

# Drove Primary School

## Early Years Foundation Stage Intent, Implement and Impact Statement

### **Intent:**

At Drove Primary School, our 4 Golden Threads underpin our curriculum intent enabling our pupils to achieve the following in Early Years.

We aim to create a learning environment and build relationships which support, enhance and invite a child's curiosity, confidence and individual competency to flourish regardless of backgrounds, circumstances or needs. We aim to work collaboratively with parents and carers to encourage independence and resilience allowing children to become inquisitive learners who thrive and reach their full potential. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values.

As Drove is a diverse school, we welcome and celebrate differences within our school community. We expose the children to many religious traditions and festivals and plan language rich experiences in the local community. We celebrate local traditions such as Holi and Diwali.

### **Implement:**

Throughout EYFS at Drove Primary School, we follow the Early Years Statutory Framework for the Early Years Foundation Stage, updated September 2021, by the DfE. This framework specifies the requirement for learning and development in the Early Years and provides prime and specific areas of learning we must cover in our curriculum.

We encourage active learning to ensure the children are motivated and interested. We have a mixture of child led activities as well as adult led activities out in our continuous provision. We take time to get to know children's interests and their likes to support learning. All areas of the EYFS curriculum are followed and planned for to ensure there is a broad and balanced learning environment and curriculum.

The children will learn new skills, acquire new knowledge and demonstrate understanding through the seven areas of the EYFS curriculum:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

These 7 areas are used to plan children's learning and activities. A vital aspect in the development of essential knowledge and skills is the use of continuous provision.

This means that children are using and developing taught skills throughout the year on a daily basis. Continuous provision practice and principles begin in EYFS and support children to develop key life skills such as independence, innovation, creativity, enquiry, analysis and problem solving. During the school day, children will have an opportunity to work independently, work collaboratively with their friends and with members of staff.

All the children in our Early Years setting will have a Learning Journey. The children's Learning Journey is made up of pictures and observations taken by the class teacher and teaching assistants. This shows the children's progress from where they started with us and to where they are when moving on to Year 1.

Through observations and discussion, areas of need and next steps are identified for children requiring them to ensure good progress is made. There are also a range of stimulating and engaging activities which the children can access independently and a variety of opportunities for child-initiated play. In planning and guiding children's activities we reflect on the different ways that children learn and reflect these in our practice.

Children in EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. Our outdoor areas are used all year round and in most weather conditions. We ensure activities support the Characteristics of Effective Learning to ensure learning takes place. These are:

- **Playing and Exploring** – children investigate and experience things, and have a go;
- **Active Learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
- **Creating and Thinking Critically** – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

We have a dedicated time focusing on health and self-care where we explore meditation, yoga and relaxation techniques. We share a range of healthy snacks and learn about the importance of a healthy balanced lifestyle to maintain our own wellbeing. They experience cooking such as making bread rolls and gingerbread cookies. All of children perform in a Nativity, receive certificates in celebration assembly, and participate in trips to the Museum or the local park. They are visited by a vast range of People Who Help Us, such community members including our local PCSO, fire service and Librarian. They are able to experience (with parental consent) vision and hearing test and height and weight test. We plant seeds and watch what happens over time, understanding how we care for the living world around us.

To support our wider curriculum, we provide regular opportunities for parents and carers to come into school and work with their child and share their work with them. We have regular parent workshops to allow parents to gain an understanding of what we are teaching the children. We keep parents informed, meeting 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 home visits, stay and play sessions, parent workshops, reports and parent consultations as well as more frequent informal communication such as letters, 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 ensuring the environments are similar at the end of EYFS and the start of Year 1.

### **Impact:**

We strive to ensure that our children's progress across the EYFS curriculum is good from their varied starting points. We also strive for children to reach the Early Learning Goals at the end of Reception and to be at least in line with National Expectations.

The impact of our curriculum is measured by assessment procedures which allow us to meet the children's outcomes. We measure the percentage of pupils achieving age related expectations throughout the academic year and put supportive interventions in place if and when needed. Class teachers use observations to make formative assessments which inform future planning and ensure that all children build on their current knowledge and skills at a good pace. Data is tracked using Pupil Asset to ensure rates of progress are at least good for all children, including vulnerable groups such as those with SEND, disadvantaged [Pupil Premium] or summer born children. Our assessment judgements have been moderated both in school and externally with local schools and others in our trust.

The impact of our curriculum will also be measured by how effectively it helps 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. We endeavor for pupils to be Key Stage 1 ready and have our school values embedded by the time they leave Reception, preparing them for their future.

