

EYFS Summary of Intent, Implementation and Impact

Our School Vision

All Can Achieve
Everyone is valued and respected
Relationships grow through kindness and compassion
We appreciate the importance of forgiveness
We recognise and are thankful for the opportunities we have
We are responsible for making the most of ourselves, each other and the world around us

Intent

At Weare Academy Church of England First School we aim to provide motivating first-hand experiences whilst encouraging children to build resilience, ambition and a lifelong love of learning. We aim to build on the wealth of knowledge and skills children already have when they arrive and are actively developing relationships with our on-site pre-school, Rainbow Woods and feeder settings.

Our play based contextualised EYFS curriculum place a high emphasis on developing language and communication skills, supported through Somerset Total Communication (STC), Talk Boost and adult interactions through play. Our 'Mother Goose Nursery Rhyme Club' develops recognition of rhythm and rhyme. Daily 'Snack and Natter' daily sessions and Talk for Writing develop speaking and listening and communication skills. NCETM Maths enable children to use stem sentences.

We aim to:

- Provide a curriculum that offers children a wide range of opportunities, ensuring that we do not expect children to aspire to things they have never encountered. We will work on broadening their experiences providing opportunities to try new things and encouraging them to relish a new challenge.
- provide an engaging curriculum that maximises opportunities for meaningful contextualised cross-curricular links and learning experiences, as well as promoting the unique child by offering extended periods of play and sustained thinking.
- Provide high expectations encouraging them to develop perseverance, independence and self-belief so that they can problem solve and achieve far more than they expected.
- Provide a learning environment that helps children achieve their potential, achieve good progress from their starting point and support those who need additional help in order to maximise their chances of achieving the Early Learning Goals.
- Provide children opportunities to develop their sense of wellbeing and ability to regulate their feelings so that they feel confident in our community and are equipped with all the tools they need to transition to Year 1 effectively.
- Form excellent working relationships with our families, so that together, we can best support a child's learning and individual needs.

Implementation

Our curriculum follows the Early Years Statutory Framework for the Early Years Foundation Stage 2021. This document specifies the requirements for learning and development in the EYFS and provides the prime and specific areas of learning we must cover in our curriculum. The statutory curriculum is supported by Development Matters 2021. Through our knowledge of each child and formative assessments the EYFS team plan exciting and engaging activities that will move the children's learning forward. T

Reception and Rainbow Woods Pre-School creates its own unique blend of whole class, guided, adult-directed play and child-initiated play activities dependant on the nature and needs of the class of individuals. We look forward at the start of a year to see where the class will lead us.

Each half term, the EYFS team introduce a new theme to provide inspiration for learning, whilst providing the flexibility for children to follow their own interests and ideas. These themes have been selected to build upon a child's existing

knowledge of the world, broaden their understanding of the wider world and complement the whole school topics and educational practices, for example, Talk for Writing. At the heart of each of these themes is literature, with the aim to inspire a love of reading and curiosity in non-fiction texts, for example, our dinosaur topic in September is a popular focus for all our learners but has been chosen particularly to engage boys in reading. We also host a Bookworm Day and support the whole school during Book Week in March. We also have a reading spine across the school.

To further support language development, the themes in Reception Class build upon the chosen themes in Rainbow Woods Pre-School, for example, our youngest children learn about bears and in Reception Class, the children focus on the story, We are Going on a Bear Hunt.

Our inclusive approach means that all children learn together, however we also use a range of additional interventions to support, enhance and scaffold children who may not be reaching their potential or to help move on children who are having difficulties making progress. We provide effective and focused intervention for those children who are finding learning challenging and are not on track to meet expectations at the end of the year. This will be provided in an inclusive way and support from parents is also enlisted at an early stage to ensure that the children have every chance to achieve the Early Learning Goals. We place a high value on a positive and active teacher-parent relationship, and strive to establish this link early in a child's school life. In addition to the whole school events, we arrange a number of information evening, workshops, parent evenings and events to encourage parents to engage with their child's learning.

The EYFS team collect evidence of children's learning through work completed in their Learning Journals and 'wow' moments are shared with parents using the Tapestry online system. This means that parents can engage with children regularly about their learning and can contribute to the knowledge we have of the child in school. Parents are very active and love to use Tapestry to record the milestones children make at home during the year.

Our inclusive 'all can achieve' values and commitment to the ethos of STC helps guide our planning process, ensuring that all children are exposed to 'real-life' experiences and opportunities, both in school and through school trips. For example, the children visit a castle to support our traditional tales and Jack and the Beanstalk topics, and a safari park to support our Africa topic.

By the end of the year we provide opportunities for children to increase their independence in recording their work as appropriate to ensure they are well prepared for the move to Year 1. We also ensure that the pedagogy in Year 1 reflects the independent learning skills children have gained in Reception Class working together as teams to develop expertise and confidence in all teaching staff. We do this through regular liaison with Year 1 staff sharing reflections on practice are made, evaluated and decisions about the best way to move forward to enhance children's learning.

The EYFS team work tirelessly to ensure that children are surrounded by a kind, caring and happy environment which helps them develop the same skills in their journey through school. It is a positive place to be where resilience, perseverance and successes are celebrated and every child feels valued and respected.

Literacy

The school follows the validated synthetic phonics Jolly Phonics programme, using a wide range of physical and online resources to support this. Every child has access to a phonics session every day with intervention opportunities for those who find this area of learning more difficult. We use the phonics session to also develop children's expertise in handwriting. In handwriting, we support children to achieve correct letter formation so that they can enjoy the process of writing and access the writing opportunities on offer. Children are encouraged to read at home and are listened to regularly in school by one of the EYFS team. They are given books that match their phonic knowledge in order for them to apply their learning with the aim of becoming successful, confident and fluent readers

Mathematics

We follow NCETM for mathematics in Reception with an emphasis on studying key skills of number, calculation and shape so that pupils develop deep understanding and the acquisition of Mathematical language. Pupils learn through games and tasks using concrete manipulatives which are then rehearsed and applied to their own learning during exploration and in adult directed activities. In Number, we focus on a depth of knowledge around the concepts of: cardinality and counting, comparison, composition, pattern, shape and space, and measures.

The wider curriculum

Children in EYFS learn by playing and exploring, being active and thinking critically and creatively and this takes place both indoors and in our outdoor area. Our outdoor area is open all-year round and in all but the most challenging weather conditions. Children make their own decisions about where they learn best and teachers ensure that there are opportunities for all areas of learning both inside and outside. We are also fortunate to benefit from large grounds, a nature garden, vegetable garden and the children partake in weekly Forest School sessions supporting our commitment to outdoor learning and physical development.

In the summer terms, the children swim twice a week in our own outdoor heated swimming pool.

Impact

The impact of the EYFS curriculum is reflected in having well rounded, happy and confident children transitioning into Year 1. Our children are often amazing role models for others in school.

We measure progress and children's learning across the year through formative and summative assessment which are based on the teacher's knowledge of the child, their Learning Journals, photographs and videos on recorded Tapestry. We aim to exceed the National and Local Authority data for children achieving Good Level of Development, with targets set at 80% receiving GLD. Most of our children make more than the expected steps progress from their starting points and we consistently achieve our school target.

The Teacher judgements are moderated internally with the Year 1 Teacher and Head Teacher. The judgements of our school are moderated with other schools with the Wessex Learning Trust and then again at Somerset County Council moderation meetings. This means judgements are secure and consistent with government guidelines.

The Early Years provision features in all areas of the School Development Plan and has a rigorous plan for development each year for both FS1 and FS2. This is monitored and evaluated by the EYFS Lead, the Headteacher and designated EYFS Governor.