

## Coleham School EYFS Intent, Implementation and Impact Statement

### Our Vision

Coleham School embraces children as individuals. By recognising and valuing children's particular strengths and talents, we seek to encourage their full potential. In EYFS, staff work together towards a shared vision of **"For Every Child, An Excellent Education"**. Our aim is to create a nurturing, caring and stimulating Early Years environment where children are:

- Happy, secure and to feel safe
- Independent, self-assured risk takers
- Confident and Resilient
- Excited and Motivated to learn
- Socially strong and able to form positive relationships

### Intent

At Coleham School we believe our school values underpin everything that we do in school. The School Council Representatives came up with our School Values and have linked each value to a year group to give children 'ownership' of these throughout the school.

Reception - Friendship

Year 1 - Kindness

Year 2 - Honesty

Year 3 - Co-operation

Year 4 - Respect

Year 5 - Perseverance

Year 6 - Ambition

A further value which we feel is the golden thread running through the whole school and our curriculum is Creativity.

At Coleham Primary School, we want our children to be excited, engaged and curious to learn. We aim to provide a curriculum that has been designed to suit the needs of our children and our community. It is an aspirational curriculum, with high aspirations for all, a curriculum which gives the children the broad and captivating learning opportunities that we want for them. We pride ourselves on knowing our children well, and use this knowledge to shape a curriculum that adds breadth, enrichment and 'Cultural Capital' to the curriculum we offer. We draw upon our well-established local and school community, and promote mutual respect and a strong moral ethos in every child.

Our EYFS curriculum is reflective to the needs and interests of our children, supported by current guidance such as Development Matters 2021 and Birth to Five Matters 2021. In order for our children to meet age related expectations, the EYFS curriculum at Coleham is a progressive curriculum. The experiences, knowledge and skills gained in EYFS are built upon

in later years, and evidence of this is seen in our whole school progression documents for each school subject taught. This allows the children to embed and deepen their knowledge and skills; making progress in their learning by knowing more and remembering more. In this way, our children are better prepared for the next stage of their learning journey, when they leave us in the Summer term.

## **Implementation**

At Coleham School, our pedagogical approach allows the children to thrive by experiencing an enriched learning environment where they can learn through play, both indoors and outdoors. In 2018 we worked with Early Excellence consultants to refurbish and re-design our Reception classrooms. We believe we have created the best indoor learning environment possible with a variety of learning opportunities and good quality, open ended resources.

Our classrooms have been designed to promote the importance of the unique child and understand that every child learns in different ways. They aim to capture the interests of all our pupils through designated areas for construction and block play, small world imaginary play, dry and wet sand trays, water play, Playdough area, a realistic Home Corner, open ended role play, maths areas, literacy areas, ICT, and creation stations. Our Reception classrooms are in a separate area of our school grounds, nestled between our Conservation Area and Adventure Playground to provide optimum outdoor opportunities. Our Conservation Area provides opportunities for Woodland Work sessions to our children in all weathers to play and investigate. Here they form relationships with others, assess risks for themselves and have the confidence and resilience to attempt challenges, having a go and trying again. The natural environment is home to a variety of wildlife, historic folly and large pond. The Adventure play equipment helps build children's gross motor skills and physical development to aid the practical skills of writing and poses challenges to build confidence and self-esteem. Sharing equipment and space and negotiating turn taking are important skills for our children to acquire and helps develop children's communication.

Pupils learn through a balance of both adult led and child initiated learning opportunities. The timetable is structured carefully to provide a rich and varied creative curriculum, and changes throughout the year to take into consideration the changing needs of the children. An example of our weekly timetable can be accessed by clicking the link below. In EYFS we aim to recognise children's prior learning, both from previous settings and their experiences at home. We work in partnership with parents, carers and other settings to provide the best possible start at Coleham School, ensuring each individual reaches their full potential from their various starting points. We do this by placing a strong emphasis on the Prime Areas of learning which include, Personal, Social and Emotional Development, Communication and Language and Physical Development. These are all fundamental areas which allow children to start their learning journey at Coleham.

All members of EYFS staff at Coleham understand the importance of child development and recognise the factors below are crucial for children to progress and succeed during their time here.



## Early Reading

At Coleham school our aim is to encourage a love of reading. Reading for pleasure is a key feature of Early Years practice, with staff regularly sharing their love of books and stories. Within each Literacy lesson we use books as hooks into learning. These books are always chosen specifically to develop vocabulary and comprehension skills and are embedded in our provision through a range of supplementing activities. Through these activities, children begin to internalise new vocabulary, language patterns and begin to retell stories. In addition to this the following reading sessions are planned regularly throughout the week:

- Shared Reading
- Guided Reading
- Phonics
- Story Time at the end of the day

## Phonics

We follow the DfES Letters and Sounds programme to ensure consistency in the teaching of phonics across the school. Supplementary reading books and resources are also used by EYFS and KS1 staff to ensure the approach to teaching Phonics is both consistent and multisensory, as well as regular monitoring of the teaching of phonics and reading. In the Autumn term staff take time to recap Phase 1 activities, which we believe develops children's speaking and listening skills and lays the foundations for the phonics work which starts in Phase 2.

Staff are aware that each child may vary in the rates and ways they progress in Phonics. As children move through Reception they are introduced to Phases 2 and 3 where they will develop Grapheme Phone Correspondence (GPC) and segmenting and blending skills to

decode words and read simple sentences. By the end of the Summer term we aim for all children to be confidently applying Phase 3 Phonics, whilst some may progress further. Children are encouraged to read at home regularly, and parents are encouraged to record this in their child's reading diary. 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.

## **Writing**

We use a Whole School Writing approach supported by Reading and Writing advisor John Murray. The aim of the process is to help develop young, imaginative, creative and effective writers. Our books as hooks approach helps children to explore text and examine meaningful opportunities for writing. For example, after reading *The Gingerbread Man*, it becomes obvious how important a recipe might be. Adults then carefully scaffold children's learning to attempt such writing for themselves. Additionally, a carousel of adult directed activities in Literacy is provided to help children focus on all other important aspects of writing such as fine motor activities, speaking and listening, role play, mark making as well as exploring vocabulary.

## **Maths**

Children develop a love of maths through games, songs, rhymes, and play using concrete manipulatives and pictorial structures and representations which are then rehearsed applied and recorded within their own child-led exploration. In addition to these opportunities adult led time is given to the teaching of a wide range of maths skills using the Whole School Scheme 'Busy Ant Maths'. High quality learning environments and meaningful interactions with adults help develop mathematical thinking. Children have daily, 'Maths Moments' and meaningful opportunities during snack time to develop fluency, revisit key concepts and address misconceptions in meaningful ways. For example, checking we have the correct amount of chairs for each child to sit at, or investigating whether tangerines all have the same amount of pieces.

Our wider curriculum is taught through the learning areas; 'Understanding of the World' and 'Expressive Arts and Design.' Exciting, purposeful and contextual activities are planned to build on children's natural curiosity. For example, building a boat for their favourite toy enables them to think like a 'Scientist' and an 'Engineer' as they explore a range of materials and test out their own ideas. Building further on our communication and talking focus, children will be encouraged to employ subject specific language and terminology in foundation subjects, and such vocabulary will be modelled, both verbally and orally, by supporting practitioners.

Our inclusive approach means that all children learn together, with further support and challenge for some children through a range of additional interventions groups. This includes, for example, sessions for developing speech and language, 'Talk Boost programme', 'Cool Kids', social skills, nurture, fine motor skills, phonics, and mathematics.

## **Impact**

The impact of our EYFS curriculum is measured by how effectively it helps our children develop into well rounded individuals who embody our school values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens. Our children have varied and diverse starting points. At Coleham School we have high expectations to ensure that all children make 'strong progress' across all of the areas of the EYFS curriculum.

## **Baseline**

Prior to children starting, staff spend time speaking to the child's parent and previous settings to gain an understanding of the whole child and where they are at. During the first few weeks of term, all staff use ongoing assessments, observations and conversations with the child to develop a baseline assessment. This identifies each individual's starting points in all areas so we can plan experiences to ensure strong progress is made for all children. In addition to our own school baseline, class teachers will also administer The Statutory Reception Baseline Assessment (RBA). This assessment focuses on 'Language, Communication and Literacy,' and 'Mathematics.' The purpose of this is to show the progress children make from Reception until the end of KS2.

## **Ongoing Observation**

At Coleham school, we pride ourselves on really knowing our children. Significant time is given to interacting and engaging with our pupils, and using our professional expertise to plan engaging learning opportunities. Through a reflective cycle of observation, planning and assessment staff are able to ensure all children make adequate progress. This formative assessment does not involve prolonged periods of time away from the children and excessive paper work. Children have books for recording their learning for Phonics, Literacy and Maths, where appropriate and staff make notes in these books if necessary to record pupil voice. Other observations are recorded on Tapestry (online learning journals) to record children's achievements in other subjects as well as providing parents with a window into their child's learning. This allows parents to feel involved in their child's learning and to supplement learning at home in other meaningful ways.

## **Assessment**

Throughout the year a range of assessments are carried out to record progress in children's learning. At Coleham School we use a whole school assessment tacker called Insight, which allows teachers to use their professional judgement to quickly identify pupils that are not making expected progress. Assessments are completed three times per year whereby the Class Teacher updates the attainment and progress children have made. In Summer Term 2, the EYFSP is completed, where teachers judge whether the child has met each of the 17 ELG's. They will be assessed as either 'emerging' or 'expected.' Whilst there is no judgement to state if a child is exceeding beyond an ELG, teachers, have a duty to provide a narrative for both parents and the Year 1 teacher. Impact is also evident through our successful transitions into Year 1. 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 scientists, historians, artists and geographers.