

Working together - Support from Stakeholders

Pupil Voice - Teachers use the opportunity to speak to individual pupils daily to discuss areas of strength and challenge, setting targets to work on.

Parental support - We like to communicate with our parents so they are aware of what their child has been learning at school, how they are progressing and what they can do at home to support them. In the Foundation Stage we use an app called SeeSaw that allows us to post pictures and ideas for activities to try at home. We also are able to message parents to ask them to consolidate the day's learning if necessary. We post weekly 'parent overviews' so they are able to question and discuss with their children specifically about that day's content.

We also hold parent observation/information sessions and workshops, to share strategies and methods taught, to enable the parents to support their child's learning at home.

Parent/teacher meetings are held twice a year and reports are sent out during the summer term. We also have an 'Open Door' policy and welcome parents in when they have any issues or want to talk to us about any concerns they have.

Governor Support - Our EYFS governor meets regularly with the FS leader to discuss learning. Monitoring visits are made and data is shared and discussed. Challenging questions are asked of leaders and reports are written. Our EYFS governor supports us by attending sessions where possible.

Trust support - We work with other EYFS leaders and teachers to moderate work, share ideas and resources, develop and share training and inset needs.

So...what does EYFS look like at St.Botolph's?

Teaching - 'Quality First Teaching'

Teachers...

- 1.'Know where their children are' through the use of daily feedback during lessons, marking, formative and summative assessment and discussions with each other as a team.
- 2.'Understand where the children need to be' through a secure knowledge of the Early Learning Goal expectations.

3. 'Know how they are going to get them there' through the use of a range of strategies to promote independence, mastery and high expectations for ALL.
4. Effectively deploy adults.
5. Plan for progression and building on learning so that key information and skills are committed to the long term memory.

Learning - 'Quality First Learning'

We work as a team to ensure all of our children:

1. Are ready for school each day
2. Feel safe & secure
3. Are supported by clear and effective classroom routines
4. Are engaged in an engaging environment
5. Have a clear understanding of the high expectations set for them
6. Have high expectations of themselves
7. Are confident in their learning
8. Feel ready and excited to be challenged
9. Are independent learners
10. Are effective critical friends

Assessment -

1. Formative/Ongoing - During sessions teachers target individuals who have misconceptions or tasks are adapted for children who require a different amount of support or degree of challenge. Children receive verbal feedback so that they can address errors and move on in their learning. Teachers use knowledge gained during sessions to adapt future planning and lessons. They can also identify those requiring intervention. Effort and achievement is also recognised.
2. Summative/diagnostic - half termly discussions as a team to monitor progress. Teachers and leaders use information to address individual and common areas of strength and weakness. This information is also used to support future planning and needs.

Teachers identify children and groups of children who require intervention and differentiated questioning.

Standardisation

At the beginning and end of the year, levels are submitted to the LA.

Work is moderated by the Trust Schools or within school.

Moderation

1. Within Key Stage teams
2. By EYFS leader
3. By SLT or Head & Deputy
4. With members of Trust Schools

Inclusion and Intervention

For those children who require additional support, we have a number of ways in which we provide help. We have a growing number of children who are entitled to SEND support. The members of support staff will know what the child's targets are and will have the necessary support to enable the child to access the lesson.

Types of intervention at St.Botolph's

Some children may receive pre/post teaching in order to help them to understand or become confident/competent in key concepts or knowledge.