



## Hampden Gurney (EYFS)

### Intent-Implementation-Impact Statement

#### **Intent: *Why do we teach what we teach***

In the EYFS at Hampden Gurney we place great value on the development of children as individuals and providing them with the skills, knowledge and understanding they need to prepare them for the challenges through the Key Stage 1 and beyond. Our aim in the EYFS is to build strong foundations rooted in academic success as well as personal, moral and spiritual development, go on to be active citizens of society and happy, curious life-long learners.

We provide a broad, balanced and differentiated curriculum which prepares them for now and for the future in terms of opportunities and experiences. We ensure children make outstanding progress, our intent to take into consideration their starting points and needs as they begin their learning journey. We provide opportunities throughout our EYFS curriculum to support learning, to consolidate and deepen knowledge, and ensure children meet their next steps.

#### English as an Additional Language (EAL)

High proportions of our pupils have English as an Additional Language (EAL) and we aim to teach them how to listen, speak and meet the high expectations for behaviour by working together. As such, we prioritise personal, social and emotional development, and communication and language in the Nursery curriculum. We aim to support all children to become skilful communicators who connect with others through language and play, ensuring that they play in a vocabulary rich environment.

#### Our school community

Throughout their time in EYFS, the children develop a sense of belonging to our school community.

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. Getting to know children and families and building warm, positive relationships is crucial.

To support our **wider curriculum**, we provide regular opportunities for parents and carers to come into school and work with their child, share their work and celebrate successes. We keep parents informed and we meet regularly with them to ensure children's transition into school and through the EYFS is happy and allows them to reach their potential with the support needed.

#### Transition to Year 1

We also support the transition into Key Stage 1 for both child and parents. We prepare children for Year 1 with visits to their new class, meeting the teacher and ensuring the environments are similar at the end of EYFS and the start of Year 1. Parents have the opportunity to meet with new teachers and visit their child's new learning environment. They also complete 'moving on' activities with their child throughout the summer term. These aim to support the transition for all.

## **Implementation: *How do we teach what we teach?***

### **Curriculum**

In the EYFS at Hampden Gurney, the curriculum incorporates the statutory requirements of the ‘Statutory framework for the Early Years Foundation Stage’ as well as other experiences and opportunities which best meet the developmental needs of the children, values their culture capital and the development of a range of transferable skills.

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.

- Playing and Exploring – children investigate and experience things, and have a go;
- Active Learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
- Creating and Thinking Critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

The delivery of the curriculum uses an integrated thematic approach where the 7 areas of learning and development are integrated into a theme if appropriate but also taught discretely where this might be more suitable to the circumstances.

The 7 learning areas are:

- Prime areas:
  - personal, social and emotional development
  - communication and language
  - physical development
- Specific areas:
  - literacy
  - mathematics.
  - understanding the world.
  - expressive arts and design.

In line with the rest of the school, both Nursery and Reception have Big Questions linked to their half-termly units. The themes are based on foundational ideas coming from the EYFS curriculum: from “*What do I know about me?*” as part of PSED, to “*How can I live a healthy life?*” related to health and self-care. From this, we have chosen multiple high-quality texts to create an integrated approach to learning from which pupils can experience the full curriculum. Throughout the year we have special days or weeks which have a clear focus, for example; Science Week, World Book Day and Internet Safety. These are special events that enable children to be learning into practice in a variety of other situations.

### **Literacy: Reading and Writing**

Children follow the Read, Write Inc scheme a phonics complete literacy programme which helps all children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. The programme is designed for children aged 4-7.



Our continuous provision time offers complementary practical activities for children to use their phonics knowledge independently.

We encourage parents to read with their child and to recognise the importance of reading to their child on a daily basis to promote an enjoyment and love of reading. We also recognise that children need a vast range of **vocabulary** in order to succeed in life. This is taught explicitly through pre teaching sessions, S&L interventions. During each week, the children will work with an adult to complete at least one 1:1 reading and writing session as well as two adult led literacy tasks, and a range of child-initiated tasks through both the indoor and outdoor provision.

### **Mathematics**

In Reception, we follow the White Rose and Power **Maths** approach 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.

Nursery pupils begin to develop these key skills during daily maths meetings where they explore sorting, quantities, shape, number and counting awareness. These early mathematical experiences are carefully designed to help pupils remember the content they have been taught and to support them with integrating their new knowledge across the breadth of their experiences and into larger concepts.

### **Cultural Capital and Enrichment**

All of children perform in a Nativity, receive certificates in assembly, and participate in trips to museums, LookOut Center in Hyde Park and a working farm. They enjoy visits from a local farmer and they look after ducklings and butterflies. They are visited by a vast range of People Who Help Us, such community members including the police, fire service, vets, doctors, nurses, their animals and vehicles.

### **Planning**

Explicit thematic weekly and medium term **planning** is constantly adapted in response to the children's needs as well as "in the moment" planning that responds to spontaneous learning opportunities. Staff in the EYFS make regular observations of the children's learning to ensure their next steps are met. These are collected in each child's online **learning journal** (Tapestry). We regularly assess where the children are, using 'Development Matters' and then ensure our planning, adult interaction and learning environment; including continuous provision, support children to reach their next steps.

### **Leuven scale**

To measure children's well-being and involvement we are using the Leuven Scale. This tool has been developed by a team based at the Research Centre for Experiential Education (Leuven University – Belgium) under the supervision of Dr. Ferre Laevers. The tool focuses on two central indicators when planning any educational setting: 'Wellbeing' and 'Involvement'. Wellbeing refers to feeling at ease, being spontaneous and free of emotional tensions and is



crucial to secure 'mental health'. Wellbeing is linked to self-confidence, a good degree of self-esteem and resilience. Involvement refers to being intensely engaged in activities and is considered to be a necessary condition for deep level learning and development.

### **Timetable**

The timetable is carefully structured so that children have rigorous directed teaching in English, maths and phonics everyday with regular circle time sessions to focus on PSED. These sessions are followed by group work where children work with a member of staff to develop their individual targets. 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 facilitates progress.

### **Progress and Assessment**

Our **inclusive approach** means that all children learn together but we have a range of **additional intervention** 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, Communication and Language Boost Group; our nurture group with some of our vulnerable children or additional Maths and Phonics intervention groups.

Continuous provision practise and principles begin in EYFS and support children to develop key life skills such as **independence, innovation, creativity, enquiry, analysis and problem solving**. During the school day, children will have an opportunity to work independently, work collaboratively with their friends and with members of staff.

Daily guided activities are also planned to cover different areas of the EYFS curriculum and allow children to develop their next steps in learning. Through **observation and discussion**, areas of need and **next steps** are identified for all children to ensure good progress is made.

There are also a range of stimulating and engaging activities which the children can access independently and a variety of opportunities for child-initiated play. In planning and guiding children's activities we reflect on the different ways that children learn and reflect these in our practise.

Staff in the EYFS make regular observations of the children's learning to ensure their next steps are met. Evidence in children's learning journeys support all areas of the EYFS curriculum. 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 attainment to age related expectations using month bands in Development Matters. This is tracked using Tapestry 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 and others in our trust.

**Impact:** *How do we know what pupils have learnt and how well they have learnt it?*

We strive to ensure that our children's progress across the EYFS curriculum is the best possible from their varied starting points. Most of our children attain the Early Learning Goals at the end of Reception and to be at least in line with National Expectations. Our curriculum and its delivery ensure that children make good progress toward their age-related expectations before transitioning into Year 1.

We believe our high standards are due to the enriched provision time, wider curriculum, structured learning activities alongside the rigour of assessment and teaching the children have as they move through the early years.

The Reception Baseline Assessment is administered annually in the Autumn term of the Reception year from September 2021. The RBA provides children's starting points of all children's baseline status and their on-going progress academically, emotionally, creatively, socially and physically from Reception to Year 6. Information obtained from the RBA will inform teacher's planning and curriculum provisions to develop knowledge, understanding and skills in the Reception year and their preparation for the KS1.

We also participate in the local authority moderation process which validates our school assessment 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 school's Christian values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable citizens of the future.

Evidence of children's learning including observations, work samples, photographs and contributions from parents that are kept in this online learning journals and in folders in class which children use to reflect on their progress.