

# Chase Side Primary School

Intent, Implementation and Impact



## **EYFS AT CHASE SIDE**

*Here at Chase Side Primary School, we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. We also believe that early childhood is valid in itself as part of life, and therefore it is also important to view the EYFS as preparation for life.*

### **Chase Side Primary School: EYFS**

In Nursery and Reception, your child will follow the Early Years Foundation Stage (EYFS) Curriculum. This sets the standards for the learning, development, and care of your child. The areas of learning have been organised into three prime areas and four specific areas. These are as follows:

#### **Prime Areas of Learning:**

##### **Communication and Language**

Giving children opportunities to experience a rich language environment, to develop their confidence and skills in expressing themselves and to speak and listen in a range of situations.

##### **Physical Development**

Providing opportunities for young children to be active and interactive and to develop their co-ordination, control, and movement. Children learn and understand the importance of physical activity and to make healthy choices in relation to food.

##### **Personal and Social Development**

Helping children to develop a positive sense of themselves and others. To form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings. Children learn to understand appropriate behaviour in groups and to have confidence in their own abilities.

## **Specific Areas of Learning:**

### **Literacy**

Encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials such as familiar signs and logos, books and poems based on their interests.

### **Mathematics**

Providing children with opportunities to develop and improve their skills in counting, understanding, and using numbers, calculating simple addition and subtraction problems and to describing shapes, space, and measure.

### **Understanding of the World**

Involves children learning about the world around them, including their local community through exploring, observing, visiting and finding out about people, places and technology.

### **Expressive Arts and Design**

Enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.

### **The Characteristics of Teaching and Learning**

We provide many opportunities for children to learn in the Early Years setting through teachers' planning and children's activities. We always take into account the children's interests and the ways that children learn and reflect these in their practice.

The three characteristics of effective learning are:

- **Playing and exploring** – children have the opportunity to investigate and explore a range of activities and are encouraged to 'have a go'
- **Active learning** – children concentrate and develop resilience when they encounter difficulties, and enjoy their achievements
- **Creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for completing tasks

### **Play**

Your child's learning will take place both indoors and outdoors through a variety of child initiated and adult led activities. As the year progresses in Reception the learning will become more formal with more directed teaching. The children will take part in literacy and mathematics carpet sessions, direct phonics teaching (Letters and Sounds) and an adaptation of daily supported reading sessions. Play still remains an integral part of your child's development and they will be provided with the opportunity to continue and extend their learning through play alongside more formal teaching.

## **Supporting Your Child at Home**

In Nursery and Reception, children are sent home a reading book every week. Reception children will also be sent home with a piece of literacy or maths linked to their learning throughout the week. They will also bring home a library book to share with you.

### **Intent – What we are trying to achieve?**

At Chase Side Primary School, we believe that the Early Years Foundation Stage is crucial to developing firm foundations to be built upon throughout our school journey and beyond. We intend that our curriculum therefore provides 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 Characteristics of Effective Teaching and Learning – Play and Exploration, Active Learning and Creative and Critical Thinking. All children begin school with a variety of experiences and learning. It is the privilege of the Early Years practitioners to build upon that prior learning and experience. This is done through a holistic approach to learning, ensuring that parents, carers and teachers work effectively together to support all children’s learning and development.

### **Implementation – How do we translate our vision into practice?**

In EYFS children experience the 7 areas of learning through a balance of play based learning and whole class/group teaching. This is through the children’s interests, themes, continuous provision activities and phonics. Learning is carefully planned by staff to build on what the children already know and can do and support early reading, writing, mathematics and language development as well as social skills.

The delivery of this curriculum is led through purposeful, planned play opportunities and enhancements of provision, taken from children’s interests, where adults observe and intervene with higher order questioning and engagement to extend the learning taking place. Content, provision and resources are matched to the needs of the current cohort of children and are changed throughout the course of the year in line with their development in order to assist, support and challenge as required.

The timetable is carefully structured so that children have directed teaching in English, maths and phonics everyday with regular circle time sessions to focus on PSED, embedding the children’s personal, social and emotional development so children are happy in school and making friends. A happy child is happy to learn! These sessions are followed by group work where children work with a member of staff to consolidate and enhance their learning. This focused group time 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.

Our inclusive approach means that all children learn together but we have a range of additional interventions and support to enhance and scaffold children who may not be reaching their potential or moving on children who are doing very well. This includes, for example, Tiger teams/cubs; for children who need to develop their gross motor skills, as well as our 'Funky Fingers' group; to help children develop their fine motor control and strength. The characteristics of effective learning are viewed as an integral part of all areas of learning and are reflected in our observations of children.

All of this takes part in a positive, safe and free-flowing environment where children are encouraged to be independent, take risks, make mistakes and challenge themselves.

### Impact – What is the impact of the curriculum on our pupils?

The impact of the school's curriculum can be seen in the books and 'Special Folders' they produce and the outcomes for all groups of pupils within the EYFS. Everything we do is with the child in mind, and strong relationships are built between pupils and staff which create an atmosphere for learning which is conducive to success.

The impact of our curriculum is measured by assessment procedures which allow us to measure outcomes against all schools nationally. We measure the percentage of pupils achieving age related expectations throughout the academic year, put supportive interventions in place if and when needed. Class teachers use observations to make formative assessments which inform future planning and ensure that all children build on their current knowledge and skills at a good pace. Summative assessment compares children's attainment to age related expectations using month bands in Development Matters. This is tracked using Scholarpack to ensure rates of progress are at least good for all children, including vulnerable groups such as those with SEND, disadvantaged or summer born children. Our assessment judgements have been moderated both in school and externally with local schools. We also partake in local authority moderation which has validated our school judgements. 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 take 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.