



Harewood Primary School Early Years



EYFS Intent, Implementation and Impact Statement

Intent

At Harewood Primary School, we offer an EYFS curriculum designed to encourage independent, inquisitive, and happy learners. We recognise children's various starting points and aim to give every child the best possible start to their education and to build strong foundations for their future. Our intention is to work in close partnership with parents and carers to promote confident and enthusiastic learners who thrive and reach their full potential. We welcome, celebrate and respect diversity within our school community. Our intention is to make our children feel safe and secure enabling a positive and confident attitude to learning.

Our broadly enriched, balanced and inspiring curriculum is designed and evolves to provide children with the important foundation skills and knowledge that will be embedded and enhanced in Key Stage One. We provide vibrant indoor and outdoor provision, which promotes opportunities to develop imagination and creativity. This purposeful provision also encourages children to play, explore and investigate, supporting the development of the three Characteristics of Effective Learning. We provide opportunities for children to develop their sense of wellbeing and ability to regulate their feelings so that they feel confident in our Early Years settings.

Nursery and Reception work closely with each other to ensure continuity and consistency between the Foundation Stage. We are committed to raising standards and develop the skills and expertise of staff working in Early Years through regular and comprehensive professional development.

We aim to promote a smooth transition from Early Years by providing the children with the skills, knowledge, understanding and attitude they need to succeed in Key Stage One and beyond.

Implementation

At Harewood Primary School, we support the early development of our nursery children by initially focusing on the three prime areas first. We prioritise creating a 'language rich environment' using songs, rhymes, stories, and providing time for quality interactions between members of staff and children. EARLY TALK BOOST sessions are delivered to targeted groups in nursery as well as a language intervention based on NELI in Reception. As our children grow and progress, the prime areas will support them in developing skills in the four specific areas.

Our EYFS curriculum is planned in a cross-curricular way to enable all aspects of the child's development, including Understanding the World and Expressive Arts and Design, promoting active learning and exploration. Each half term, a new theme is introduced to provide inspiration for learning. Our children learn through a balance of child-initiated and adult-directed activities and challenges. The structured timetable enables children to have directed teaching each day. Our children are also have quality time to engage in 'exploration' through the variety of experiences planned to inspire and challenge. Effective continuous provision enables children to practise and develop key skills such as independence, creativity and problem solving. During the day, our children have opportunities to work independently, work collaboratively with friends and with members of staff.

Nursery children have free-flow access to the outside area during each nursery session, enabling them to learn outdoors and increase their levels of physical activity. Reception also enjoy learning outdoors and make regular visits to local parks to promote physical development. A range of educational visits, including our local community bring 'learning to life'

Reading is at the heart of our curriculum and our aim is to encourage a love of books and reading right from the start. Nursery focus on DfES Letters and Sounds Phase 1, concentrating on developing children's speaking and listening skills. Emphasis is on to getting our children attuned to the sounds around them, ready to begin developing oral blending and segmenting skills. Phase 1 Aspects are introduced, revisited and embedded, in preparation for the phonic work starting in Reception. Our Reception children follow a new highly engaging systematic phonics programme, 'Essential Letters and Sounds' to support meeting good outcomes when completing the Year One phonics screening. It does this through consistent lesson structure, resources and language that minimises cognitive load and increases children's success.

We follow the 'White Rose' Maths in Reception; emphasis is on the key skills of number, shape, measure and spatial thinking so that children develop a deep understanding and acquisition of Mathematical language. Children learn through games and using concrete materials, applied to learning during adult directed activities and child exploration. Early Years staff have completed Karen Wilding 6 Day Early Years Mathematics Training. In addition, Early Years teachers have completed Karen Wilding 'Teach Essential Number Sense in the Early Years 3-5' training, which focuses on introducing and developing the skill of subitising in Nursery and Reception.

Impact

At Harewood Primary School, our children have varied and diverse starting points. We have high expectations to ensure that all children make good progress across all areas of the EYFS curriculum. To give each child to get the best possible start in life and be ready to thrive in Key Stage 1, ongoing assessment is an integral part of the learning process.

Prior to children starting, staff and our PSA spend time speaking to the child's parents, previous settings and reading learning journeys to gain an understanding of the whole child. During the first half term in Nursery and Reception, all staff use on-going assessment, observation and conversations with a child to develop a baseline assessment. This identifies the starting points and highlights those children who require support and interventions to accelerate progress and learning.

Our curriculum and its delivery ensures that children make good progress from their varied starting points. A learning journey evolves for each child, documenting 'wow moments' throughout the year using 'Evidence Me'. We measure the percentage of children 'on track' during the year and put supportive interventions in place where needed. Teachers make formative assessments to ensure that children build on their current knowledge and skills at a good pace. Summative assessment compares children attainment to age bands in 'Birth to Five Matters' and is tracked using 'Insight' (school's data system). EYFS teaching staff meet regularly to discuss pupil attainment to ensure that each child is making progress and has the best start on their school journey, ready for Key Stage 1.