



Rotherhithe Primary School



Intent, Implementation and Impact Statement

EYFS

Intent

Our curriculum is designed to recognise children's prior learning, both from previous settings and their experiences at home. We work in partnership with parents, carers and other settings to provide the best possible start at Rotherhithe Primary School, ensuring each individual reaches their full potential from their various starting points, ensuring that children leave early years with the foundational skills and knowledge to thrive as they progress through their academic journey.

Our curriculum has been designed to enable children to succeed through cooperative and collaborative learning principles. As such, there is a strong emphasis on the Prime Areas of Learning; Personal, Social and Emotional Development and Communication and Language, including Oracy, the development of spoken language and the development of vocabulary.

At Rotherhithe Primary School, we recognise that spoken language not only improves academic outcomes, but is a life skill to ensure success beyond school, in life and future employment. Spoken language develops children's thinking and understanding, which in turn promotes self-confidence, resilience and empathy which support the child's well-being. Our enabling environments and warm, skilful, adult interactions, support the children as they begin to link learning to their play and exploration right from the start.

We believe that high level engagement ensures high level attainment. We therefore provide an engaging curriculum that maximises opportunities for meaningful cross-curricular links and learning experiences, as well as promoting the unique child by offering extended periods of play and sustained thinking. We follow children's interests and ideas to foster a lifelong love of learning both in and outside of school. Through our curriculum, we support children to become strong, independent learners with instilled resilience.

By the end of the reception year, our intent is to ensure that all children make at least good progress from their starting points and are equipped with the knowledge to have a smooth transition into Year 1 with solid foundational skills and knowledge.

Implementation

Each half term, EYFS staff introduce a new theme to provide inspiration for learning, whilst providing the flexibility for children to follow their own

interests and ideas. Children learn through a balance of child-initiated and adult-directed activities.

The timetable is carefully structured so that children have directed teaching during the day. The timetable changes throughout the year to take into consideration the changing needs of the children. Where needed, sessions are followed by small, focused group work. This means the teacher can systematically check for 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.

Children are provided with plenty of time to engage in 'exploration' throughout the variety of experiences carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas.

English

Reading is at the heart of our curriculum and our aim is to encourage a love of reading right from the start. In EYFS, we have focus texts at least twice each half term. The aim is to expose children to a range of books that not only develop a love of reading, but also have been chosen specifically to develop their spoken language, vocabulary and comprehension. These texts will be embedded in our provision through activities, story sessions and on display for children to access independently. Through this, children begin to internalise new vocabulary, language patterns and begin to retell stories.

There is cohesion and consistency with our approach to align with the whole school English Curriculum that is followed from Years 1-6:

- The inclusion of high-quality texts which are age and stage appropriate
- Modelled reading and re-telling opportunities
- Dedicated phonics sessions, following RWI scheme.
- Cooperative learning behaviours which develop oracy and interdependence.

In reception, we use Dramatic Progress in Literacy (DiPL) writing programme that introduces writing from high quality texts that motivates and inspire our young writers.

Phonics

At Rotherhithe Primary, we follow Ruth Miskin's Read Write Inc programme to ensure consistency across the school. In Nursery, children focus on the nursery phonics aspects, which concentrates on developing children's speaking and listening skills and lays the foundations for later phonics teaching. The emphasis in Nursery is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills, prior to Grapheme Phoneme Correspondences (GPC).

In Reception, Fred games and oral blending skills continues but children are introduced to set 1 sounds, where they will develop GPC and segmenting and blending knowledge to decode words. During the Summer term, children may move on to set 2 sounds, if they are ready. We encourage a breadth of understanding, including teaching children to read and understand multisyllabic words. Phonics are taught in groups across Reception, Year 1 and Year 2 to ensure precise teaching of the sounds children are learning and focusing on.

Children are encouraged to read at home and are listened to regularly in school. They are given books that match their phonic knowledge in order for them to apply their learning with the aim of becoming successful, confident and fluent readers.

Vocabulary

Vocabulary development is at the heart of all we do; it's an embedded culture and makes up a large proportion of our everyday teaching and learning. Vocabulary is purposefully planned for in a range of ways. We purposely plan to teach new words to children through, talk and story sessions. Our quality first teaching focuses on long sustained interactions where vocabulary is drip fed to the children in a contextualised, play-based way. In addition to this, we have direct teaching sessions where we introduce new vocabulary to our children. We carefully select words to embed our theme learning, follow NELI vocabulary in action and carefully select stories, identifying vocabulary that our children may not know. To supplement our vocabulary teaching, children who are at risk of not keeping up are supported by a range of interventions, such as: NELI, Colourful semantics etc. We use Wellcomm as a screening tool followed by a 6 week intervention programme to ensure children make good or better progress.

Mathematics

Across early years, and as a whole school, we follow the Maths Mastery Scheme of work which is divided into units. High quality learning environments and meaningful interactions with adults, support children in developing mathematical thinking and discussion. Pupils learn through games and tasks using concrete manipulatives, pictorial structures and representations which are then rehearsed applied and recorded within their own child-led exploration. Children in Reception have daily maths inputs to develop fluency, revisit key concepts and address misconceptions. To secure number we also supplement our Maths teaching with Mastering Number.

In Nursery, children develop a love of maths through games, songs, rhymes, and play using concrete manipulatives. There is a focus on the following counting principles; one to one correspondence, stable order and cardinal principle. Children's fine manipulative skills are a focus to develop 1-1 correspondence so children count each object only once.

Wider Curriculum

Our wider curriculum is taught through the specific learning areas; 'Understanding of the World' and 'Expressive Arts and Design.' EYFS staff have a good understanding of how ELG's feed into the National Curriculum through our robust planning and CPD opportunities. In reverse, colleagues throughout the school are also aware of the key ELG's that link to each foundation subject and the progression of the subject.

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.

Exciting, purposeful and contextual activities are planned to build on children's natural curiosity. For example, building shelter for the three little pigs enables them to think like a 'Scientist' and 'Engineer' as they explore a range of materials and test out their own ideas and knowledge.

Building further on our spoken language focus, children will be encouraged to employ subject specific language and terminology in foundation subjects, and such vocabulary (TIER 2) will be modelled, both verbally and through actions, by supporting practitioners.

Experiences, such as visits, school trips and visitors are planned for with many events scheduled each term to enrich our curriculum and provide children with first hand experiences so they can use these in their every day play and talk.

Our inclusive approach means that all children learn together, but we have a range of additional intervention and support for children who may not be reaching their potential, or are showing a greater depth of understanding and need further challenge. This includes, for example, sessions for developing speech and language, social skills, fine motor skills, phonics, and mathematics. In addition, where children are on EHCPs, bespoke plans have identified that learning may need to take place away from the classroom due to sensory needs. This could be during Forest School sessions or learning time in the PALM.

Regular monitoring of teaching and learning by SLT, ensure staff develop good subject knowledge. The EYFS Leader ensures staff receive CPD specific to Early Years to develop their practice. For example, we offer CPD High Quality Interactions to ensure that ALL pupils receive effective interactions from adults daily

Impact
Baseline:

Prior to children starting, staff spend time speaking to the child's parents, previous settings and read previous learning journeys to gain an understanding of the whole child and where they are at. Parents are handed an 'All About Me' booklet to fill in which has a variety of questions based around children's learning and needs.

Children starting in Nursery and Reception are invited to Stay and Play sessions in Summer 2 where initial observations in our setting take place.

During the first half term in Nursery or Reception, all staff use ongoing assessments, observations and conversations with the child to develop a baseline assessment. This identifies each individual's starting points in all areas so we can plan experiences to ensure progress.

The RBA (Statutory Reception Baseline Assessment):

This assessment focuses on 'Language, Communication and Literacy,' and 'Mathematics.' The purpose of this is to show the progress children make from Reception until the end of KS2. It also helps to formulate starting points for teaching basic knowledge and key principles. It supports staff to understand what level of vocabulary and basic number awareness children have. We carefully track progress from children's initial RBA assessment to inform further in class provision.

Observation:

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.

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.

All observations are used to inform planning and identify children's next steps. This formative assessment does not involve prolonged periods of time away from the children and excessive paper work. Practitioners draw on their knowledge of the child and their own expert professional judgements through discussions with other practitioners, photographs and physical examples such as a child's drawing / making. Next steps for children are fed through into new activities and learning opportunities, which have been carefully planned to support the development of next steps.

Assessment:

In Reception, phonic assessments are carried out every half term to quickly identify pupils that are not making expected progress. Our aim is for children to 'keep up' rather than 'catch up' where possible. However, we recognise that some of our pupils may need to 'catch up' in light of their starting points. This is where our strategic and timely interventions play a pivotal part in closing the gap for pupils who need it.

Across EYFS, assessments, based on Development Matters, are completed three times per year and shared with parents, whereby the class teacher updates the progress children have made. Some children, who need additional support, will be assessed more regularly so that finer steps of progress can be monitored.

Pupils with SEND are assessed using Cherry Gardens' Branch Mapping. This allows for smaller steps of progress to be measured and precise targets for support are identified.

In Summer Term 2, the EYFSP is completed, where teachers judge whether the child has met each of the 17 ELG's. They will be assessed as either 'emerging' or 'expected.' Whilst there is no judgement to state if a child is exceeding beyond an ELG, teachers, have a duty to provide a narrative for both parents and the Year 1 teacher.

Assessments are very carefully monitored and evaluated so that, where required, support can be put in place to help children keep up. Our staff attend Local Authority moderation training to ensure we have a consistent understanding of ELGs. The curriculum is adaptive and responsive to the needs of the cohort.

Impact is also evident through our successful transitions into Year 1. EYFS staff have a good understanding of how ELG's link to the National Curriculum, and through our robust planning and delivery across the spectrum of subjects - both core and foundation - children leave the EYFS stage with the skills, knowledge and confidence to continue their journey as scientists, historians, artists and geographers.