



South Wingfield Primary EYFS Intent, Implement and Impact

Intent

At South Wingfield Primary our aim is 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 independent, enthusiastic learners who thrive and reach their full potential. It is our intent to provide an ambitious curriculum that follow the children's interests through motivating first-hand experiences. We aspire for learners to build resilience and a lifelong love of learning. Children at South Wingfield will begin their lifelong learning journey by developing physically, verbally, cognitively and emotionally. We recognise that all children are unique and celebrate their differences. We strive to build on the wealth of knowledge and skills children already have when they arrive and develop connections across the curriculum by doing things independently. To ensure children make outstanding progress in EYFS, it is our intent to take into consideration their starting points and the needs of our pupils as they begin their learning journey. Every child has access to a broad, balanced and differentiated curriculum which prepares them for now and for the future in terms of opportunities and experiences.

Our environment is child centred, following the interests and fascinations of the current Reception children; therefore, children are able to become immersed. As a result, children's learning over time deepens, resulting in the skills and knowledge required for their next stage of development becoming embedded. At South Wingfield Primary School, we ensure that the language of learning is both rich and purposeful throughout the curriculum to ensure the 'Characteristics of Effective Learning' are clearly evident and communicated at all times.

Our EYFS curriculum aims for children to be:

Safe and secure: Safeguarding children underpins everything. Every interaction is based on caring professional relationships and respectful acknowledgements of the feelings of children, their families and the staff within the setting.

Friendships and relationships are an important part of every child's early development. At South Wingfield Primary school, we commit time and provide opportunities to support children as they learn how to understand and manage their own feelings and become more caring towards others. We actively promote British Values incorporating the overriding principles of democracy, rule of law, individual liberty, tolerance and mutual respect.

Confident communicators: Children who enjoy learning new language and build on their existing language. Communicators who connect with others through language and play, ensuring that our environment is vocabulary rich.

"The greater the language children are exposed to the greater the learning capacity of the child." Jan Dubiel

Active, creative learners: Who are curious about their learning. Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning. Children need to have some independence and control over their learning. As

children develop their confidence they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning.
"Early childhood is an explosion of experience." Jenny Lendon

Implement

Reception aged children in Class 1 follow the Early Years Foundation Stage Curriculum (EYFS).

The EYFS curriculum has 7 areas of learning:

- **Prime Areas of Learning:**
 - Personal, Social and Emotional Development (PSED)
 - Physical Development
 - Communication and Language
- **Specific Areas of Learning:**
 - Literacy
 - Mathematics
 - Understanding the World
 - Expressive Arts and Design

The prime areas are fundamental and are crucial to development in all other areas. The specific areas include essential skills and knowledge. They grow out of the prime areas and provide important contexts for learning. The focus is, therefore, now to develop children's competence in the prime areas before focusing in on the specific areas as children develop confidence.

At South Wingfield Primary School, we recognise that the environment plays a key role in supporting and extending children's development. The planning within the EYFS is based around termly topics. These plans are used as a guide for weekly planning; where we plan enhancements to the continuous provision to ensure the children are given opportunities to achieve all aspects of the Early Learning Goals. We also listen to the children's current interest and include elements of 'planning in the moment' if we feel it will enhance the children's engagement in learning. We make on-going assessments of children's learning and we use this information to ensure future planning reflects identified individual needs.

Through observation we assess the children's interests, stages of development and learning needs; before planning challenging activities and experiences to extend the children's learning. Observations are shared with parents on Class Dojo. Assessments of the children's progress across the seven areas of learning are made 3 times a year. Teachers determine if a child is making expected progress and if not ensure interventions are put in place to help the children to improve. This data is monitored and analysed three times a year.

Within the final term of EYFS we provide a written summary to parents and carers, reporting their child's progress against the profile points and Early Learning Goals (ELG's). Parents/carers are given the opportunity to discuss their child's report with the teacher and they are encouraged to complete a feedback sheet.

In addition to these areas of learning, the EYFS curriculum seeks to foster **characteristics of effective learning**. These are the ways in which children engage with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support children in remaining effective and motivated learners.

The three characteristics 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.

Impact

- Children will have an ambitious, rich range of vocabulary that they are able to put into real-life context.
- Children will have built and be able to sustain positive relationships with peers and staff.
- Children will be independent and confident in making choices and free to think creatively.
- Through monitoring and measuring progress across the year, based on the Early Years practitioners knowledge, children will be confident and prepared for transitioning into Year 1.
- Children will 'have a go' and demonstrate a positive attitude towards learning.
- Reception learners will carry with them the knowledge, skills and resilience with them to make them lifelong learners through the delivery of a well-planned, child-led and challenging curriculum.
- Most children will make good levels of development by the end of the year.
- Teaching and pedagogy reviewed and evaluated regularly through professional dialogue.