

Early Years Foundation Stage - Intent, Implementation and Impact

Intent

At Edward Wilson Primary School, we believe that all children deserve an education rich in memorable experiences that allows children's creativity and curiosity to grow, alongside the development of key skills and knowledge.

We believe that offering children a strong foundation and a love of learning gives them the best chance to become well-rounded happy individuals, ready to succeed in an ever-changing world.

Every child is unique and as such we celebrate the rich diversity of our community. We recognise that our children and their families bring with them many different experiences. Providing a nurturing and supportive environment is essential to our children's learning and development.

Implementation

We recognise the importance of giving our children the best possible start to their education by planning and implementing teaching and learning opportunities that support them in reaching their full potential.

We believe children are lifelong learners, constantly learning and absorbing the world around them as they play, developing their skills and knowledge. Our broad and balanced EYFS curriculum is reflective of our children's needs and interests. It is implemented in the following way:

- Prior to starting in our EYFS, class teachers and support staff meet with each individual child and their parent/s or carers. This important meeting provides an opportunity for the school to get to know the child and family, therefore ensuring a smooth transition from home to school. This is the foundation of a positive and collaborative relationship which enables our parents to become partners in their child's learning
- Baseline and ongoing formative assessment is used to plan learning that is differentiated to meet the needs of all children.
- The school day comprises of adult led sessions, adult initiated activities and child initiated activities, making good use of the spacious indoor and outdoor learning environments.
- The children benefit from a good staff/child ratio. Staff are experienced and knowledgeable in supporting children in the EYFS.
- Daily discrete phonics sessions are delivered to enable children to develop early reading and writing skills and knowledge. We follow the Little Wandle sustained synthetic phonics program.
- Physical education, Music and Spanish are taught weekly by specialists.
- For children who are identified as finding some aspect of the curriculum challenging, additional strategies are put in place.
- The curriculum is enhanced by visits to our local library and places further afield as well as visitors coming into school e.g. story tellers. Additionally, we also welcome in hatching eggs and caterpillars/butterflies as part of our Understanding of the World.

Impact

Children's progress both developmentally and academically is continually monitored and through ongoing observational assessment. Parent involvement and feedback in their children's learning and development is encouraged to provide a holistic assessment of the child.

- At the end of the Reception year, the Early Years Foundation Stage Profile (EYFSP), which assess the children's achievement against the Early Learning Goals (ELGs), is completed and the outcomes are shared with parents and Year One staff in order to support transition.
- Data from the EYFSP and other EYFS assessments inform the School Improvement Plan.
- Pupil progress meeting are held termly which identifies children who are working at, below and above expected levels. This provides a focus for our following term's teaching and learning as well as highlighting areas of learning that might require additional support.
- Regular phonics assessment in Reception show that the children are making good progress in the acquisition of letters and sounds.
- Learning walks, lesson observations and book looks ensure the quality of teaching and learning is of a high standard.
- Evidence of children's learning and development is found in their learning journey folders. This is made up of photographs, work samples, written observations and contributions from parents. Children are keen to share their folders with peers and others, taking pride in their achievements.
- Progress in early writing can be seen in Nursery children's mark making books. In Reception, progress can be seen in the children's Literacy and Mathematics books.
- Parental feedback both written and verbal is very positive.

Our children flourish and grow in confidence during their time in the EYFS. Their communication and language develops rapidly from their starting points, so that by the end of Reception they have built up good speaking and listening skills and a broad vocabulary. They listen respectfully and with tolerance to the views of others. Children demonstrate a sense of self-awareness and empathy. They demonstrate emotional resilience and the ability to persevere when they encounter challenge. By the time our children leave the EYFS, they are familiar with the routines and expectations of school and are well prepared for Year One.