



Horwich Parish CE Primary School

Intent, Implementation and Impact Statement

EYFS

Intent:

1. To work in partnership with parents and carers to encourage independent, happy learners who thrive in school and reach their full potential from their various starting points.
2. To provide indoor and outdoor environments which allow children to consolidate and deepen learning in all 7 areas, through a mixture of teacher led and child initiated activities linked to their own interests
3. To put books and a love of reading at the heart of our curriculum
4. To support children to develop the dispositions, skills and learning behaviours they need to be successful on transitioning to key stage 1

Implementation:

In Reception, we follow the Revised Early Years Statutory Framework for the Early Years Foundation Stage, published on 31st March 2021 by the DfES. This Framework specifies the requirement for learning and development in the Early Years and provides prime and specific areas of learning we must cover in our curriculum.

1.
 - a. Our transition process is thorough and engages with preschool settings parents and children
 - b. We hold frequent parent/teacher meetings to discuss progress and targets and the website and the Tapestry app are used to support further communication about learning
 - c. Staff make careful observations of children within the provision and teacher led activities in order to monitor their progress and inform next steps for learning
2.
 - a. The continuous provision is designed to be open -ended to allow for children to develop skills and knowledge within the context of their own interests, but is also enhanced to allow children to consolidate skills and knowledge related to our topics.
 - b. Children have discrete daily phonics, following the Floppy Phonics programme; and maths teaching in our quiet rooms, to ensure fast acquisition of basic skills and concepts within these areas. Children are then encouraged and supported to apply these skills in the provision.
3.
 - a. Our curriculum is broad and progressive and planned around books linked to themes. It comprises 6 half termly topics, with learning planned within each of the 7 areas for each topic
 - b. Books are read to/shared with children daily, with learning threaded through discussions about them. Children are encouraged to take library books home, as well as the reading scheme/phonics books that they are supported to read at least twice per week.
4. We ensure that our teaching and provision supports the Characteristics of Effective Learning:
 - a. playing and exploring - children investigate and experience things, and 'have a go'
 - b. active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
 - c. creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The school values of love and respect are modelled by staff, and encouraged in children, in all that we do.

Impact:

The impact of our teaching and learning opportunities can be seen within the children's learning journeys and the comments made by the adults who support them.

Attainment in Reception class is measured against the 'Development Matters' statements and tracked termly within the learning journey. A summative judgement is made against the Early Learning Goals; alongside the characteristics of effective learning, on a best fit basis, taking into account the professional judgements of the staff.

Within school, the impact of the EYFs can be seen in the progress and attitudes of the children as they continue to develop from their starting points throughout their school careers.