



Newton Leys Primary School and Nursery

Early Years Foundation Stage Intent, Implementation and Impact Statement

Intent: why do we teach what we teach?

Within the Early Years at Newton Leys our curriculum is designed to put the well-being of our children first whilst recognising children's prior learning from previous settings and their experiences from home. We build strong partnerships with parents, carers and other settings, giving each child the best possible chance to reach their full potential from their varying start points.

Our curriculum is flexible in order to meet the new and emerging needs of each cohort, using the children's needs, interests and next steps to inform week to week and day to day planning. Following the children's interests and ideas fosters a lifelong love of learning that extends beyond the classroom. Our over-arching topics provoke children's natural curiosity and ensure robust coverage of our EYFS curriculum.

There is a strong emphasis on the Prime Areas of learning; Personal, Social and Emotional Development, Communication and Language, and Physical Development. At Newton Leys we recognise establishing core foundations in the Prime Areas first and foremost, enables our children to become successful in progressing with greater security in the Specific Areas of learning; Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

Our enabling environment and warm, skillful adult interactions not only supports the children as they begin to link learning to their play and exploration, but also creates an ethos of trust and care, promoting confident learners.

At Newton Leys we recognise that proficiency in oracy improves social and academic outcomes and builds life skills to ensure success beyond school and in life as an adult. Oracy develops children's thinking and understanding, their ability to express themselves and in turn promotes self-confidence, resilience and empathy.

By the end of Nursery, our intent is that all children make at least good progress from their starting point, show confidence in learning, independence in their self care and feel safe and loved by the adults in the setting. By the end of the Reception year, our intent is to ensure our children make at least good progress from their starting point and are equipped with the skills, knowledge and emotional security required to have a smooth and successful transition into Year 1.

Implementation: how do we teach what we teach?

English/Literacy

Reading is at the heart of our curriculum. Fostering a love of reading both in school and at home is a key priority. Our aim is to expose children to a range of high quality texts not only to develop a love of reading, but to develop oracy, vocabulary, comprehension and their own skills in becoming a successful storyteller. Stories are shared at least three times a day, with one book chosen to be repeated every day for a week; this book explores tier 2 and 3 vocabulary and provides opportunity to explore language patterns. Our books are carefully selected to provide 'windows and mirrors' – representing the children in our school through the stories and illustrations, as well as showcasing a diverse offering of authors.

The following is in place to support reading development

- Lolly sticks used to vote for an end of day story
- The inclusion of high-quality texts which are age and stage appropriate
- Traffic light/word-tastic system to learn tier 2 and 3 vocabulary
- 'Ask me what this means....' Stickers worn by children



- Modelled reading and re-telling opportunities across each session
 - Dedicated daily RWI phonics sessions, including the teaching of high frequency, irregular words and non-sense words – with every member of staff teaching phonics fully trained
 - Dedicated RWI 1:1 tutors for our bottom 20% of learners
 - Cooperative learning opportunities to develop oracy and interdependence
- Talk4Writing sessions that explore story structure and vocabulary and facilitates innovation using own ideas
 - Daily 'Talk Through Stories', an opportunity to extend and deepen children's comprehension and vocabulary
 - Two reading books taken home daily, one for challenge, and the other fluency

Phonics

We follow Read Write Inc phonics programme to ensure consistency across the school. In Nursery, the children focus on early phonics skills; getting children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills. Whole class phonics sessions focus directly on RWI picture cards, with some children accessing short, formal RWI sessions where they start linking letters to sounds.

In Reception, whole class phonics for the first few weeks, before grouping them across the year group according to their current knowledge and ability. The groupings are fluid, and allow for movement. The children continue to learn letter sounds, before building upon their segmenting and blending skills.

We deliver a 'keep up not catch up' approach to phonics, where children who haven't shown good understanding during their phonics lesson, are caught up the same day with a short 1:1 tutor session revisiting today's earlier teaching.

Children are encouraged to read at home and are listened to regularly in school. They are given books that correlate to their reading ability in order to apply their learning with the aim of becoming successful, confident and fluid readers.

Mathematics

In Reception, we follow the White Rose Maths Scheme of work which is divided into weekly units. High quality learning environments both in the indoor and outdoor areas, and meaningful interactions with adults, support children in developing mathematical thinking and discussion. Children learn through games and activities using concrete manipulatives and pictorial structures and representations which are then applied within their own child-led exploration. Children in Reception also have a short 10 minute input using NCETM's Mastering Number initiative, where we work on mastering the make-up of numbers.

In Nursery, children develop a love of maths through songs, rhymes, games and play using concrete manipulatives. There is a focus on counting principles; one to one correspondence, stable order and cardinal principles. Children's fine manipulative skills are a focus to develop 1-1 correspondence so children count each object only once. The use of CBeebies 'Numberblocks' and NCETM's supporting materials are used to further develop the understanding of numbers and their composition.

Wider Curriculum

Our wider curriculum is taught through the learning areas; 'Understanding the World' and 'Expressive Arts and Design'. EYFS staff have a good understanding of how the ELG's feed into the National Curriculum through our robust planning, cross phase meetings and CPD opportunities. Through staff CPD, both internal and external, staff across the school also have a good understanding of how their curriculum area is taught within EY's and the progression of that subject.

Exciting, purposeful and contextual activities are planned to build on children's natural curiosity. For example, designing a toy car for a teddy enables them to take on the role of designers and engineers as they explore a range of materials and test out their ideas.



Building further on our oracy focus, children are encouraged to employ subject specific language and terminology in foundation subjects, and such vocabulary will be modelled, both verbally and orally, by supporting practitioners.

Our inclusive approach means that all children learn together, but we have a range of additional interventions and support for children who may not be reaching their potential, or are showing a greater depth of understanding and require a further challenge. This includes, for example, 'School Start' sessions that focus on speech and language and social skills, fine motor skills, phonics and maths, including the use of pre and post teaching sessions. In addition, for any child where an EHCP application will be made; some of their learning may take place out of the classroom where their sensory needs can be met.

Regular monitoring of teaching and learning by SLT ensures staff develop good subject knowledge. The EYFS lead ensures staff receive CPD specific to Early Years to develop their practice.

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

Our curriculum needs to meet the needs of our children, including our disadvantaged pupils and those with SEND, so we spend time looking at and evaluating how children are learning.

Baseline:

Prior to the children starting, staff liaise with the child's family, previous settings and read previous learning journeys to gain an understanding of the whole child and where they are at in their development. During the first half term in Nursery or Reception, all staff use ongoing informal assessment, observation and conversations with the child to develop a baseline assessment. This identifies each individual's starting points in all areas so we can plan learning to ensure progress.

The Reception Baseline Assessment (RBA – Statutory)

This assessment focuses on 'Language, Communication' 'Literacy' and 'Mathematics'. The purpose of this is to show the progress children make from Reception until the end of KS2.

Ongoing Observation

All ongoing observations are used to inform weekly planning and identification of children's next steps. This formative assessment does not involve prolonged periods of time away from the children and excessive paperwork. Practitioners draw upon their knowledge of the child and their own expert professional judgements through discussions with other practitioners, photographs/videos and physical examples such as a child's drawing/making. Information may also be shared by parents/carers through our online Learning Journal 'Tapestry'.

Assessment

Phonic assessments are carried out half termly using RWI assessments. Children will be regrouped to match their ability. It is our intention that children will 'keep up, not catch up' where possible. Children can also be assessed as and when required if a teacher feels a child could benefit from being in a different group mid-way through a half term.

Assessments are completed three times per year and shared with parents via consultation appointments or via a written report, where the teacher/key worker shares progress the child has made. In Summer Term 2, the EYFSP is completed for Reception children where teachers judge whether the child has met each of the 17 ELG's. They will be assessed as either 'emerging' or 'expected'. Whilst there is no judgement to state whether a child is 'exceeding' beyond an ELG, teachers, have a duty to provide a narrative for both parents and the Year 1 teacher.



Impact is also evident through our successful transitions into Year 1. EYFS staff have a good understanding of how ELG's link to the National Curriculum, and through robust planning and delivery across the range of subjects – both core and foundation – children leave the EYFS stage with the skills, knowledge and confidence to continue their journey as mathematicians, authors, scientists, historians, artists and geographers.