



EYFS statement

Intent, Implementation and Impact Statement

Intent

Our Early Years Foundation Stage curriculum is broad, balanced and designed to help our children become confident, independent learners who achieve their full potential. We aim to give opportunities for our pupils to problem solve and think creatively.

Our approach to teaching and learning encourages the development of every child's happiness and engagement as they are supported to make a confident transition from home to school in a happy, caring, safe and secure environment. We aspire to give our children the motivation and resourcefulness to become competent, active and thoughtful learners through a balanced provision of adult led and child-initiated opportunities. Through modelling we show the children how they are able to focus their thinking, monitor what they are doing and adapt it where necessary. We guide them in regulating their feelings, and encourage them to be patient and bounce back when things get difficult.

We will do the best WE can to enable our children to do the best THEY can.

Implementation

At Chapel End Primary School we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children.

We prioritise creating a 'language rich' environment through the use of songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. Trained staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. Our aim is that our children will become confident mathematicians who can apply what they have learnt to real life experiences.

We have built our school environment to enable our children to strengthen their core muscles through physical play. Children spend time outdoors in their natural environment in all weathers. Our learning environment is adaptable in order to reflect children's interests. The children are supported to learn to work together, manage their feelings and ask questions through skilled, adult facilitated play.

The curriculum is taught through topics based on the children's interests, and these are enriched with classroom enhancements, trips and visitors. Topics are supported by our list of 'Brilliant Books' and high quality diversity texts. These are chosen carefully to encourage children's speech, language and communication development. Our planning is flexible and responsive to children's needs.

We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents regularly receive information about what their child is learning each half term with suggestions about how they can support this at home. Parents enjoy using Class Dojo to engage in their child's learning.

As part of the learning and teaching process, children are assessed in relation to their progress towards Development Matters checkpoints and the Early Learning Goals. These judgements are made on the basis of 'wow moment' observations and in depth knowledge of the children acquired through ongoing observations and assessment. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

Impact

Our curriculum and its delivery ensures that children, from their own starting points, make good progress. Children in our early years setting generally arrive either in line with, or below the national average. During their time with us children make good progress towards the national expectation for a good level of development at the end of the year. Pupils also make good progress toward their age-related expectations both academically and socially, developing a sense of themselves before transitioning into Year One.

Children develop their characteristics of learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and failures with peers and adults drawing on their experiences to improve or adjust what they are doing.

We believe our high standards are due to our carefully planned environment, enriched play-based curriculum, quality first teaching and the rigour of assessment.

Our curriculum is reviewed regularly to ensure that it remains relevant for our children.