



Our Intent, Implementation and Impact for Early Years Foundation Stage

INTENT: Why do we teach what we teach?

In EYFS at Headlands Primary School, the curriculum is designed to recognise children’s prior learning 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 Headlands Primary School, 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, Physical Development and Communication and Language, including Oracy.

At Headlands Primary School, 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. 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, progressive 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 the children’s interests and ideas to foster a lifelong love of learning both in and outside of school. The characteristics of learning are intrinsically underpinned in all areas of learning and development

As a whole school, these are the core values and principles which we expect all children to demonstrate:



Headlands Primary School

Mission Statement

Working together to ensure that all children will reach their full potential in a happy, caring, safe and respectful environment.

Aims

We strive for educational excellence, with a strong focus on teaching and learning within a creative and rich learning environment. We promote a vibrant learning culture for children and staff, where we all work hard together as a strong team to make a difference.

Ethos and values

We have a strong school ethos and values where all members are valued, honest, tolerant, have social responsibility, and promote high expectations of pupils in terms of learning and behaviour.

Below are our **core values**; attributes and behaviours that we want to help everybody at Headlands develop during their time at school. We believe that these behaviours will help children to become better lifelong learners and make Headlands a happy and supportive environment for learning.

RESPECT



Children and adults at Headlands show respect for one another, for themselves and for their environment.

RESILIENCE



Children and adults at Headlands persevere in the face of challenges and stay calm in stressful situations. They take risks and understand the value of making mistakes.

KINDNESS AND EMPATHY



Children and adults at Headlands are able to put themselves in other people’s shoes and show concern and care for others, both within and outside of the school. They look after one another and can put others before themselves.

CREATIVITY



Children and adults at Headlands can think for themselves and find creative solutions to problems.

ASPIRATION



Children and adults at Headlands challenge themselves to be the best they can.

INDEPENDENCE



Children and adults at Headlands can resist distraction and make good decisions. They have the skills needed to work alone or as part of a group. They take ownership of their learning and know what they need to do to make progress.

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: How do we teach what we teach?

Pupils learn through a balance of child-initiated and adult-directed activities. The timetable is carefully structured so that children have rigorous directed teaching in Maths and Literacy, including phonics with regular circle time sessions to focus on PSED. These sessions are followed by group work where children work with a member of staff to develop their individual targets. This focused group time means the teacher can systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning.

Children are provided with plenty of time to engage in 'exploration' throughout the variety of experiences carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas. The curriculum is planned in a cross-curricular way to enable all aspects of the children's development including understanding the world and expressive art and design, as well as, to promote sustained thinking and active learning.

English/Reading

Reading is at the heart of our curriculum. Children follow the Little Wandle program faithfully so that they meet good outcomes for reading with a high percentage of pupils passing the Year One phonics screening. In EYFS we have 'Our Favourite 5' each half term. 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 five 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 Blooms Taxonomy
- A focus on Tier 1, 2 and 3 Vocabulary
- Dedicated phonics sessions, employing tricky and high-frequency words
- Cooperative learning behaviours which develop oracy and interdependence

Phonics

We follow the Little Wandle Phonics programme to ensure consistency across the school. In Reception, pupils are introduced to Phase 2, 3 and 4 where they develop their GPC knowledge and segmenting and blending skills to decode words. Children are encouraged to read at home and are listened to regularly in school, with a specific focus on decoding, prosody and comprehension. They are given books that match their phonic knowledge in order for them to apply their learning with the aim of becoming successful, confident and fluent readers.

Maths

We follow the White Rose Maths Scheme of work in Reception with an emphasis on studying key skills of number, calculation and shape so that pupils develop a deep understanding and the acquisition of mathematical language. Each unit of work is split into three weekly blocks.

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. Children in Reception have daily maths lessons to develop fluency, revisit key concepts and address misconceptions.

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 boat for their favourite toy enables them to think like a 'Scientist' and 'Engineer' as they explore a range of materials and test out their own ideas. Carefully planned and purposeful visits are also made to support and widen the children's experiences and support the delivery of the EYFS curriculum in a meaningful context. We also welcome a range of visitors into school to further enhance the children's learning.

Building further on our 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.

To support our wider curriculum, we also provide regular opportunities for parents and carers to come into school and work with their child, share their work and celebrate successes. We keep parents informed and we meet regularly with them to ensure children's transition into school and through the EYFS is happy and allows them to reach their potential with the support needed. This includes transition days, nursery or pre-school visits, stay and play sessions, parent workshops, teddy bears picnic, Seesaw, learning journeys, wow moments, reports and parent consultations, as well as, more frequent informal communication to suit individual families.

We also support the transition into Key Stage 1 for both child and parents. We prepare children for Year 1 with visits to their new class, meeting the teacher and by providing an information booklet about the expectations, routines and practices within the new year group. Parents have the opportunity to meet with new teachers and visit their child's new learning environment. They also complete 'moving on' activities with their child throughout the summer term. These aim to support the transition for all.

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.

Regular monitoring of teaching and learning by SLT and the EYFS leader ensure staff develop good subject knowledge. The EYFS leader ensures staff receive CPD specific to Early Years to develop their practice. For example, we offer CPD on effective observations, in order to understand where pupils are, and their 'next steps,' for learning.

IMPACT: How do we know what pupils have learnt and how well they have learnt it?

Baseline:

Prior to children starting, staff spend time speaking to the child's parents, previous settings and read previous learning journey's to gain an understanding of the whole child and where they are at. 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 following baseline assessments are also carried out:

The RBA (Statutory Reception Baseline Assessment):

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. Some observations are uploaded using Seesaw and shared with the supporting parents and carers and examples kept in individual files.

Assessment:

Phonic assessments are carried out using the Little Wandle assessment tool every six weeks to quickly identify pupils that are not making expected progress. Our aim is for children to 'keep up' rather than 'catch up' where possible.

Summative assessments take place three times per year. Summative assessment compares children attainment to age related expectations using Development Matters. This data is tracked to ensure rates of progress are at least good for all children, including vulnerable groups, such as those with SEND, disadvantaged or summer born children. Our assessment judgements are moderated both in school and externally with local schools and others in the EYFS partnership. We also partake in moderation sessions run by the Local Authority which validate our school judgements.

In the second half of the Summer Term, the EYFS profile is completed where teachers judge whether the child has met each of the seventeen Early Learning Goal's. They are assessed as either 'emerging' or 'expected.' Whilst there is no judgement to state if a child is exceeding beyond an ELG, teachers provide a narrative for both parents and the Year 1 teacher.

Our curriculum and its delivery ensure that children make very good progress from their starting points and pupils exceed the national expectation for GLD at the end of the year. Pupils also make very good progress toward their age-related expectations before transitioning into Year One. We have achieved this for many years and will continue to strive towards achieving this outcome.

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 – our pupils develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens.