

EYFS Intent, Implementation and Impact

<p>Intent: why do we teach what we teach?</p>	<p>Our Early Years provision is designed to ensure that children can learn through a play based curriculum alongside their peers and supported by highly effective Early Years practitioners.</p> <p>The curriculum is intended to support children in becoming <u>independent learners</u> and to develop their <u>characteristics of effective learning</u> through exciting and creative continuous provision both indoors and outdoors that enables opportunity for child led play and adult directed activity. The curriculum responds to the learning needs and interests of the children and is underpinned by the four themes of the Early Years Foundation Stage curriculum.</p> <p>Our EYFS curriculum aims to enable our children to be:</p> <p><u>Competent and creative learners</u>; who are curious about the world around them.</p> <p><u>Secure and confident</u>; who enjoy coming to school and learning new skills and knowledge building on their existing learning.</p> <p><u>Skilful communicators</u>; who connect with others through language and play, ensuring that they play in a vocab rich environment.</p> <p>It is our intent to ensure that all children will receive the teaching of early reading through systematic, synthetic phonics to learn to read words and simple sentences accurately by the end of Reception.</p>
<p>Implementation: how do we teach what we teach?</p>	<p>At Hampden Gurney we place great value on the development of children as individuals and providing them with the skills, knowledge and understanding they need to prepare them for the challenges in Key Stage One and beyond. Our aim in the EYFS is to build strong foundations rooted in academic success as well as moral and spiritual development, so that ultimately our pupils can be successful at university, go on to be active citizens of society and happy, curious life-long learners.</p> <p>Learning is concentrated upon three <u>Prime areas of learning</u>: Personal, Social and Emotional Development, Physical Development, Communication and Language.</p> <p>Pupils will also access learning focused on four <u>Specific areas of learning</u>: Literacy, Mathematics, Understanding the World, Expressive Arts and Design</p> <p>Our curriculum is therefore the cultural capital we know our pupils need so that they can gain the knowledge, skills and understanding they require for success. They can only do that if we embed the right habits for learning through the <u>Characteristics of Effective Teaching and Learning</u> – Play and Exploration, Active Learning and Creative and Critical Thinking.</p>

	Four Guiding Principles	Curriculum	Assessment
	<p>Four guiding principles shape our EYFS practice:</p> <p>A Unique Child Every child is unique and our class needs to observe and understand each child's learning and development.</p> <p>Positive Relationships All children learn to be strong and as independent as they possibly can be through positive relationships with key workers. Key workers are key to our outstanding Early Years provision.</p> <p>Enabling Environments Children learn and develop best in enabling environments that respond to individual needs and where there is a strong partnership between practitioners and parents/carers</p> <p>Learning and Development Children learn and develop in different ways. For children to become the very best they can be, they need to be in an environment where they are valued as a unique child, where positive relationships are developed and where environments enable all children to be their best.</p>	<p>Our inclusive curriculum provides all students, regardless of background and immutable characteristics, with an equal opportunity to achieve the learning outcomes of our programme.</p> <p>Pupils learn through a balance of child-initiated and adult-directed activities. The timetable is carefully structured so that children have rigorous directed teaching in English, Maths and phonics everyday with regular circle time sessions to focus on PSED.</p> <p>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.</p> <p>The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas.</p> <p>The curriculum is planned in a cross-curricular way to enable all aspects of the children's development including understanding the world and expressive art and design as well as to promote sustained thinking and active learning.</p>	<p>Ongoing, continuous and rigorous assessment is at the heart of the EYFS curriculum. This assessment informs, enhances and develops our long term plan each half term through the use of data analysis, gaps and strengths are highlighted to provide a focus for adult led planning, continuous provision planning and objective led planning for the half term ahead.</p> <p>Reception Baseline Assessment (RBA): The Reception Baseline Assessment (RBA) is a mandatory assessment, taken in the first six weeks in which a child starts reception.</p> <p>EYFSP: In the final term of Reception year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile is completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1.</p> <p>Tapestry is used to capture each child's learning journey. Tapestry videos also provide a tool to enable children to take part in their learning and assessment. Tapestry can be downloaded as an app by parents/carers to access at home. Learning from school can be viewed as well as learning, experiences and adventures shared with family and friends at home uploaded for us to share within school.</p>

	<p>Our Early Years children will have gained the skills, knowledge and behaviour for learning needed to prepare them for the next phase of their education and learning. They have developed characteristics of effective learning and are able to engage with learning and make progress. Characteristics of Effective Learning will look different for each individual child and progress within them will not necessarily be linear. Progress is evidenced through observation, assessments and recorded through Evidence for Learning.</p>		
<p>Impact: how do we know what pupils have learnt and how well they have learnt it?</p>	<p>Playing and Exploring-Engagement</p> <p>By the end of EYFS, children will have developed an inquisitive nature; a love of exploring and finding things out. They will enjoy playing with toys and activities that are familiar to them and will be willing to 'have a go'. They will be able to engage with activities/games/adults that are familiar to them and that they enjoy. They will be open to exploring and finding out about new things.</p>	<p>Active Learning Children</p> <p>will be able to engage with activities and learning for longer periods of time and will be able to concentrate on developing a new skill and learning new things. They will have an understanding of what they need to achieve in an activity and will show enjoyment in succeeding and achieving. They will keep on trying if they are not successful at first. Children will show an awareness that they are part of a shared learning activity and that a particular outcome is expected.</p>	<p>Creating and Thinking Critically</p> <p>Thinking Children will have their own ideas and be able to share these in their own way. They will start to make links between previous experiences and things they know and apply these to new experiences and learning opportunities. They will show independence in their learning and daily routines and will make decisions about how to do things.</p>