



Our Intent, Implementation and Impact for the Early Years Foundation Stage

RATIONALE:

In the early years at St Aidan's RC Primary School, we believe that every pupil is unique. We ensure all children have the opportunity to develop and learn in a safe and nurturing environment where play and learning is combined. Through practical learning experiences, we strive to equip children with a love of learning and a natural curiosity. We are committed to giving our pupils the best possible start to their school life, teaching them skills that ensure their well-being now and success in the future.

INTENT:

We place strong emphasis on the religious, spiritual, moral, social and cultural development of all our pupils. Our school community has identified a clear set of values that underpin expectations for behaviour for all members of our school family, as we live out the Gospel values every day.

Children's early learning experiences deeply affect their future physical, cognitive, emotional and social development. We understand that building secure relationships with children and their families at the early stage is key to understanding how we can maximise learning opportunities for each and every child in our setting. We are fully committed to taking the time to understanding and following children's individual interests and provide a rich curriculum that supports learning, consolidates and deepens knowledge and ensures that children achieve their next steps. Both our indoor and outdoor provision is carefully planned and demonstrates a thorough knowledge and understanding of the way in which our children learn. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We constantly provide enhancement opportunities to engage inquisitive minds and believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and promote a thirst for new experiences and knowledge. Our curriculum is therefore the cultural capital we know our pupils need, via the characteristics of effective learning, so that they can acquire the knowledge, skills and understanding needed for success.

We aim to prepare our children to achieve the Early Learning Goals at the end of FS2 and ensure that all children have made good or better progress from their individual starting points. Our ultimate goal is to prepare our children with the knowledge and skills needed for the next stage of their learning journey in KS1. We view this as essential as we recognise that what children learn in these vital early years of life will stay with them forever and that optimising children's early education is the best investment we can make in ensuring their future success.

IMPLEMENTATION:

We want our children to be independent in accessing quality play-based experiences that encourage them to notice, question and wonder. High quality, effective interactions between staff and children and regular home/school communication ensures that our curriculum planning and provision is flexible and continuously reviewed and adapted to meet the needs of all learners and to reflect children's needs and interests as they continue to develop and grow. This allows the team to demonstrate and impact upon the progress of all pupils.

The development of our indoor and outdoor environments, are constantly under review to ensure they are effective and engaging allowing all pupils to access all areas.

Starting with our baseline, allows staff to identify individual start points and readily engage children in meaningful experiences which children can identify with and build upon to enable children to have very early experiences of success in their learning and provide positive outcomes. As a team we follow the EYFS curriculum and ensure that all learning experiences are linked to the Prime and Specific areas of learning.

In FS1 we place huge importance on the development of children's vocabulary and ensure that staff are skilled in assessing early speech and language development and have the expertise to support children in being able to communicate thoughts and ideas and explore the meaning of new words. This has culminated in the implementation of Launchpad for Literacy underpinning cross curricular learning experiences in nursery and where appropriate

following on into Reception. Constructed and deconstructed role play is also seen as a valuable tool to support delivery of the curriculum and the development of key language skills. Reading is at the heart of our curriculum and we ensure fidelity to one phonics programme with the introduction of the Sounds-Write approach from Reception to ensure reading success at an early stage.

Parents are valued as first educators and every effort is made to inform them of the EYFS curriculum whilst providing them with the tools to continue school learning at home. Parents are also encouraged to inform school of their child's interests and achievements at home as these are an essential part of each child's learning journey. Strategies to include and inform parents include: Stay and Plays, phonics and numeracy workshops, reading records, Tapestry, regular updates re: progress and next steps learning.

IMPACT:

Through implementing the above:

- Children's progress is at least good from their varied starting points.
- The vast majority of children reach or exceed the Early Learning Goals at the end of reception.
- Evidence of children's achievements are recorded in Online Learning Journals.
- Class teachers make formative assessments which inform in the moment or future planning and ensure that all pupils build on their current knowledge and skills at a good pace.
- Judgements are moderated both in school and externally with local schools and at yearly LA profile moderations.
- Children are ready to transition from the Early Years curriculum to the National Curriculum in Year 1.
- Children demonstrate curiosity, independence, resilience and other characteristics of effective learning.
- Children develop and nurture strong, positive attitudes where they become proud and respectful of themselves, others and their environment.