

# Intent, Implementation, Impact Statement for EYFS

## Intent:

Our Federation motto is **“Enjoying Achieving Together”**.

Our intention is that our pupils will:

- develop school readiness by learning to be independent and confident learners who enjoy coming to school.
- be assessed on entry in order for the curriculum to be tailored to their individual needs and starting points, assisting staff to quickly identify pupils who may be at risk of falling behind.
- be given opportunities to develop their own interests and be provided with activities that reflect observations of their unique strengths, next steps and individual interests.
- experience a broad and rich curriculum which empowers pupils to learn about the world in which they live.
- experience high quality play provision where they can learn new skills and rehearse skills previously learned.
- be introduced to new vocabulary through all areas of the curriculum and in their everyday activities to help them become confident speakers.
- develop effective characteristics of learning to enable them to become creative, resilient, inquisitive learners who will persevere in all tasks.
- learn fundamental skills in maths, reading and writing.
- experience a curriculum that helps them to learn about healthy lifestyles, technology, **‘British Values’** and different faiths.
- be cared for and treated with kindness and respect, experiencing a safe and nurturing environment.
- will receive additional support when they are identified as having additional needs in order for them to access all aspects of the curriculum and school life.



## Implementation:

In Early Years we use the **‘Development Matters Curriculum Guidance’** to enable us to meet the requirements of the educational programmes in the **Statutory Framework for the Early Years Foundation Stage (EYFS)**. We use the Cornerstones Curriculum as a companion to ensure we deliver a broad and balanced curriculum for our young learners and to equip them with the skills, experiences and knowledge they will need in order to achieve the **‘Early Learning Goals’** at the end of their Reception Year. The Cornerstones Curriculum was chosen in order to ensure continuity across the Federation from EYFS through to the end of a child’s journey at Year 6. Since 2021, Nursery and Reception have followed the same flightpath with reference to the topics chosen. One topic is collaboratively worked on each half term, following a two-year rolling programme. The topics have been planned across our Foundation Stage, to ensure all pupils progress through the Development Matters statements and Educational Programmes in a systematic way. The topics have been chosen to suit the needs and experiences of our learners with some being chosen because of the familiarity for pupils and some to extend their knowledge and experience.

Literacy, Maths and Physical Development are also taught discretely, following the new broad age bands of Development Matters, and also published schemes. The **‘Singing Phonics’** scheme is used in Nursery and **‘Sounds-Write Phonics’** is used in Reception and in the Summer Term of Nursery. In Mathematics, Reception use **‘Power Maths’** and **‘Mastering Number’**. To support physical development across the EYFS, we have adopted schemes from “The Harwood Education” schemes of work. In Nursery and Reception we use **‘Mini-Bees – Fine & Gross Motor Development Programme 3-5years’** and Reception teach the **‘Start-Bee Handwriting Programme’**.



Speech and language development is a priority on entry to school and every opportunity is capitalised upon in order to promote this. Teaching children to read and write are priorities for our school and all staff have been part of whole school training to promote this. Pupils who are identified as having an additional need in speech or language are referred to the Staffordshire Speech and Language Service, so that they may receive specialist help.

Our curriculum is delivered through quality play, which we believe is a vehicle for learning. There is a wide variety of Continuous Provision activities on offer in the Classrooms, Activity Area (NEW for 2023) and the Outdoors. These well-resourced



and organised learning spaces enable pupils to consolidate their learning, revisiting and rehearsing what they have learned, and to explore their interests. Adults support and scaffold children's learning and use every opportunity to promote language and communication. Children also learn through whole class and group lessons where the adult directs learning and plans specific learning opportunities.



Pupils are assessed through observations of the activities they are involved in. These observations enable us to plan for children's next steps in learning. Our '**ClassDojo**' communication platform is used to promote a robust parent partnership. Photographs and comments are posted daily, providing families with information to share with their child at home and ignite conversations about their child's day.

Parent/carers can also contribute to their child's individual portfolio by uploading photos and comments of learning and 'Wow' moments from home. This enables staff to be fully informed of the whole child when making end of year judgements about attainment and ensure that learning is embedded. It also ensures continuity and regular contact during periods of home learning. Progress is monitored regularly through our school assessment system DCPro and pupils who are in need of additional support can be quickly identified.

## Impact

The Foundation Stage at Chadsmoor Community Infant and Nursery School provides the secure foundations for learning that will enable pupils to thrive and develop their love of learning throughout their school journey.

The impact of our Early Years curriculum can be observed through:

- **Children who are happy, independent and love coming to school.**
- **Children who are confident to talk to their peers and adults about their learning.**
- **Children who are ready for the next step of their educational journey.**
- **Class Stories on ClassDojo, work books and adult assessments.**
- **Analysis of progress data.**

