



# EYFS Intent, Implementation & Impact



## **Intent:**

At Heage Primary School, we pride ourselves on having ambition for all. Our curriculum is rooted in a child-centred, inclusive approach where every child is valued, supported, and inspired to thrive. We recognise children's prior learning, from their experiences at home and any previous early years settings, and we ensure that each individual reaches their full potential from their various starting points.

We provide a rich and nurturing environment that celebrates individuality, embraces diversity and encourages curiosity through purposeful play and meaningful learning experiences. We ensure there is a balance of child-led and adult-directed activities to inspire and engage children in their learning. We follow children's interests and ideas to foster a lifelong love of learning both in and outside of school.

By the end of the Reception year, our intent is to ensure that all children make at least good progress from their starting points, equipping them with the skills and knowledge to give them a solid foundation and enable a smooth transition into Year 1.

## **Implementation:**

Each half term, we introduce a new theme to provide inspiration for learning, whilst affording the flexibility for children to follow their own interests and ideas. These themes are chosen to support children to think about themselves and how they interact with the wider world. Children learn through a balance of child-initiated and adult-directed activities. The timetable is carefully structured so that children have directed teaching followed by small focused group work during the day. This means the teacher can systematically check for understanding, identify and respond to misconceptions quickly, and provide immediate feedback with appropriate challenge or support, resulting in a strong impact on the acquisition of new learning.

The structure of the timetable changes throughout the year to take into consideration the changing needs of the children, increasing the amount of time that children are expected to focus on adult-directed learning. Our curriculum has a strong emphasis on the Prime Areas of Learning: Communication and Language, Personal, Social and Emotional Development, and Physical Development as these underpin other learning. There is planned daily teaching of phonics, maths and reading, as well as planned activities to deliver a broad and balanced curriculum, covering the Specific Areas of Learning: Literacy, Mathematics, Understanding the World, and Expressive Arts and Design.

The curriculum is planned for the inside and outside areas, and we strive to give equal importance to learning in both. Children are provided with plenty of time to engage in active play and exploration throughout the variety of experiences, which are carefully planned to engage and challenge them in the provision.

Children are taught to read in a systematic way and at Heage we follow the Little Wandle Letters and Sounds programme, which is a DfE approved programme for the teaching of phonics. In Reception, the children are introduced to Phase 2 and 3 where they learn grapheme phoneme correspondence (GPC) and segmenting and blending skills to decode words. During the summer term, children move on to Phase 4, which consolidates this learning and teaches skills to support the reading of longer words and more complicated sentences. Children are encouraged to read at home and are

listened to regularly in school. 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.

In Literacy in Reception, 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 vocabulary and comprehension. We also have a strong focus on developing children's writing skills, ensuring they develop an effective pencil grip and correct letter formation, as well as using their developing phonic knowledge to spell and write words and sentences with increasing independence.

In Mathematics at Heage, we follow the White Rose Maths scheme of work which breaks learning down into small sequential steps. High quality learning environments and meaningful interactions with adults, support children in developing their mathematical thinking. Pupils learn through games and tasks using concrete manipulatives and pictorial structures and representations which are then rehearsed and applied within their own child-led exploration.

Our wider curriculum is taught through a combination of adult-led activities and child-initiated learning. Engaging, purposeful and contextual activities are planned to build on children's natural curiosity. The balance of adult-led and child-initiated learning allows adults to introduce key skills and concepts, whilst still providing the children with the opportunity to rehearse and master these skills. Adult interactions are designed to maximise on learning opportunities and capitalise on teachable moments via sustained shared thinking throughout our provision.

Staff understand the links between the Areas of Learning in the EYFS and the different subjects in the National Curriculum. By drawing on the wider whole school curriculum, we ensure continuity, coherence, and high expectations from the very start of a child's learning journey.

### **Impact:**

Prior to children starting at Heage, staff spend time gathering information from parents and carers and previous settings to gain an understanding of the whole child and where they are at.

During the first few weeks in Reception, 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 Reception Baseline Assessment (RBA, which is a statutory requirement for schools) is carried out during the first few weeks of a child starting school. This assessment is carried out one-to-one with each child, and 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.

In maths, there are 'checkpoints' at the end of each White Rose block of learning to check that children have understood the key concepts that have been taught.

Phonic assessments are carried out in Reception using the Little Wandle assessments every half term, to quickly identify pupils that are not making expected progress, and enable us to support children to 'keep up' rather than 'catch up' where possible. This information is also used to ensure that children are given reading books that match their

phonic knowledge.

Ongoing observations are used as 'Assessment for Learning': information gathered is used to inform weekly planning and identify children's next steps.

Assessments across all EYFS Areas of Learning are completed three times per year and used to monitor the progress children have made.

In Summer Term 2, the Early Years Foundation Stage Profile is completed, where teachers judge whether every child has met each of the 17 Early Learning Goals. They will be assessed as either 'Emerging' or 'Expected.' This information is shared with parents and used to support children in having a smooth transition into Year 1.

Our vision is for children to leave Reception as confident, capable learners who feel a strong sense of belonging and are equipped with the solid foundations to flourish throughout their school life and beyond.