



Together Everyone Achieves More

Through...Loving learning, loving each other and loving life itself

AGAPE: The Good Samaritan (Luke 10: 25-37)

North Curry C of E Primary School
EYFS Intent, Implementation and Impact Statement

Intent – our agreed ways of working

At North Curry C of E Primary School, our intention is to make every child's very first experiences of school positive and meaningful. We place great emphasis on making our nursery and reception classrooms a place where children feel safe, valued and motivated to learn. We want children to be excited about coming to school and in the future to remember fondly the time they spent in the Early Years at North Curry School. We are very proud of our Early Years provision and we strive to ensure that our team of dedicated staff continue to maintain high standards of education for the youngest children in our care. We have developed our EYFS curriculum using Curriculum Maestro, Birth to 5 and Development Matters ensuring skills and knowledge are carefully sequenced from EYFS through to year six. Year after year we aim to improve on how the curriculum is delivered, adapt it according to the needs of different cohorts and take into account the topics that the children are currently interested in. Learning opportunities are planned to enrich learning, especially for the most disadvantaged. Staff use a mixture of planned activities, child-led and in the moment planning. We recognise and celebrate that each child is unique and has different strengths, interests, prior experiences and learning styles.

In our EYFS classes we create an atmosphere where children are relaxed and at ease with the adults, but where mutual respect is paramount. We have high expectations for behaviour and learning, with all adults using consistent positive recognition strategies which help children to understand and follow our school values and core Christian Vision, TEAM: Together Everyone Achieves More *Through...Loving learning, loving one another and loving life itself*.

We praise, recognise and reward the outcomes of children's play and learning as well as the effort they make. We value the importance of children understanding resilience, tackling challenges and persevering.

We intend:

- To work in partnership with parents and carers to encourage independent, happy learners who thrive in nursery and school and reach their full potential from their various starting points. We use the Family app to communicate with parents and share daily information so that they feel connected to their child at nursery and their first year of school.
- To understand and follow children's interests and provide opportunities throughout our EYFS curriculum to support learning, consolidate and deepen knowledge and ensure children meet their individual next steps.
- To offer a wide range of rich, first-hand experiences to ensure learning is meaningful and memorable.
- To create an exciting, engaging and well planned indoor and outdoor environment, which supports independent and collaborative learning.

- To foster the development of each child's character, their personal development, health and wellbeing. As well as preparing them to make a valuable contribution to society.
- To prepare children to reach the Early Learning goals at the end of the Reception year and ensure every child makes at least good progress from their starting points.
- To support a positive transition between Nursery and Reception and then into KS1.

Implementation – everyday delivery

Throughout the EYFS, we follow the Early Years Statutory Framework. This framework specifies the requirement for learning and development and provides prime and specific areas of learning we must cover in our curriculum.

We follow our Maestro curriculum that has been written to reflect our values, is child-centred and based around rich, high-quality texts, engaging topics and real-life experiences. We encourage active learning to ensure that children are motivated and interested. At the beginning of nursery, by using a key worker approach and taking the time to get to know children's interests we can support their learning. We have a broad, balanced and progressive indoor and outdoor learning environment and curriculum in place to support the children to learn new skills, acquire new knowledge and demonstrate understanding through the seven areas of the EYFS curriculum. Promoting the characteristics of effective learning as an integral part of all areas of learning and reflecting these in our observations and assessments of children.

The EYFS classrooms have clear routines in place, alongside a well-planned and balanced timetable, so that children know what to expect and their role within their school day. We enable children to have ample time to use and develop taught skills throughout the year within their own self-directed play, with the opportunity to work independently, collaboratively with friends or with members of staff. We do this because continuous provision supports children to develop key life skills such as independence, innovation, creativity, enquiry, analysis and problem solving. In the reception class, we plan and lead targeted small group sessions to enable adults to systematically check for understanding, identify and respond to misconceptions and provide real time verbal feedback which results in a strong impact on the acquisition of new learning. We follow the Read, Write, Inc phonics program with pre-phonics skills carefully weaved through all learning in Nursery, the introduction of set 1 sounds and in Reception, daily discreet lessons are taught.

We provide the tools for parents to support reading and phonics at home with children in Reception taking home fully decodable phonics books that are matched to their individual level as well as videos from Read, Write, Inc phonics. Children are also encouraged to take home high-quality reading for pleasure books and bedtime stories to inspire their love of books.

The EYFS classrooms and outdoor areas have book corners that include well known texts and texts that are linked to our topic. These texts are rotated and revisited so that children become familiar with them and can join in/retell. We use the White Rose Maths scheme in both nursery and reception. Children learn to use concrete, pictorial and abstract methods to develop their deep understanding and mastery of numbers, calculations, shape and space. We have an inclusive approach which means that all children learn together. In nursery, the children are observed, usually by the child's keyworker and next steps are identified and taught. In reception we provide additional interventions for children who may need support to make the progress they are capable of. Some examples of this include 1 to 1 interventions 'fast track' linked to the Phonics programme and small groups focused on developing Maths and fine motor skills. We are a forward-thinking team who are always discussing possible changes and enhancements to improve provision. Staff keep abreast of latest developments and thinking in early years and with training related to the EYFS. They are fully informed about and aware of important Government/Ofsted initiatives and focuses. Nursery network with schools within the

Huish trust to share good practice and support each other. The reception class teacher also networks within the Huish trust, sharing best practice and visiting other Reception classrooms and teachers as well as moderating assessments together.

As well as the keyworker approach in nursery, all adults work together to build up an assessment of each child's current attainment and next steps. Ongoing assessments take place within every interaction that happens in the nursery classroom. Staff help identify and provide support for those children not making the progress expected and identify any changes needed to the curriculum, teaching and environment. In reception, termly assessments take place and are recorded on assessment trackers for each area of learning in the EYFS curriculum, highlighting children who need further support for the following term.

Impact – How are we making a difference?

Our children have varied and diverse starting points. Therefore, we have high expectations to ensure that all children make 'good progress' across all of the areas of the EYFS curriculum. Progress is evident in observations and assessments and through attainment and progress data. We strive for children to reach the Early Learning Goals at the end of Reception and information is passed on to the year 1 teach about those children who may not have met all areas of learning to support the following year.

The impact of our curriculum is measured by assessment procedures which allow us to measure outcomes against all schools nationally. As well as this, we moderate judgements within the Huish trust and a new assessment system allows us to compare attainment and progress data within the school year across the schools. This allows us to identify strengths in each of our Huish schools and work together to learn from each other.

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 endeavour 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.