

EYFS– Intent, Implementation and Impact

Intent: Why do we teach what we teach?

At Bledington, we place great value on the development of children as individuals and providing them with the skills, knowledge and understanding they need to prepare them for the challenges in Key Stage One and beyond. We work together with parents and carers to encourage independent, enthusiastic learners who thrive and reach their full potential.

Our aim in the EYFS is to create and develop:

- secure and confident pupils who enjoy coming to school and learning new skills and knowledge while building on their existing learning.
- skilful communicators who connect with others through language and play in a vocabulary rich environment.
- competent and creative learners who are curious about the world around them and seek to create a sense of enjoyment and fascination in learning.
- academic success through high quality teaching, as well as moral and personal development, so that ultimately our pupils can be successful and happy, curious life-long learners.
- a vibrant 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.

Our curriculum is therefore enabling our pupils to gain the knowledge, skills and understanding they require for success. They can only do that if we embed the right habits for learning through the **Characteristics of Effective Teaching and Learning** –

- Playing and Exploring
- Active Learning
- Creative and Critical Thinking

Implementation: How do we teach what we teach?

Pupils join our school with national expectations for their age, with a mix of social backgrounds and needs, including some complex needs. We will teach them how to listen, speak and meet the high expectations for behaviour by working together and being kind. As such, we prioritise personal, social and emotional development and communication and language. Our enabling environment and warm, skilful adult interactions support the children as they begin to link learning to their play and exploration.

As pupils move into Reception we invest time and energy to deliver a holistic curriculum which maximises opportunities for meaningful cross-curricular links and learning experiences. A carefully structured timetable promotes the unique child to learn through the balance of child-initiated play and adult-directed focussed tasks. Children have daily directed teaching in English, Maths and phonics so teachers can systematically check and develop 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 and progress. Children have extended periods of play to engage in 'exploration' throughout the rich variety of curriculum experiences carefully planned to engage and challenge where equal importance is given to learning in indoor and outdoor areas to widen experiences and wonderment and thinking creatively whilst developing new vocabulary and concepts. Children also have opportunities to follow their own interests and ideas.

At Bledington, we also focus on four main principles:

- **Unique Child** – Every child is unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- **Positive Relationships** – Children learn to be strong and independent through positive relationships.

- **Enabling Environments** – Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.
- **Learning and Development** – Children develop and learn in different ways. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

The learning experiences are linked to seven areas of learning and development- three prime areas and four specific areas. The prime areas are considered most essential for the healthy development and future learning of our children. They include:

- **Personal, Social and Emotional Development** - involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities. Pupils also have weekly circle time sessions to focus on PSED in the Rainbow Room.
- **Communication and Language** - involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical Development** - involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children are also helped to understand the importance of physical activity, and to make healthy choices in relation to food.

As our children grow and make progress in the prime areas they naturally develop skills within the specific areas of:

- **Literacy** – Children will follow our rigorous, tried and successful Phonics programme developed from "Letters and Sounds" to recognise single letters/digraphs and learn how to blend and segment to enhance their reading and writing skills. Reading is at the heart of our curriculum and pupils progress through our book levelled system using a wide range of reading materials (books, poems, and other written materials) to ignite their interest. We have a list of high-quality texts which multiple options are chosen to create an integrated approach to learning from which pupils can experience the full curriculum linked to Understanding the World. Thus, enabling pupils to meet GLD for reading and with a high percentage of children passing the Year One phonics screening.
- **Mathematics** – Early mathematical experiences are carefully designed to help children learn key skills and deepen knowledge linked to number awareness/pattern, calculation, simple problem solving, measurement and shape while acquiring mathematical language. Maths is taught on a daily basis, children are introduced then explore new mathematical concepts. We place an emphasis on pupil's learning through practical experiences like games or using concrete manipulatives. It is important to support pupils with integrating their new knowledge across the breadth of their experiences, into larger concepts and apply the knowledge to their own learning.
- **Understanding the World** involves guiding children to make sense of their physical world and their communities and cultures through opportunities to explore, observe and find out about people, the past, places, technology and the environment whilst enriching and widening their vocabulary. We approach many aspects of this through our 2-year rolling -programme of topics and mini topics whilst linking continuous indoor and outdoor provision, trips, visits and forest school or sensory garden sessions and providing opportunities to follow children's interests and ideas.
- **Expressive Arts and Design** – this involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their imagination, thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Children benefit from meaningful learning across the curriculum and staff plan resourcefully for many opportunities for communication, sustained shared thinking and physical challenges to build on existing skills taking account of the characteristics of effective learning. Experiences and activities are revisited and demonstrated to consolidate skills and knowledge. Our inclusive approach means that all children learn together but we also have a range of additional interventions and support to enhance and scaffold children who may not be reaching their potential or moving on children who are doing very well. Staff use on the spot intervention with target individuals and we also have a trained member of staff in Nelson Early Language Intervention (NELI) which helps children who have communication and language difficulties.

Impact: How do we teach what pupils have learnt and how well they have learnt it?

Our curriculum needs to meet the needs of all our children, including our disadvantaged pupils and those with SEND. As a team, we work hard to know our children which is achieved through regular monitoring of teaching and learning, talking to pupils, looking at their work, observing their learning experiences, analysing data/progress and professional conversations. Each member of staff is confident to express and use judgements linked to ongoing observational skills/check lists to identify children's starting points, progress and planned experiences, which ensure pupil advancements. Our monitoring of teaching and learning also includes coaching and feedback so staff develop a good subject knowledge and are effectively supported.

Evidence of children's learning, skills and knowledge including observations, work samples, photographs and contributions from parents are kept on the digital platforms "Evidence Me" and "Seesaw" with a small amount on paper in a "Pupil's Profile." Children's information is tracked on Evidence Me and INSIGHT. We use information to plan learning experiences and next steps so that knowledge and skills are built cumulatively. During each check-up window (three times a year) teachers update the progress children have made onto INSIGHT which allows us to assess the impact of teaching. We carry out regular moderation meetings with our Cluster Team to ensure our judgements are consistent with a range of settings in our local area.

During time in our EYFS, our curriculum and its delivery ensure that the majority of children make good progress so that we meet the national expectation for GLD at the end of the year. Pupils also make progress toward their age-related expectations before making a smooth transition into Year One. We believe our high standards are due to the balanced direct teaching and child-initiated activities, enriched play-based exploration alongside analysis of skills, observations and knowledge the children have as they move through the early years – a rich diet of balanced learning experiences is undoubtedly the best way to develop happy, curious children.