

Intent, Implementation and Impact Statement for EYFS

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

Intent

Our curriculum is designed to recognise children's prior learning, both from previous settings and their experiences at home and takes on board the interests of the children. We work in partnership with parents and carers to provide the best possible start at Highters Heath Community School, ensuring each pupil reaches their full potential from their individual starting points.

Our curriculum has been designed to enable children to succeed through cooperative and collaborative learning principles. At Highters Heath Community School, we place a strong emphasis on the Prime Areas of learning; Personal, Social and Emotional Development and Communication and Language, including Oracy. We recognise that oracy not only improves academic outcomes but is a life skill to ensure success beyond school, in life and in future employment. Oracy develops children's thinking and understanding, which in turn promotes self-confidence, resilience and empathy which support a child's well-being.

We provide our children with an enabling environment and warm, skilful adult interactions. Both elements support the children as they begin to link learning to their play and exploration. We believe that high level engagement ensures high level attainment. If a pupil's well-being is low, their involvement will also be low. Therefore, we provide an engaging curriculum that maximises opportunities for cross-curricular links and learning experiences, as well as promoting the unique child by offering extended periods of play and sustained thinking.

By the end of the Reception, our intent is to ensure that all children make at least good progress from their starting points are equipped with the skills and knowledge to have a smooth transition into Year 1.

Implementation

The children are taught the skills required in the EYFS through termly themes which are coherently planned to build upon the children's current knowledge and understanding by a cumulative sequence of lessons. The pupils are encouraged to wonder and ask questions about what they are learning, and this information is used to plan subsequent lessons. Staff also provide the flexibility for children to follow their own interests and ideas.

Children learn through a balance of child-initiated and adult-directed activities. The timetable is carefully structured so that children have directed teaching during the day. The

timetable changes throughout the year to take into consideration the changing needs of the children. These sessions are followed by small, focused group work. This 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 both indoors and outdoors.

At Highters Heath Community School, our EYFS curriculum is also designed to develop the characteristics of effective learning:

- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
- Active learning – children keep on trying if they encounter difficulties and enjoy their achievements.
- Playing and exploring – children investigate and experience things, and 'have a go'.

Several key resources are used to support the development of the curriculum including Development Matters, Read Write Inc, Mastering Number and WellComm.

Impact

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 every child's unique starting point in all areas so we can plan experiences to ensure progress. We also use the statutory Reception Baseline Assessments (RBA) and all children are screened using WellComm.

We want each child to get the best possible start in life and to be ready to thrive in KS1. At Highters Heath Community School, we do this by ensuring ongoing assessment is an integral part of the learning process. Formative and summative assessments, based on teacher's knowledge of the child, are used to identify next steps, measure progress, and inform planning.

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 paperwork. 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.

Phonic assessments are carried out every half term to quickly identify pupils that are not making expected progress. Our aim is for children to 'keep up' rather than 'catch up' where possible.

At the end of EYFS, staff complete the EYFSP profile for each child. Pupils are assessed against the 17 early learning goals. Teachers judge whether the child has met each of the 17 ELG's. They will be assessed as either 'emerging' or 'expected.' Whilst there is no judgement to state if a child is exceeding beyond an ELG, teachers, have a duty to provide a narrative for both parents and the Year 1 teacher.

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 - children leave the EYFS stage with the skills, knowledge and confidence to continue their journey as scientists, historians, artists and geographers, for example.