

EYFS Intent, Implementation & Impact Statement Homerswood

Intent

High quality Early Years education gives children the foundations they need to take the next steps in their learning journey. At Homerswood we want our children to be confident, well rounded individuals with a love for learning. We want them to be engaged and motivated about what they are learning and develop the self-regulation, resilience, independence and confidence they need in order to be successful in the rest of their school life. We believe that all our children matter and we give them every opportunity to achieve their best.

Working together, in partnership with parents, carers and other setting to provide the best possible starts at Homerswood, ensuring each individual reaches their full potential from their various starting points.

High priority is given to developing children's vocabulary and language and we want children to become confident and capable readers who demonstrate a love of sharing books and reading, stories and rhymes.

In the EYFS we follow the Early Years Foundation Stage (EYFS)

This is organised into 7 areas of learning:

Prime Areas:

Communication and language

Physical development

Personal, social and emotional development

Specific Areas:

Literacy

Mathematics

Understanding the world

Expressive arts and design

Implementation

In Nursery and Reception, children learn through a balance of child initiated play, adult supported play, whole class teaching, small group teaching and individual teaching. Children learn and play both inside and outside. We have a large outside area that we use every day. There is a lot of opportunity for outdoor play.

High priority given to children's Personal, Social and Emotional development ensuring that children have the skills they need to be able to get along with other people – a crucial life skill. We want children to develop kindness, be able to solve disputes and have the independence, resilience and self-belief they need when they go into a larger class, work with a partner, work independently or in a group – all of which they will need to do throughout their school life.

Children's Communication and Language Development is given high priority, we develop language and vocabulary through our daily routines and conversations, our story sessions, singing and rhyme sessions, Literacy and Drama sessions, this all ensures children have the vocabulary they need ready for Year 1.

We use Little Wandle phonics scheme ensuring that children have high quality synthetic phonics teaching and Herts for Learning Essentials scheme ensuring children have strong foundations in Maths.

At Homerswood, time is given to developing a love of reading and books. Children have at least 3 story sessions a day and a daily singing and rhyme session. These sessions develop vocabulary and comprehension and feed the imagination and well as developing **children's knowledge**.

Every day we have a whole class gross or fine motor movement session so that children develop the physical strength in order to write, core strength to sit at a table and on the carpet and hold pencils and tools.

Our timetable remains flexible to take into consideration the changing needs of the children. They are provided with plenty of time to engage in 'discovery' throughout the variety of experiences carefully planned to engage and challenge them in the provision. Equal importance is given to learning in outdoor and indoor learning. Our inclusive approach means that all children learn together, but we have a range of additional interventions and support for children who may not be reaching their full 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.

Impact – measuring progress

- Baseline - Prior to children starting, staff spend time speaking to the child's parents and previous settings to gain an understanding of the whole child. Children and their families are invited to attend a range of face to face sessions to support this sharing of information and to help staff and families get to know each other. Once school starts, practitioners carry out a range of fun and interactive tasks with the children, as well as observing them in play. This identifies each individual's starting point in all areas and we can then plan experiences to ensure progress.
- The Statutory Reception Baseline Assessment (RBA)
- WellComm - A complete speech and language toolkit which enables us to quickly and easily identify children in need of support due to delayed language skills.
- 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 children and their own expert professional judgements through discussion with other practitioners, photographs and examples of the children's work.
- Assessment – Phonic assessments are carried out as part of the planned progression in Little Wandle Letters and Sounds every six weeks to quickly identify pupils that are not making expected progress. Our aim is for children to 'keep up' rather than 'catch up' where possible.
- Assessments are completed three times per year and shared with parents, whereby the class teacher updates the progress children have made.
- Smooth transitions into Year One.

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 journey as scientist, historians, artists and geographers.