



EYFS Intent, Implementation and Impact Statement

September 2021

The Statutory Framework for the Early Years Foundation Stage (2021) sets the standards for learning, development and care for children from birth to 5 years.

Intent

Within the EYFS and as a school, we aim to help our pupils to achieve the five Every Child Matters (ECM) outcomes of staying safe, being healthy, enjoying and achieving, making positive contributions and achieving economic well-being.

EYFS aims to:

- Provide a safe and happy atmosphere where children are valued as individuals;
- Offer a programme of experimental learning based on the new EYFS;
- Offer a programme of learning that provides continuity with what went before and progression with what will follow; and
- Treat the children as individuals recognising that the children will be at different stages in their development as their attendances will range from a minimum of 5 sessions per week when in Nursery to 10 sessions per week when in Reception.

The EYFS curriculum is designed to recognise children's prior learning, both from previous settings and their experiences at home. We work in partnership with parents, carers and other settings to provide the best possible start at Chiswick and Bedford Park Preparatory School (CBPPS), ensuring all individuals reach their full potentials 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, including oracy.

At CBPPS we recognise that oracy not only improves academic outcomes, but is a life skill to ensure success beyond school, in life and future employment. Oracy develops children's thinking and understanding, which in turn promotes self-confidence, resilience and empathy which support the child's well-being.

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 following children's interests and ideas to foster a lifelong love of learning both in and outside of school.

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.

Children are provided with plenty of time to engage in exploration throughout a variety of experiences. The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas.

Literacy

Reading is at the heart of our curriculum and our aim is to encourage a love of reading right from the start. Our 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.

Phonics

We follow the Jolly Phonics programme in conjunction with the DfES Letters and Sounds programme.

Nursery children focus on Phase 1 which concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and to make them ready to begin developing oral blending and segmenting skills.

In Reception, Phase 1 continues but children are introduced to Phases 2 and 3 where they will develop graphic phoneme correspondence and segmenting and blending skills to decode words. During the Reception Summer term, children may move on to Phase 4 if they are ready.

Children are encouraged to read at home and are listened to regularly in school.

We also use the phonics sessions to develop children's expertise in handwriting. We teach pre-cursive and then cursive handwriting as appropriate over the year. We will be reviewing our provision for phonics this year in line with the newly accredited synthetic phonics programmes and will identify a new programme from September 2022.

Mathematics

In Reception, we follow the White Rose Maths Scheme of work which is divided into 3 weekly units. High quality learning environments and meaningful interactions with adults 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.

In Nursery, children develop a love of maths through games, songs, rhymes, and play using concrete manipulatives. There is a focus on the following counting principles; one to one correspondence, stable order and cardinal principle. Children's fine manipulative skills used to develop 1-1 correspondence so children count each object only once.

Wider Curriculum

Our wider curriculum is taught through the learning areas; 'Understanding the World' and 'Expressive Arts and Design'. EYFS staff have a good understanding of how ELGs feed into the National Curriculum through our robust planning and continual professional development opportunities.

Exciting, purposeful and contextual activities are planned to build on children's natural curiosity. For example, building a boat during our topic on floating and sinking enables them to think like 'Scientists' and 'Engineers' as they explore a range of materials and test out their own ideas.

Building further on our oracy focus, children will be encouraged to employ subject specific language and terminology in foundation subjects. Such vocabulary will be modelled, both verbally and orally, by supporting practitioners.

A range of educational visits (including around our local community) bring learning to life. Visitors are also invited into school as a way of enhancing subject knowledge and providing the learners with real life experiences.

We provide effective and focused intervention for those children who are finding learning challenging and are not on track to meet expectations at the end of the year. This will be provided in an inclusive way and support from parents is also enlisted at an early stage to ensure that the children have every chance to achieve the ELGs.

Impact

Baseline

During the first half term in Nursery or Reception, all staff use ongoing assessments, observations and conversations with children to develop baseline assessments. This identifies each child's starting points in all areas so we can plan to ensure progress.

The following baseline assessments are also carried out. These assessments are 'Language, Communication and Literacy,' and 'Mathematics'. The purpose of this is to show the progress children make from Nursery until the end of KS2.

Nursery – CEM - Aspects

Reception – CEM - Base

Assessment

Phonic assessments are carried out using a phonics tracker spreadsheet every half term to identify quickly children who are not making expected progress. Intervention groups are implemented where necessary.

We measure progress and children's learning across the year through formative and summative assessments which are based on the teacher's knowledge of the children, their learning journeys, and photographs. We aim to exceed the National and Local Authority percentages for children achieving Good Level of Development.

The judgements of our school are moderated with other schools.

By the end of the year we provide opportunities for children to increase their independence in recording their work as appropriate to ensure they are well prepared for the move to Year 1. We also ensure that the pedagogy in Year 1 reflects the independent learning skills children have gained in Reception. We do this through team meetings where reflections on practice are made, evaluated and decisions are made about the best way to move forward to enhance children's learning.

Impact is also evident through our successful transitions into Year 1. We prepare children for Year 1 with visits to their new class, meeting the teacher and ensuring the environments are similar at the end of EYFS and the start of Year 1. Parents have the opportunity to meet new teachers and visit the children's new learning environment (Covid permitting)

The impact of the EYFS curriculum is reflected in having well rounded, happy and confident children that move from Reception into Year 1.