



Early Years Foundation Stage Intent, Implementation and Impact

At St Matthew's we believe that the basic principle of an effective curriculum is that learning makes a change to long term memory. The intent is that our EYFS curriculum facilitates the delivery of this basic principle. In order to do so a strategic approach, based on pedagogical research, must be in place.

INTENT

At St Matthew's C.E. Primary Academy the curriculum is designed to provide a broad and balanced education that meets the needs of all children. It facilitates them to gain the skills, knowledge and understanding as they start out on their educational journey, supporting them to progress from their individual starting points and preparing them for the next stage of their education. Our ethos in Early Years is to support children's personal, social and emotional development so that they feel safe and secure and are ready to learn. Through the seven areas of learning we provide topics that excite and engage children, building upon own interests and developing their experiences of the wider world around them. We provide a curriculum that is a mixture of play based and direct learning which enables the children to have a school experience where they can live life in all its fullness. At St Matthew's we offer a balance of child led and adult led learning using continuous play and small group activities. We aim to create both a love of and fascination of learning through a vibrant continuous indoor and outdoor provision. We recognise that all children enter our setting with varied experiences and all staff work hard to ensure that the learning opportunities provided widen their knowledge and understanding of the world, setting ambitious expectations for all children. The curriculum celebrates diversity and supports the pupils' spiritual, moral, social and cultural development. Those children with particular needs, including SEND, are supported appropriately allowing them to be successful.

IMPLEMENTATION

In our Nursery and Reception classes children learn through a balance of child-initiated and adult-directed activities. The timetable is carefully structured so children have whole class teaching followed by small group activities. During this time, they also have access to the provision throughout the day where they can explore their setting and apply skills learnt. Children also have time to develop their individual targets through interventions. This helps them to grow and make great progress. Focused group activities means the teachers can check for understanding and identify any misconceptions quickly, which results in children making good progress.

Data is inputted using Sonar Tracker three times a year. This allows us to assess and track progress within the 7 areas of learning. Data is analysed to determine any groups of learners who may need further support or intervention. Gap reports are created and are regularly

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referred to in order to help close any gaps in learning, identify next steps and evaluate teaching.

Children are provided with plenty of opportunities to explore through carefully planned activities and high quality resources in the provision. This enables the children to initiate their own learning as well as providing enough challenge. Equal importance is given to inside and outside of the classroom. Rich first hand experiences (inside, outdoors, visitors and school trips) are also used to widen experiences, awe and wonderment.

We recognise the importance of helping our children to develop good communication skills and that these are properly supported. Within our provision we take every opportunity to enhance the children's vocabulary, to provide our children with the essential knowledge they need to prepare them for future success. We put a focus on positive relationships and a high quality communication friendly environment. High quality interactions are evident with adults modelling speaking and listening skills. In EYFS, Welcomm intervention takes place to help scaffold the learning of any children identified as needing further support. All children are assessed at the beginning of the year and regularly throughout the year to ensure they are accessing the correct intervention.

IMPACT

Children's progress in our Early Years is monitored closely from the moment they start and their unique journey is closely tracked allowing appropriate support and challenge to be put in place. We react quickly to children at risk of falling behind and intervene to accelerate their learning. Regular contact is made with parents to discuss any concerns and observations are sent to parents via Dojo so that they are aware of what the children are learning. Staff observe children and set targets to ensure they can plan experiences which reflect their next steps in their learning.

By developing the children's speaking and listening skills, we are enabling our children to access more areas of learning and communicate with adults and other children. Children develop concentration, persistence, co-operation and most importantly become willing and confident to 'have a go'. Self-esteem blossoms in our Early Years, children are happy, confident and have a sense of belonging, a positive disposition to learning and are well equipped with a broad range of knowledge and skills to begin the next chapter of their educational journey. We lay the right foundations for future success in school and life and see strong characters emerge who are able to meet the challenges of an ever-changing world both.

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