



Rotherhithe Primary School



## Intent, Implementation and Impact Statement

### EYFS

#### Intent

At Rotherhithe Primary School we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.

Children in our Early Years Foundation Stage follow the Early Years Foundation Stage Curriculum (EYFS). This includes statutory and non-statutory documents such as "Development Matters". The children receive a broad and balanced curriculum that has been meticulously planned and purposefully sequenced across the seven areas of learning in the EYFS. The "Characteristics of Effective Learning" play a vital part in the Early Years Curriculum, highlighting the importance of playing and learning, active learning and critical thinking. We conduct a clear planning cycle to reflect the interests of the children so that we can continue to build on their intrigue and curiosity with appropriate challenge in line with our high expectations for all learners.

We provide a careful balance between adult directed, adult initiated and uninterrupted child initiated play within our provision to ensure the best outcomes for all pupils. Through a combination of high-quality teaching, targeted interventions and the continuous provision of stimulating resources in the indoor and outdoor learning environments, children will have the opportunity to learn independently and collaboratively.

It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others. To support our children to be unique individuals we promote and celebrate our school's core values at the heart of all that we do:

**Ambition;** having high expectations

**Creativity;** Maximising our various talents to fulfil our potential

**Empathy** Seeking to understand and support others

**Courage** Taking considered risks in all we do without fear overwhelming us

**Resilience** Dealing positively with challenges and change

**Respect** Valuing and appreciating each other within a culture of equality

The EYFS team builds positive relationships with children, families and staff. We understand that parental involvement is crucial to the development and growth of all children and we work hard at building on these home school links. We want to provide our children with every opportunity to fulfil their potential and work on reaching the Early Learning Goals at the end of the Early Years Foundation Stage so we keep parents and carers involved in this journey so that we can ensure all children make good progress from their initial starting points.

### **Implementation**

At Rotherhithe we follow the Early Years Foundation Stage framework. This is made up of **four overriding principles** which our early year's education is based upon:

- **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 curriculum provides a play-based and experiential learning environment, combined with focussed teaching and basic skills, to ensure children make rapid progress before moving onto Year 1. The learning experiences within our Early Years are linked to the seven areas of learning and development within the EYFS. These areas are split into three prime areas and four specific areas. The three prime areas are those which the children should develop first and are considered most essential for the healthy development and future learning of our children. These include:

- **Personal, Social and Emotional Development** – involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **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 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.

As children grow and make progress in the prime areas, this will help them to naturally develop skills within the four specific areas. These are:

- **Literacy** – the early teaching of literacy involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** – the early teaching of mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and describing shapes, spaces, and measures.
- **Understanding the World** – this involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **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 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 opportunities for communication, sustained shared thinking and physical challenge to build on existing skills taking into account the Characteristics of Effective Learning.

Rich first hand experiences (inside, outdoors, visitors and school trips) to widen experiences, awe and wonderment. Exploratory learning and thinking creatively including problem solving across all areas of learning. New vocabulary and concepts through reading will excite and engage all learners which includes staff modelling standard English and asking high quality questions.

Curriculum will promote and support children's emotional security and development of their character enabling children to take risks in a safe and secure environment. Supporting children to be active and to develop physically including giving clear messages to children why it is important to eat, drink and exercise as well as to be kind to others.

Our Long Term curriculum map outlines how we plan to implement and deliver the curriculum. Throughout the year key concepts are revisited regularly, to ensure that children have embedded them in long term memory and can apply them across different contexts.

## **Impact**

A variety of assessment methods will be used to record, track and measure the impact of children's learning. These include observations of the children at play, both from staff and family members, conversations with children, work samples, photographs and videos. These observations are shared and stored on an online platform called Tapestry and also in their own individual learning folders.

Teachers moderate when inputting data based on these observations in Target Tracker. Through this professional dialogue we can assess children on the "best fit model" and use the assessments to inform future planning and build upon the children's current knowledge. During Pupil Progress meetings we analyse the data so that we can identify gaps or barriers and tailor interventions to close the gap.

Children in our early years, on average, arrive with much lower starting points than national. During their time in our EYFS, children make rapid progress so that we meet the national expectation for GLD at the end of the year. Pupils also make good progress toward their age-related expectations before transitioning into Year One. We believe our high standards are due to the enriched play-based exploration alongside the rigour of assessment and teaching 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.