

# EYFS Intent, Implementation and Impact Statement

## Early Years Statutory Framework 2021

The Early Years Foundation Stage (EYFS) framework sets the standards for learning, development and care for children from birth to 5 years. For the academic year 2020/21, we participated in the Early Adopter Framework trial and have encompassed the knowledge gained to develop and enhance our curriculum further through 2021/22 as the new EYFS Framework becomes statutory as of September 2021.

### Intent:

At SSMJ the Early Years Foundation Stage is recognised for its significance. Our EYFS curriculum is reflective of our Catholic ethos.

“Jesus said, ‘Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these.’”

Matthew 19:14

“Don’t let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love, in faith and in purity.”

1 Timothy 4:12

“Behold, children are a heritage from the Lord, the fruit of the womb a reward.”

Psalm 127:3

In EYFS at SSMJ School, the curriculum is designed to recognise children’s prior learning from previous settings and their experiences at home, provide first hand learning experiences, whilst allowing the children to build resilience, ambition and integrity. Every child is recognised as a unique individual and we celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We provide enhancement opportunities to engage learning and believe that our first experiences of school should be happy and positive, enabling us to develop a lifelong love of learning.

At SSMJ we recognise that oracy not only improves academic outcomes, but is a life skill to ensure success beyond school, in life and future employment. Oracy develops children’s thinking and understanding, which in turn promotes self-confidence, resilience and empathy which support the child’s well-being. A child’s ability to communicate effectively is pivotal to start that ‘Life Love of Learning’.

As we emerge from the Covid Pandemic we understand that children's mental may have been affected. We acknowledge that children have experienced a lot during the last four years and this will have had an impact on children's development. At SSMJ we understand the importance of adapting our modelling, our planning or our environment to suit the current cohort of children and ensure it reflects their individual needs.

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.

Community involvement is an essential part of our curriculum and faith as we celebrate local traditions, learning new skills to enable the children to take an active role in events throughout the year. We understand the important role the church plays in supporting the children in their faith and strive to make the most of developing that close relationship from an early age.

Throughout their time in EYFS, the children develop a sense of belonging to our school community, ready to transition to year 1 the following academic year. They have the confidence and skills to make decisions and self-evaluate, make connections and become lifelong learners.

We intend:

- To support the children in learning about the Catholic Faith.
- 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.
- To understand and follow children's interests and provide opportunities throughout our EYFS.
- To support children emotionally so they are mentally healthy having open conversations/discussions about different topics/situations.
- To support children's knowledge/experiences of a wider world and the role they play.
- To develop children's knowledge of being a unique individual and being different to another is ok.
- To accept people may have different beliefs/opinions.
- To provide a curriculum to support learning, consolidate and deepen knowledge and ensure children meet their next steps that reflects the children's interests.
- To create an indoor and outdoor environment which makes the most of learning opportunities.
- To prepare children to reach the Early Learning goals at the end of the Foundation Stage, ensuring no child is left behind.
- To assess and monitor children frequently to ensure early intervention is available for both home and school.
- To ensure proactive interventions that are consistently changing that reflect what the children need and address issues arising so no child is left behind.
- To support an effective transition into year 1.

Children develop a sense of self belief and worth through following our school 'Golden Rules':

- Respect – God/ property/ oneself and others. Following the second Greatest Commandment of 'Love your neighbour as yourself' (Matthew 22:39). Adults model and talk about how other people may feel by the different actions.

- Try hard – Clear message is modelled to children that they come to school to learn new things and this will only work if they try hard, they won't always succeed but they must try hard. "Whatever you do, do your work heartily as for the Lord rather than for men," Colossians 3:23
- Be polite – Adults model polite conversations. "Therefore encourage one another and build one another up, just as you are doing." 1 Thessalonians 5:11
- Be kind – Adults model kindness and praise children for using kindness. "Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you." Ephesians 4:32
- Be honest – Staff model honesty and children are reminded that honesty is an important part of our Catholic faith. "For the word of the Lord is right; and all his works are done in truth." Psalm 33:4
- Look after property – Adults model putting things away. "And if you have not been faithful in the use of that which is another's, who will give you that which is your own?" Luke 16:12
- Listen- Adults model good listening and remind children of school rules. "Listen to advice and accept instruction, that you may gain wisdom in the future." Proverbs 19:20
- Be safe – Adults talk about and model how to keep safe e.g. we need to check the gates are locked because the gates keep us safe. "God is our refuge and strength, an ever-present help in trouble." Psalm 46:1

### Implementation

We have a curriculum that is child-centred and that is based upon wow experiences and topics which engage the children. We encourage active learning to ensure the children are motivated and interested. Staff take the time to get to know children's interests and their likes to support learning. All areas of the EYFS curriculum are followed and planned for to ensure there is a broad, balanced and progressive learning environment and curriculum.

The children will learn new skills, acquire new knowledge and demonstrate understanding through the seven areas of the EYFS curriculum as stated in the new Early Years Statutory Framework from the DfE September 2021. They are:

- Communication and Language (Prime Area)
- Personal, Social and Emotional Development (Prime Area)
- Physical Development (Prime Area)
- Literacy (Specific Area)
- Mathematics (Specific Area)
- Understanding the World (Specific Area)
- Expressive Arts and Design (Specific Area)

These 7 areas are used to enhance children's experiences giving them a broad and balanced curriculum. Planning for this curriculum is designed to be flexible so that a child's unique interests

are supported however we do have a long term overview of learning to ensure children receive a broad and balanced curriculum .

Each half term, EYFS staff introduce a new theme (entwined with our whole school overviews) 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. These 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. Adults skilfully navigate around children to ensure every opportunity is enhanced further for each individual child.

A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children are using and developing taught skills throughout the year on a daily basis. Continuous provision practise and principles begin in EYFS and support children to develop key life skills such as independence, socialisation, innovation, creativity, enquiry, analysis and problem solving. During the school day, children will have an opportunity to work independently, work collaboratively with their friends and with members of staff.

Daily guided activities are also planned to cover different areas of the EYFS curriculum and allow children to develop their next steps in learning. Through observation and discussion, areas of need and next steps are identified for all children to ensure good progress is made. There are also a range of stimulating and engaging activities which the children can access independently and a variety of opportunities for child-initiated play. In planning and directed children's activities we reflect on the different ways that children learn (see Pedagogy document) and reflect these in our practise. Staff in the EYFS make regular observations of the children's learning to ensure their next steps are met. These are collected in each child's SEAL (Skills, Experiences, and Learning) book.

During each day, the children will work with an adult to complete a range of activities, for short periods of time, including:

- Worship – The children discuss a key topic following the liturgical calendar. This may be as a whole school, a Keystage or as a class. Children are supported to plan a children's liturgy.
- Phonics – As this is key to children's ability to speak correctly and begin to read and write.
- Literacy – Activities are based around different stories, poems, video clips, non-fiction texts, songs and news articles.
- Mathematics – Activities are directed by an adult either 1:1, in small groups or whole class.
- Guided Reading – Looking at different texts covering comprehension and phonics objectives.
- Circle Time – An opportunity for children to discuss things that are relevant to them from home, school etc.
- 1:1 individual reading to take place at least three times a week.

Children in EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. Our outdoor areas are used all year round and in most weather conditions. We ensure activities support the Characteristics of Effective Learning as overarching principles to ensure learning takes place. These are:

Playing and Exploring – Children investigate and experience things, and have a go;

Active Learning – Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;

Creating and Thinking Critically – Children have and develop their own ideas, make links between ideas and develop strategies for doing things.

We share a range of healthy snacks and learn about the importance of a healthy balanced lifestyle to maintain our own wellbeing. To ensure no child goes hungry school provides breakfast snacks for all the children as we know children can only be at their best if they are not hungry. Milk is provided by the government up until the term they are five after such time parents are required to pay. Fruit and vegetables are also provided by the government which children receive on a daily basis.

All of children perform in a Nativity, participate in whole school assemblies, receive certificates in assembly, and participate in trips. They enjoy visits from other volunteers to talk about a topic related to their learning. They are visited by a vast range of People Who Help Us, such community members including the police, fire service, postal workers, vets, doctors, nurses, their animals and vehicles. EYFS make effective use of the school gardens planting different fruit and vegetables and watching them grow.

To support our wider curriculum, we provide regular opportunities for parents and carers to come into school and work with their child, share their work and celebrate successes. We keep parents informed and we meet regularly with them to ensure children's transition into school is effective. This includes transition days, nursery visits, stay and play sessions, parent workshops, topic days, reports and parent consultations as well as more frequent informal communication to suit individual families.

During this Covid time it is essential home and school partnership is developed by alternative methods which may change and develop according to relevant and current guidance from the local authority and the government. This may include sending books home, zoom meetings, messages on dojos, telephone conversations etc. Please see Blended Learning Policy for EYFS which sets out how home learning may take place if our bubble should be asked to self-isolate. During this time, it is essential social media (web page, dojos, Facebook and Twitter) is used effectively to keep parents informed.

#### RE & Daily Worship (See RE Whole School Overview)

Our faith is at the heart of what we do and this is reflected within the classroom through displays, discussions, songs and activities. Staff have a good knowledge of the Bible and use recent stories the children have heard to relate them to everyday life experiences. Children say four different prayers throughout the day (start of school, before lunch, after lunch and at the end of the day). Staff use this as a time to model how we can behave respectfully and how prayer is a time to be thankful or a time to reflect.

Children will have a new Bible story read to them once a week and this will be followed up by a Continuous Provision activity. E.g. Noah and his Ark – using small world to load all the animals onto the boat in 2's. Other activities may come from Ten:Ten assembly children listen to once a week, a CAFOD assembly or reflect a particular season or time of year.

#### Personal, Social & Emotional Development (See PSHE Whole School Overview)

PSED development in those early years is crucial and can give children firm foundations to build on and succeed. This current cohort of children have joined SSMJ after a Pandemic where several of the children will have been isolated at home with family for a number of weeks. This needs to be reflected in our planning and our activities so the impact that has on every child is minimal. Giving children the tools to stay mentally healthy and able to self-regulate is key to developing a mentally healthy lifestyle. Staff are skilled in modelling their thinking and demonstrating to children how to self-regulate and react to different situations. Staff will often speak to children about different situations and use it as a learning experience.

TenTen – Life to the Full supports the children’s RSE (Religious Social Education) knowledge which is taught throughout the year. (See whole school overview)

### Literacy (See Whole School Overview)

Literacy Reading is at the heart of our curriculum and our aim is to encourage a love of reading right from the start. We do this through:

- Phonics – For children to develop a love of reading they need to know that it is possible. Phonics is at the heart of the children starting to read. Children have daily phonics sessions of 20minutes daily which is differentiated to meet the needs of the children. Childrens progress is tracked using Phonics Tracker so planning can react to the needs of individuals.
- Guided Reading sessions taking place twice weekly (one phonics session & one comprehension session – Lancashire Early Readers Format) These Guided Reading Sessions match the phonics level of the children and give opportunities to address any concerns.
- Individual Reading – We ask parents/careers to listen to children read nightly setting a good home routine from an early age. In school we listen to children read two times weekly. Home reading books match the childrens focussed phonics sound or a sound they need to develop.
- Home Reading – We encourage parents to read to their child with a list of recommended books to read to children before they finish EYFS.
- Literacy lessons are based around a book (which can be found on the long-term overview) and reflect the interests of the children.
- Story time – Children listen to an end of the day story several times a week.
- Reading area – Children have access to a small selection of books within the classroom which are changed frequently to encourage children to re-read books in their own words, stories they have heard modelled by an adult or to encourage children to ask an adult to read to them.
- Library Area – The infant library is currently being developed to give that love of reading to children but children regularly visit the school library to spend time looking at the different books exposing children to a wider range of vocabulary.
- Library visits – Children visit the local library each term to enjoy being out in the community and selecting different books.

### Phonics

At SSMJ we use Red Rose Letters and Sounds as our main phonics resource. EYFS children will start on phase 1, 2 or 3 depending on their knowledge of the different sounds and time of year but all children should have completed phase 4 by the end of the EYFS year.

Phonics is taught using the four-part structured sessions from Red Rose Phonics which are revisit, teach, practise and apply. All staff who teach phonics have received internal training from the phonics subject leader and are clear so routines and procedures are consistent ensuring fidelity. Children receive 20 minutes daily structured phonics teaching and this will increase if needs identified suggest it would be beneficial.

Children have two guided reading sessions weekly which match the sounds they are working on in phonics and home readers also reflect the current focus sound for each child.

Phonics does not just happen within a phonics session, at SSMJ we believe to make the most out of learning phonics it needs to be consistently applied throughout every experience therefore we ensure all staff are trained in EYFS and Key stage 1 in phonics to allow for emersion. Staff understand that true evidence of phonics ability can be gathered from examples of independent writing pieces.

### Mathematics

In Reception we use lots of resources to help with the teaching of Mathematics which include White Rose Maths and resources from NCETM website. 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 and pictorial structures and representations which are then rehearsed applied and recorded within their own child-led exploration. Children in Reception have daily maths to develop fluency, mathematical thinking, variation and representation/structure using the four core principles for Maths Mastery which underpin our planning and ensure children are receiving learning that is embedded.

For the past few years we have used the NCETM Mastery in Number to improve that foundation of children's fluency with numbers. The impact has been considerable and we continue this year to use it again with the children. The children's underpinning knowledge of the number system shows it has been embedded and the children are moving onto year 1 with those enhanced skills with numbers.

### Topics

Wider Curriculum Our wider curriculum is taught through the 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 (Whole School Overviews) 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. Exciting, purposeful and contextual activities are planned to build on children's natural curiosity. For example, building a boat for their favourite toy enables them to think like a 'Scientist' and 'Engineer' as they explore a range of materials and test out their own ideas. Building further on our oracy focus, children will be encouraged to employ subject specific language and terminology in foundation subjects, and such vocabulary will be modelled, both verbally and orally, by supporting practitioners.

### Inclusion

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. The EYFS leader ensures staff receive CPD specific to Early Years to develop their practice.

We follow current research and guidance such as the EEF materials – 5 a day and the seven principles for effective learning.

### Transition

We also support the transition into Key Stage 1 for both child and parents. We prepare children for Year 1 with visits to their new class, meeting the teacher and ensuring the environments are similar at the end of EYFS and the start of Year 1. Parents have the opportunity to meet with new teachers and visit their child's new learning environment. They also complete 'moving on' activities with their child throughout the summer term. These aim to support the transition for all.

### Impact

#### Baseline

Prior to children starting, staff spend time speaking to the child's parents, previous settings and read previous learning journey's to gain an understanding of the whole child and where they are at. During the first half term in EYFS, 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. This information is tracked through observation notes or charts so it can inform future planning.

For the academic year 2023/24 we are participating in the Reception Baseline Assessment (RBA) as it has become statutory. 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.

A Language Comprehension Screen assessment is also carried out during the baseline period in EYFS to identify children's language and communication skills level (WELLCOMM). This assessment informs us if the child is at expected for their age, requires intervention, or needs to be referred for specialist support.

Ongoing Observation: All ongoing observations are used to inform weekly 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. Some observations or photographs will be printed off and kept in their SEAL (Skills, Experiences and Learning books). We regularly assess where the children are, guided by 'Development Matters 2021', 'Birth to Five Matters 2021' and Lancashire's Planning for Learning Early Adopter Guidance which ensures our planning, adult interaction and learning environment; including continuous provision, support children to reach their next steps. We will include interventions for groups or individuals that address any issues daily.

Assessment: Phonic assessments are carried out every three weeks to quickly identify pupils that are not making expected progress. These assessments have helped transform the way we deliver our high-quality phonics throughout EYFS and Year 1.

In Summer Term 2, the EYFSP is completed where teacher 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. 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 SSMJ journey ensuring no child is left behind.

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