



## EYFS Intent, Implementation and Impact Statement

### **Intent**

In Reception, we recognise the importance of the unique child. When planning, we take account of children's interests, prior knowledge and experience from previous settings as well as from home. We welcome and celebrate the diversity within our school community and teach the children about their rights according to the United Nations Convention for the Rights of the Child (UNCRC). We aim to develop confident and resilient children who demonstrate a love for learning and embrace challenges.

We provide children with a broad and balanced curriculum, where first hand experiences are a priority. This allows children to explore, make observations and ask questions in order to develop their learning. We encourage collaborative learning, where children have the opportunity to express their thoughts, listen to others and take turns in a safe and nurturing environment. We recognise the importance of oracy as a life skill, which will not only improve academic outcomes, but will support children later in life and in future employment. Oracy helps children to develop their thinking skills and understanding, which in turn develops self-confidence, resilience and empathy.

Children are encouraged to develop positive attitudes regarding their learning and the relationships they build with their peers and adults. This is underpinned by the school's values.

By the end of Reception our intent is to develop happy, well rounded children who all make at least good progress from their starting point. We aim to ensure all children have the necessary skills and knowledge for a smooth transition into Year 1.

### **Implementation**

In Reception we follow the Early Years Statutory Framework for the Early Years Foundation Stage Profile. This sets out the prime and specific areas for learning as well as the Early Learning Goals. There are 7 areas for learning according to the framework:

Personal, Social and Emotional Development  
Physical Development  
Communication and Language  
Maths  
Literacy  
Understanding of the World  
Expressive Art and Design

We implement this framework through continuous provision. This allows children to use and develop the skills taught, in a variety of different contexts, led by their own interests and linked to different topics. We provide challenges to develop resilience and to support children's abilities to solve problems. Through our continuous provision, we provide opportunities for children to develop the ways in which they learn in line with The Characteristics of Effective Teaching and Learning.

We also provide adult led activities on a daily basis. These activities are tailored to meet the needs of individual children (including those with special needs or where English is not their first language). Each child will receive



targets to support their learning, verbal feedback and next steps.

Children take part in daily synthetic phonics, through the Little Wandle phonics scheme. The scheme focuses on developing children's knowledge of sounds through repetition and mnemonics. Children are encouraged to apply their phonics skills when reading and writing in the continuous provision. We recognise the importance of Early Reading in improving children's life chances. The sooner children are able to read fluently, the more able they will be to learn and gain knowledge for themselves.

### **Impact**

Prior to children starting in Reception, staff contact nurseries and parents/carers to find out about the whole child and their level of development. Staff also read transition documents provided by the child's previous setting.

### **Baseline**

Once a child starts Reception, staff will carry out informal assessments through conversations with and observations of the child. These assessments will be carried out for the prime and specific areas of learning.

### **The RBA (The Statutory Reception Baseline Assessment)**

During the first few weeks of Reception, staff will carry out this assessment, which focuses on 'Language, Communication and Literacy' and 'Mathematics'. The purpose of this assessment is to measure progress of the child from the start of Reception to the end of Key Stage 2.

### **Formative Assessment**

Assessments are on-going through conversations with the children and observations. These assessments are used to inform planning, in order to ensure children, make at least good progress and to identify their next steps.

### **Summative Assessment**

At the end of each half term phonics assessments are carried out to identify which children have not made expected progress. We aim to ensure children 'keep up' rather than 'catch up'.

Assessments are also completed each term for all 7 areas of learning, in order to check progress. Each child's progress is shared with parents/carers at parents evening. At the end of Reception, parents/carers are provided with a detailed written report which will identify whether children have made a 'Good Level of Development' as outlined in the Early Years Foundation Stage Profile.

Progress is also determined by how well prepared the children are for their transition into Year 1

