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**Early Years Foundation Stage  
Intent, Implement and Impact Statement**

At Drove Primary School we give children “The roots to grow and the wings to fly”.

In order to achieve this, we have carefully designed a curriculum which is underpinned by 4 Golden Threads:

Diagram

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We have carefully chosen our Golden Threads because they are unique to our school context and setting:

* Experience: Our intent is for every child to be provided with a breadth of experiences that enriches their learning and enables them to transfer their skills across all areas of the curriculum.
* Knowledge and Skills: Our pupils will develop mastery across the curriculum as a result of a carefully planned and sequenced curriculum which builds progressively on knowledge and skills.
* Language: Over 86 % of our pupils have English as an additional language, including 51 different languages, so it is our intent that our pupils will acquire knowledge, develop their vocabulary and have the tools to communicate their ideas effectively, both orally and in writing.
* Community: Our intent is for all children to embrace and develop our shared set of values so that they become good citizens within our community and are prepared for a life in an ever-changing and modern world.

**Intent:**

At Drove Primary School, our 4 Golden Threads underpin our curriculum intent enabling our pupils to achieve the following in Early Years:

* We aim to create a learning environment and build relationships which support, enhance and invite a child’s curiosity, confidence and individual competency to flourish regardless of backgrounds, circumstances or needs.
* We aim to work collaboratively with parents and carers to encourage independence and resilience, allowing children to become inquisitive learners who thrive and reach their full potential. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values.
* As Drove is a diverse school, we welcome and celebrate differences within our school community. We expose the children to many religious traditions and festivals and plan experiences within the local community. We celebrate local traditions such as Holi and Diwali.

**Implementation:**

Throughout EYFS at Drove Primary School, we follow the Early Years Statutory Framework for the Early Years Foundation Stage, updated September 2021, by the DfE. This framework specifies the requirement for learning and development in the Early Years and provides prime and specific areas of learning we must cover in our curriculum.

**Long-term plans**: Our EYFS curriculum at Drove primary school has been designed around the 7 programmes of learning outlined in the EYFS statutory framework and in combination with our knowledge of our children’s background, culture and starting points. We ensure there is a broad and balanced learning environment and curriculum. Throughout our curriculum we encourage active learning to ensure the children are motivated and interested.

**Timetable:** Our timetables are designed to create a balance between whole class tasks, adult-led small groups, and child-initiated learning.  We aim to give the children enough time to engage and be involved in their learning.  We value the importance of outdoor learning and fully recognise the benefits it has.We enhance our environment indoor and outdoors weekly based on skills the children need/current interests.

**Assessment:** On-going formative assessment is at the heart of outstanding EYFS practice.  At Drove Primary EYFS practitioners aim to engage and be involved with children during their play based activity, across all areas of learning.  Through this, teachers are able to gather a clear picture of where children are in their learning and any gaps they may have. We use the Tapestry online learning journal to record and share the children’s learning with their parents. Staff meet regularly to discuss observations made and use them to plan the next steps in learning.  In addition to the learning opportunities outlined in the long-term planning we use the outcomes from observational assessment to inform planning for children, acknowledging their interests and facilitating their next steps in learning.

**Reading:** Reading is at the heart of our curriculum and our aim is to encourage a love of reading right from the start.  The aim is to expose children to a range of quality books that not only develop a love of reading, but have been chosen specifically to develop their oracy, vocabulary and comprehension. Over the past year we have been updating our book corners to ensure we include a range of social, cultural, ecological and technological books to support our pupils understanding of the world.

**Phonics:** In line with our school SSP policywe use the Rising Stars Rocket Phonics programme to teach phonics. We deliver phonics lessons daily which include a carpet session input followed by guided/independent work sat at tables, applying the knowledge that has been taught.

**Community:** Our EYFS curriculum is an excellent way of celebrating our diverse school community. We aspire to offer a range of opportunities through our curriculum to celebrate, learn and share about our backgrounds, religions, and traditions. We regularly invite parents in to talk to pupils, put of performances and celebrate different festivals such as Diwali. Planned trips/walks to go out into the community to visit different religious buildings, local library, museums, and parks are also a regular occurrence. To support our wider curriculum, we provide regular opportunities for parents and carers to come into school and work with their child and share their work with them. We have regular parent workshops to allow parents to gain an understanding of what we are teaching the children. We keep parents informed, meeting regularly with them to ensure children’s transition into school and through the EYFS is happy experience and allows them to reach their potential with the support needed. This includes transition days, nursery or home visits, stay and play sessions, parent workshops, reports and parent consultations as well as more frequent informal communication such as letters, to suit individual families.

**Experiences:** We love to provide children with opportunities that lots of them have not experienced before or that enhance their learning in school. We go on visits to support this and have a particular focus on our local area.  Walks to Queens Park and visits to local museums and farms are a regular event.  We ensure that all of our visits are learning related and provide our children with knowledge and understanding of where they live.

Pupils also have a variety of experiences based in school. Experience cooking such as making bread rolls and gingerbread cookies. All children perform in a Christmas concert, receive certificates in celebration assembly. They are visited by a vast range of People Who Help Us, such community members including our local PCSO, fire service and Librarian. We grow our own vegetables in our garden, watching the process of what happens over time, understanding how we care for the living world. Our pupils love the responsibility of growing and caring for their own plants, we even get to cook and eat them.

**Knowledge and skills:**  A vital aspect in the development of essential knowledge and skills is the use of continuous provision (Play to learn). With the combination of a progressive continuous provision environment and weekly enhancements, this means that children are using and developing taught skills throughout the year on a daily basis. Play to learn time begins in the EYFS and supports 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.

Children in EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. Our outdoor areas are used all year round and in most weather conditions.

We ensure activities support the Characteristics of Effective Learning to ensure learning takes place. 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.

We have a dedicated time focusing on health and self-care where we explore meditation, yoga and relaxation techniques. We share a range of healthy snacks and learn about the importance of a healthy balanced lifestyle to maintain our own wellbeing.

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 Year 1 coming to Reception in T6 to observe our teaching.

**Language:** Language is exposed and developed through all the above areas.

**Impact:**

The impact of our curriculum is measured by how effectively it helps our pupils develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens. We endeavor for pupils to be Key Stage 1 ready and have our school values embedded by the time they leave Reception, preparing them for their future.

We measure progress and children’s learning across the year through formative and summative assessments which are based on the teacher’s knowledge of the child, their learning journeys, photographs and videos recorded on Tapestry. Data is tracked using Termly trackers and data points throughout the year on Arbor to ensure rates of progress are at least good for all children, including vulnerable groups such as those with SEND, disadvantaged [Pupil Premium] or summer born children. By tracking our children this allows us to put supportive interventions in place if and when needed. We aim to match the National and Local Authority data for children achieving a Good Level of Development. Almost all our children make more than the expected steps progress from their starting points (children generally enter our Nursery setting with well below the expected level of development).

The judgments of our school are moderated with other schools in our Trust. The EY leads from our Trust schools work together across the year to support collaboration and best practice. The teaching and pedagogy are reviewed and evaluated regularly.