

Intent Implementation and Impact

Early Years Foundation Stage

Bowes Hutchinson's CofE VA Primary School

Intent

At Bowes Hutchinson's VA CofE Primary School we place high value on the individual and unique child whom we care for in our small rural school environment. We are a whole Key Stage One class, where Reception children can easily access learning experiences and opportunities alongside other Year One and Year Two children should they need to. It is an environment which is loving and deeply rooted, not only in academic learning but in the social, moral and spiritual development of the child.

Our school aims to make each child feel the value and care we place upon them in a nurturing, safe and secure environment in the knowledge that they can develop, grow and learn at their pace, and in the safe knowledge and understanding that opportunities presented to them are founded, planned and formed from their interests and also for their overall positive personal growth.

We aim to support all children in their learning journey to become active participants and well-rounded citizens of society, both locally and globally, with happy and curious minds in order for them to become lifelong learners.

Our EYFS curriculum is therefore the cultural and global capital we know our children need, so they can gain the knowledge, skills and understanding they require for their own individual successes.

We aim to embed the right habits for learning through the Characteristics of Effective Teaching and Learning, through Playing and Exploring, Active Learning and Creating and Thinking Critically.

Throughout the Reception year, we also maximize opportunities to learn personal, social and emotional development and communication and language skills as a continuation from all children's prior learning experiences.

We invest time and energy into helping children aim high and develop a deep love of reading, writing and number. This is delivered through a holistic curriculum which maximises opportunities for meaningful cross-curricular links and learning experiences as well as promoting the unique child by offering extended periods of play and sustained thinking following children's interests and ideas.

We highly value imagination and creativity and seek to create a sense of enjoyment and fascination in learning through indoor and outdoor provision, school trips, visits to local areas, gardening by growing their own fruit and vegetables, cooking their

produce and through regular forest school sessions. We use the outdoor classroom facilities to enhance EYFS children's social emotional and mental health (SEMH) through a range of different activities throughout the year. We encourage EYFS children to know and understand their place in the world, geographically and historically.

Implementation

Pupils learn through a balance of child-initiated and adult-directed activities. The timetable is structured so children have rigorous directed teaching in English, Maths and Phonics every day. These sessions are followed by small group work where children work with a member of staff to develop their knowledge.

Children are provided with plenty of time to engage in 'exploration' throughout the variety of experiences planned to engage and challenge them in the Early Years provision. The curriculum is planned for both inside and outside the classroom with importance given to learning in both areas. The use of Forest Schools, the outdoor classroom and gardening areas enhance this provision.

As a small school we deliver in a whole school, cross-curricular thematic way, which is tailored to meet and cover the needs of the EYFS programme. This enables all aspects of the children's development, including Understanding the World and Expressive Arts and Design, is further promoted, ensuring sustained and critical thinking and active learning is developed throughout. Children gain an understanding of their place in history as well as their geographical location through practical explorations.

Children in EYFS are introduced to the concept of historical time and chronology to develop their understanding of what has gone before them and how that has affected where they are today. They start with themselves, branching out to parents, grandparents and further into their family, thinking about their own personal timeline and using the vocabulary of 'past' and 'present'.

During the week teachers, reflect on questions such as: "What do our children need to learn or are curious about? What embedded learning have we observed in this area? What can be changed to exploit the learning and interests of the children/individuals in this area?".

Reading is at the heart of our curriculum. Children follow the rigorous and highly successful Read, Write Inc programme so that they meet good outcomes for reading with almost all children tending to pass the Year One phonics screening. Please refer to our separate document on **Reading and Phonics on the website.**

We follow a range of practical approaches and methods to learning Maths in Reception, with an emphasis on studying key skills of number, numerical patterns, and calculation and shape so that pupils develop deep understanding and the acquisition of mathematical language. Pupils learn through games and tasks using concrete manipulatives which are then rehearsed and applied to their own learning during exploration. These early mathematical experiences are carefully designed to help pupils remember the content they have been taught and to support them with integrating their new knowledge across the breadth of their experiences and into larger concepts.

Our inclusive approach means that all children learn together but we have a range of additional interventions and support to enhance and scaffold children who may not be reaching their potential or moving on children who are doing very well. This includes, for example, NELI, a successful language intervention programme and/or additional provision in Maths to close any gaps identified in learning.

Impact

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. This is achieved through talking to the children, looking at their work, observing their learning experiences, discussing and analysing their progress. These modes of working, mean the teacher can systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning.

Throughout the week the staff use the reflective practice of questioning and observing the children in all areas. The impact of this ensures that the children have agency over their environment and that the provision offered to them leads to a greater depth of learning across the curriculum.

By providing a balanced experience of learning both indoors and out, importance is given not only to learning in both areas, but it can also be part of a whole school, cross-curricular thematic way of learning. This is to enable all aspects of the child to develop individually and holistically and to develop alongside older children in a Key Stage One class. The impact of this is to develop Characteristics of Effective Teaching and Learning, through Playing and Exploring, Active Learning and Creating and Thinking Critically.

The use of Forest Schools and gardening, enhances all children's development through the acquisition of enriched and collaborative skills. This further enhances EYFS children's understanding of the world around them by allowing them to apply their experiences to their immediate outdoor environment, addressing the importance of SEMH through building friendships

and relationships with those around them. Skills such as team work and emotional literacy are developed, showing the impact of such a way of learning.

Within the first six weeks on entry, a statutory Baseline assessment is carried out and observations are used to identify children's starting points and plan experiences which ensure progress. This information is tracked on each child's individual Early Years Foundation Stage Profile (**EYFSP**), which enables us to measure our starting points against a national data set. We use this information to plan learning experiences and next steps so that knowledge and skills are built cumulatively. During each assessment window, three times a year, teachers update the progress children have made, which allows us to assess the impact of teaching and evaluate whether it has been enough. Evidence of children's learning includes a real emphasis upon our own professional knowledge, judgement and dialogue about and with the child, also through the use of observations, work samples, photographs and contributions from parents. The use of floor books showcase the topic work covered for the EYFS group and it helps the children to reflect on **their** progress through pupil voice.