

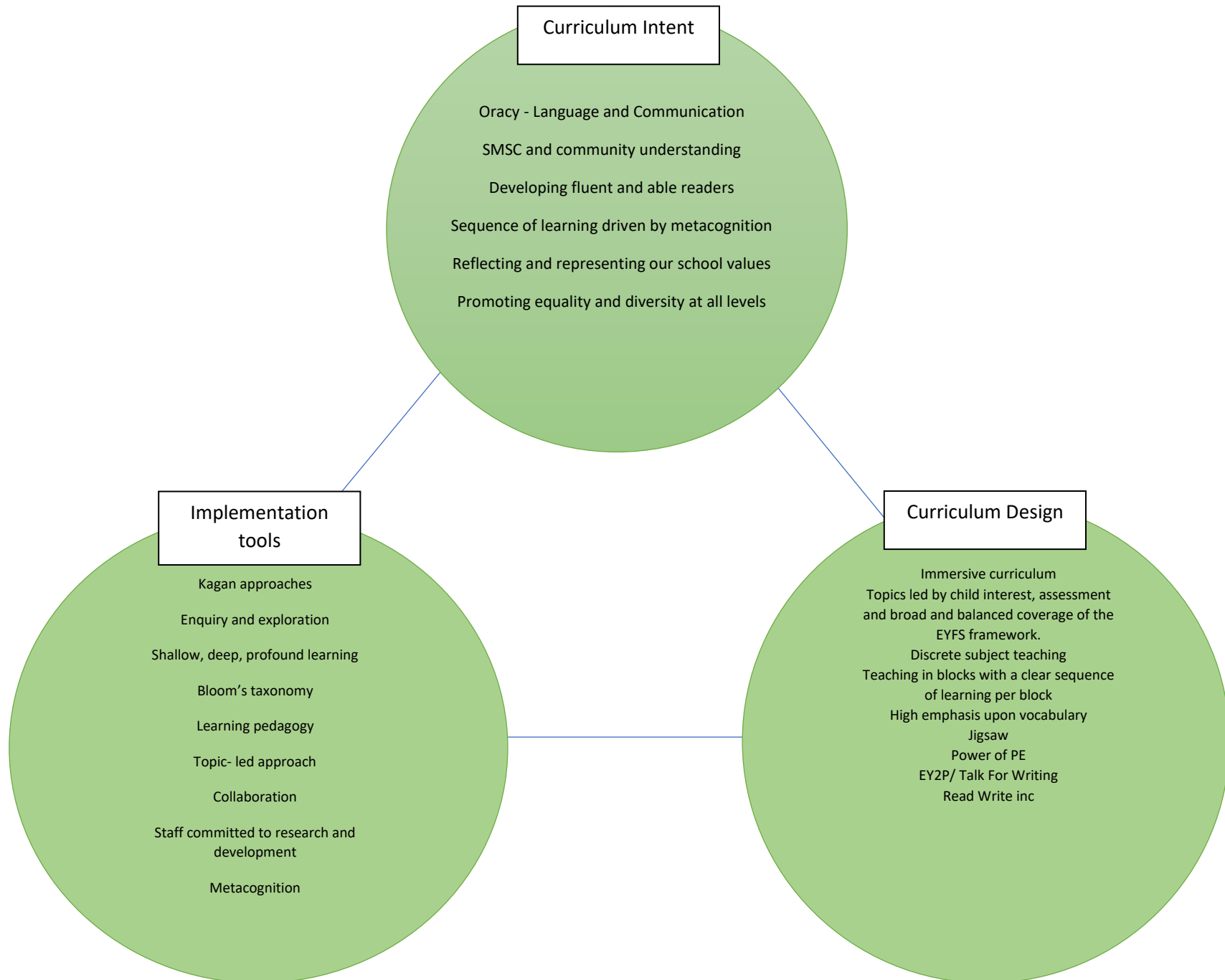


Bentley High Street Primary School

# EYFS CURRICULUM INTENT, IMPLEMENTATION AND IMPACT STATEMENT

**SIMPLY THE BEST!**





## Intent

### Our foundation stage

Bentley High Street Primary school's EYFS comprises of three settings:

Setting	No I.	F1 – nursery	F2 - Reception
Age	Term after 2 <sup>nd</sup> birthday	Term after 3 <sup>rd</sup> birthday	Term after 4 <sup>th</sup> birthday
Availability	AM and PM sessions 15hr funded places Paid places	AM and PM sessions Beginning of the week End of the week 30 Hrs funded places	Full time Monday – Friday
MAX. places	8	104	60

## Ethos and Values

At Bentley High Street Primary School's foundation stage, the curriculum is designed to recognise children's prior learning whether it be from a previous setting or their family, and provide a range of authentic learning experiences whilst allowing children to develop the foundations to become life-long learners.

We follow the whole school curriculum intent statement, this document supplements that with an early years' insight. Fundamental to our curriculum, is the understanding that every child is unique. Therefore, our curriculum endeavours to personalise provision in order to meet the needs of all pupils. We constantly ensure children are provided authentic experiences to build cultural capital, develop early language skills and nurture the development of the whole child.

Our early years' vision is that:

- We inspire curiosity

- We celebrate diversity
- We promote the characteristics of effective learning
- We nurture the foundations for life-long learners
- We build positive relationships

Whilst accessing our early years we aim that;

- Children will access a broad and balanced curriculum that is underpinned by the development of speech and language, so children are given a broad range of knowledge and skills needed for good progress through school and life.
- Quality teaching and learning is consistent so that every child makes good progress and no child gets left behind
- Close partnership are formed between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

### Curriculum design

During their time in EYFS children will be immersed in topics that have been planned based on a broad and balanced coverage of the EYFS framework, children's interest and gaps identified by assessment, all of which is underpinned by the importance of developing children's speech and language.

A sequence of learning is developed so children will be supported to practise and refine identified skills, knowledge and understanding before they apply this new learning independently to an authentic purpose.

Topics are designed from:

- Children's interests
- Gaps identified from assessment
- All areas of the EYFS framework

## Review

In-line with the rest of school we include opportunities for children to review learning taught across that half term.

For example:

Spring 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
EYFS	People and communities/ Expressive Arts and design - Chinese New Year		RE F3 Which places are special and why?	Gap identified by PLODs		Review

We aim to ensure all children leave the Foundation stage with the speech and language skills needed for year one, therefore speaking, listening and understanding skills are planned for and woven throughout all areas of teaching.

## **Implementation**

### **Speech and Language**

We recognise the importance of helping our children to develop good communication skills and that these are properly supported. Within our provision we follow the advice in the EEF guidance; taking every opportunity to enhance the children's vocabulary to provide our children with the essential knowledge they need to prepare them for future success. We put a focus on positive relationships and a high quality communication friendly environment. High quality interactions are evident with adults modelling speaking and listening skills. Speech and language opportunities are planned for with a range of question types asked to engage all children and elicit a quality response.

In EYFS, Welcomm, NELI and RWI interventions take place to help scaffold the learning of any children identified as needing further support. All children are assessed at the beginning of the year and regularly throughout the year to ensure they are accessing the correct intervention. Additionally, all children partake in the Vocabulary Project and this link directly with the interventions on offer. The project has tiered

vocabulary from No1-F2 that the children focus on throughout the year linked directly to the topics they are studying. Children are given pre-teach packs at the beginning of each topic and this includes vocabulary that will be used and can be discussed at home with parents beforehand. Another link between home and school is 'Chat-play-read.' This home learning challenge is steeped in vocabulary and structures enhancing vocabulary at home for our parents. Additionally, children are given an 'ask me about' activity to do at home that links directly with that week's learning. The main aim of the literacy project is to embed our vocabulary within the environment and learning opportunities we present to the children.

### **Positive relationships**

At Bentley High Street we know the importance of forming positive relationships between:

- Practitioners and children
- Practitioners and parents
- Other Early year's settings
- Children and their peers.

### *Keyworkers*

We believe one of the most important relationships to build is that of the keyworker. Prior to starting at our setting we ensure keyworkers are a part of the transition process so children and parents know they have a designated person they can turn to for any advice or support. Keyworkers are an integral part of our curriculum, their personal insight and knowledge of their key children and families ensure our children are kept at the centre of planning and provision.

### *Parents*

We recognise that parents are our children's original teachers and can provide a wealth of knowledge about their child. Our aim is to work in partnership with parents so they are a key consideration when planning and through regular and open communication we thrive for all our parents to be able to continue and deepen learning at home as well as opportunities for them to share their experiences and knowledge of their child.

Below are examples of how we incorporate parents within their child's learning:

- Wow moments – parents share their learning experiences from home.

- Chat, play, read – Home learning which is based on identified assessment gaps, selected vocabulary and current learning.
- Parent questionnaire – Targeted question sent out each half term based on gaps from assessment.
- Pre-teach packs – Prior to starting a new topic parents are provided resources to introduce new vocabulary.
- Ask me about – Key questions are sent home that allow parents to talk to their child about their current learning.

### *Transition*

We understand the importance of effective transition whether children are moving through our own settings, starting from another setting or are starting in a school setting for the first time, we also work closely with our key stage 1 colleagues to ensure our children are 'year 1 ready'. We plan for regular opportunities throughout the school year to ensure our children, parents and practitioners are confident, well prepared and excited to start the next step in their journey.

### *PSED*

Throughout their time with us we aspire to provide children have the skills and knowledge to build positive relationship with adults and peers. As one of the prime areas of the EYFS framework, Personal, social and emotional development is woven throughout our curriculum and settings. A greater emphasis is placed on this area in our two year old provision, No.1, where children are given opportunities to strengthen self-regulation, self-confidence and build relationship with our skilled practitioners on hand to model and scaffold where needed. These skills can then be deepened further when children move through to our nursery and then reception allowing children to leave our foundation stage with a confidence in their own ability and strategies to manage their behaviour and relationship for the rest of their school lives.

### **Use of adults**

At Bentley High Street we know the impact high-quality interactions can have on our children's progress, we strive for every interaction to be a learning opportunity. We have worked closely with our practitioners to develop understanding of purposeful interactions, so staff are confident when to intervene and when to step back, when to lead and when to follow. We recognise the benefits of written observations but also know practitioner knowledge is key, therefore we encourage staff to play alongside our children so no opportunity is missed. Practitioners are confident using a wide range of approaches to extend children's learning and we believe in 'process over product'.

The EEF guidance 'preparing for literacy' underpins a lot of our practise in our foundation stage. We ensure our staff talk 'with' children, rather than just 'to' them, we know these interactions ensure staff are able to model and build effective language and communication.

## **Maths**

We believe early years maths is a crucial part of learning for all children in the early years and receiving a good grounding in maths is an essential life skill. As well as numeracy, it helps skills such as problem solving, understanding and using shapes and measure and developing their own spatial awareness.

We know the importance of establishing a solid connection between numbers and quantities and this is a process that can take time. In each setting we build number recognition and understanding of quantities by focusing on a number at a time, children experience the cardinality of numbers in authentic and varied ways to use their early understanding of number is secure.

We have developed our teaching of shape space and measure over recent years. We ensure objectives are frequently returned to and that children can access related resources independently so they can deepen their understanding through their own play.

In all areas of maths we believe in concrete experiences and prioritise real life opportunities. We ensure mathematical opportunities are woven within our continuous provision and weekly enhanced provision gives children the chance to refine and embed new skills.

We use 'White Rose learning' to support our planning as their ethos matches our own, they 'understand the need for high quality environments and meaningful interactions. Learning is embedded in the characteristics of effective learning and seeks to support young children's development' (White Rose Maths, 2020)

## **Reading**

At Bentley High Street we know the importance of reading and aim to foster a love of reading within all of our children. As soon as children start any of our settings they are taught age appropriate early reading skills through a balanced approach that focuses on both language comprehension and decoding.

All texts we share with our children are chosen carefully. We chose high quality texts and select key vocabulary to model and discuss with our children, we identify how texts link with prior knowledge and future learning. We provide enhanced provision within our learning environment for children to embed their understanding and love of reading.



We believe repetition is key when children are learning early reading skills. Chosen texts are repeated in each setting so by the time children reach reception they are confident with the vocabulary, sequence and retelling of the stories.

We know the importance of singing and rhyming so our 2 year provision and nursery have four chosen nursery rhymes which they return to frequently throughout the year, these eight nursery rhymes are then embedded whilst in reception as research shows if children know eight nursery rhymes by heart by the time they are 4 years old, they are usually among the best readers and spellers in their class by the time they are 8. (Mem Fox, Reading Magic).

### EY2P and Talk for writing

Our writing programme EY2P and Talk for writing link all literacy to a text which ensures children are having daily access to high quality texts and spend time unpicking key features and skills for reading. Through a range of approaches including story maps, hot seating and 'talk for writing' children are able to develop skills vital for comprehension.

### Read, Write Inc

From the moment all pupils step into our school, they are taught phonics and reading through a variety of carefully planned approaches. With all children receiving a daily phonics input.

In our 2 year old setting children develop phonological awareness through singing and rhyming activities and opportunities to develop letter and sound knowledge. This is further developed within our nursery where children are introduced to our phonics scheme Read, write inc. which continues into reception. Within this systematic scheme they begin to learn over forty sounds and many tricky words.

Once children are confident with letter sounds they are given reading books that are accurately matched to the phonics they are learning and are read with the idea that they are confident and enjoy showing off the success of their reading skills.

## **Writing**

During their time in the Early Years our aim for writing is to develop pupil's physical skill and enthusiasm for communicating in written word. By the end of reception children will begin to use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt

correctly and others are phonetically plausible. An emphasis is placed on developing clear handwriting with 'finger spaces' between in each word.

Writing opportunities are made available throughout the learning environment through continuous and enhanced provision. We always ensure that a range of resources are available to motivate and encourage the children with mark-making through to writing words and sentences, appropriate to setting and ability. Writing is modelled by staff and the children are given access to resources including any scaffold they might need. Both gross and fine motor skills are given a huge focus. Daily funky fingers activities take place as well as a gross motor intervention group to enhance our children's fine and gross motor skills.

In Nursery and Reception we plan using our writing programme EY2P. This enables us to link all of our literacy to a text. This ensures that children are having daily access to high quality texts and spend time unpicking key features and skills for reading and writing. EY2P allows us to hook and engage the children as well as including authentic learning experiences. Additionally, we go with the children's interests where appropriate to ensure full engagement. Children take part in a guided writing activity each week.

## **Outdoors**

We are passionate about and understand that it is essential that our children get regular opportunities to explore and learn outside whatever the weather. We put value on our daily outdoor experience where we acknowledge the importance of high-quality interactions with staff modelling learning to ensure that children's play is focused. On entry to the outside area, extra input is offered to the children to allow focus on the learning intention and capture their attention and extend the learning opportunities available. There is a balance of adult and children led learning including a consideration for the characteristics of learning so that independence and problem solving are promoted. Our outdoor play nurtures creativity and provides some rich opportunities in the development of imagination, resourcefulness and inventiveness.

The area is well-thought out with literacy and maths embedded within the provision and numerous opportunities that support the development of language and vocabulary. Our outdoors area promotes the development of a healthy and active lifestyle with physical development opportunities in a wide open space so that children have the freedom to explore, experiment and develop their physical capabilities. There is a good mixture of enhanced and continuous provision that children are presented with. This allows for open-ended, focused tasks, assessment based and child-initiated learning opportunities. Our aim is for children to have real life experiences as well as a sense of wonder and excitement that is generated when the children actively engage with their environment.

Additionally, we provide the children with the opportunity weekly to engage with our forest school programme. This allows are children to participate in an approach that is child-centred, develops confidence and self-esteem whilst being a hands-on learning experience using our own woodland setting 'Robin Wood.'

### **Assessment**

At Bentley High Street Primary, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Key workers also take into account observations shared by parents and/or carers.

At assessment points key workers complete personal lines of development (PLODs) which are used to identify children's next steps in all the 7 areas. These are then used to create PLOD trackers which show gaps across the cohort which in turn informs planning.

When a child is aged between 2 and 3, practitioners review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Exceeding expected levels or,
- Not yet reaching expected levels ('emerging')

This is the current assessment cycle:

Areas	When assessed	How assessed
All areas	Baseline End of year	Reception Baseline assessment  Ongoing formative assessment using otrack and development matters objectives.  Summative assessments based on observations and teacher knowledge
12 GLD areas only	End of Autumn Term  End	Ongoing formative assessment using otrack and development matters objectives.  Summative assessments based on observations and teacher knowledge
2 year old progress review	Between the age of 2 and 3	Written summary of the three prime areas.

## **Impact**

Within school, triangulated monitoring is used to evaluate the impact of our curriculum. All subject leaders are involved in this process and senior leaders ensure that they are given protected time to enhance their subjects through careful review including a focus on how their subject is embedded within the Early years.

We ensure that our children's attainment and progress is tracked and monitored throughout each setting, we work closely together and moderate regularly to ensure pupils are able to reach their potential. Following assessment cycles each setting complete a gap analysis, this identifies any areas showing weakness, in order to boost these areas actions are put in place in planning and provision. The highest areas are also identified so practitioners can evaluate how learning in these areas can be furthered deepened. Where possible we compare attainment with national data and uses this to benchmark success.

As outlined in the whole school curriculum document our curriculum ensures that we develop well-rounded citizens with a clear understanding of the values for life in modern society.

We routinely capture pupil and parent voice with any initiative and use the voice of our community to drive improvement. In addition, we employ a range of soft measures to evaluate the impact of our curriculum – such as reviewing learning with children regularly, providing constant feedback and checking the retention of pupils through review weeks.

*Education Endowment Foundation (2018) Preparing for Literacy: Improving Communication, Language and Literacy in the Early Years', London: Education Endowment Foundation.*

