



Our Intent, Implementation and Impact for Early Years Foundation Stage

The Early Years Foundation Stage is the period of education from birth to 5 years. In our Foundation Stage we have two reception classes.

Intent:

In EYFS at Clarendon Infant school we strive for the children to take pride, respect and success in their learning by always going a little further. We understand that children have the desire and curiosity to play.

Play stimulates children's physical, emotional and cognitive development. At Clarendon Infant School we encourage children's love of play through a safe and secure learning environment. We believe that children's first experiences of school should be happy and positive. We provide lots of opportunities for children to learn through play which we believe encourages them to develop a desire to learn.

Our aim is build a love of learning through the four overarching principles of early years: The unique child

Positive relationships

An enabling environment that supports children's learning

Children's learning and development

We intend to:

Build positive and caring relationships with parents and carers to encourage happy and independent learners.

Develop and create a stimulating indoor and outdoor environment to support children's learning.

Follow children's interests through continuous provision and deepen their knowledge and understanding through high quality interactions.

Provide an EYFS curriculum that gives children a broad learning experience through adult led and child led activities.

Ensure children make good progress from their starting points and to prepare children to reach the ELG.

Ensure children are prepared and supported for year 1 through transition. We work carefully with our Ks1 team to ensure the cohort of children have their needs met.

Implementation:

Clarendon Infant School follows the Statutory framework for the early years foundation stage which specify the requirements for learning in Early Years and the non-statutory curriculum guidance for the Early Years foundation stage from Development Matters. We get to know the children and what interests them and this support our aim to create a broad and stimulating curriculum.

We have a curriculum that is based on child initiated and adult led activities which is planned through topics that will engage the children. The adults create an enabling environment for the children to explore and interest them. Within our child initiated learning we teach in the moment. The adults facilitate child initiated learning through questioning, modelling, demonstrating, narrating, modelling new language, explaining and exploring. The children have the opportunity to learn inside or outside.

Children in Early Years will learn through playing and exploring, being active and through creative and critical thinking. We create activities for children that support the characteristics of effective learning. These are: 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.

Children in Early Years will also learn the seven areas of learning and development. These are split into prime and specific areas.

The prime areas:

Personal social and emotional development
Communication and Language Physical
Development.

The Specific areas:

Literacy
Mathematics
Understand the World
Expressive Arts and Design

The children in Reception have daily carpet sessions in Phonics, English and Maths. They also have carpet inputs on Physical Education, PSED (PSHE) and Theme (Skills time). During each week a child will complete a task with an adult. They will read 1:1 or in a group, complete an adult led English task and an Adult led Maths task. The children will also have the continuous provision, which is child initiated, inside and outside to develop a love of learning.

Continuous provision practise and principles begin in EYFS and support children to develop key life skills such as independence, engagement, creativity, self-confidence, resilience, problem solving and relationship building. During continuous provision children will have the chance to work with their peers, work independently or to work with adults.

In Early Years we like to make sure children have 'real life experiences' outside and inside the school community. The children will perform Christmas songs to their parents, have golden assembly where they receive a certificate, whole school assemblies and have a local theatre company deliver a Christmas play. The children will get visits from people who help us, such as police, fire, postal workers and a dentist. The children will also have the opportunity to grow plants or food, to see the life cycle of a butterfly/insect and to visit our school pond to look at wildlife.

To build our positive relationships with parents and carers we provide opportunities for stay and play sessions, where the parents can come into school with their child and tell them everything they have learnt at school. Parents can also access: workshops, reports, parent consultations, home visits, pastoral support and they will be able to speak to the adults daily at the start or end of the day.

At Clarendon Infant School we assess the children through observations. These observations go into our class learning journey. We then use 'Development matters' to ensure our planning, adult interaction and learning environment; including continuous provision, support children to reach their next steps. We will include interventions to provide extra support for groups or individuals when needed.

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.

Impact:

In the Early Years curriculum it states how children need to be prepared for their future in school. During their first year at Clarendon Infant School the children will experience a curriculum that is adult and child led which will support their learning and development ready for KS1.

At Clarendon Infant School we strive to ensure that our children's progress across the EYFS curriculum is good from their varied starting points. Children who achieve the expected Early Learning Goals will have the knowledge and skills needed to continue their love of learning and maintain good progress into KS1. Evidence of this is in the children's learning journeys, writing books and Maths books which support all the areas of the Early Years curriculum. When assessing the children against the Early Learning Goals we understand how some children will be awarded the same level but may be working at different levels within this range. We therefore ensure that we have effective communication and transition between early years and KS1 to support the children in their education. Class teachers use observations to make formative assessments which identify next steps, inform future planning and ensure that all children build on their current knowledge and skills, which inform next steps for the child's learning. In addition we use summative data to ensure our children's progress is monitored carefully and evaluated to ensure the children's next steps are identified. We carry out regular moderation of assessments with staff to ensure that we feel confident with our judgements. We also have the opportunity to do training and meet with cluster groups to discuss our judgements.

At Clarendon Infants School, we want the children to have our school values embedded, to become independent confident learners and to become the best version of themselves by the time they leave Reception preparing them for KS1.