



Dishforth CE Primary School

EYFS Intent, Implementation and Impact statement

“Children in the early years get off to a good start. Teachers have a good understanding of how young children learn. They plan activities that build upon what children already know and can do. Children make good progress and are well prepared to start Year 1”. (OFSTED 2019)

Intent

At Dishforth CE Primary School we aim to provide an ambitious Early Years curriculum which will develop curiosity and foster problem-solving skills, as well as inspire, engage and foster a love of learning, in order that our children become active learners every day. We recognise the importance of developing oracy skills from an early age and carefully plan opportunities to develop these skills.

We believe that high level engagement ensures high level attainment and a deeper love for learning. We aim to provide an exciting and stimulating environment with high quality provision areas, both inside and outdoors, which meets the needs of all children in the 7 areas of learning. Through exciting and carefully planned provision, high quality learning experiences are delivered, meeting the next step needs of all children, as well as establishing a firm foundation on which to build future academic, enterprising, and social and emotional successes, focusing particularly on wellbeing and attitudes to learning.

We intend to nurture our children and prepare them for a successful future - supporting them to be ready for their transition from EYFS to KS1 and beyond, by providing children with the knowledge, skills and attitudes they need to succeed throughout their education.

We recognise that starting school is an important step in a child's educational journey and aim to work alongside families and the local community to provide a welcoming environment for children to learn and develop.

Implementation

There are four overarching, guiding principles stated in the EYFS Framework which shape early years practice at Dishforth CE Primary School:

1. **A Unique Child** – every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.
2. **Positive Relationships** – children learn to be strong and independent through a warm and loving positive secure relationships with parents and/or other key persons

3. **Enabling Environments** – Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/carers.

4. **Learning and Development** – Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities. Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.

Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Through play, the children explore and make sense of the world. They practice new skills, construct and secure their understanding, and have daily opportunities to think creatively. They communicate with others as they investigate and solve problems, discuss and negotiate plans, and learn to manage their behaviour.

We scaffold learning through quality interactions and promote the use and understanding of excellent vocabulary. We question, model, prompt, resource and guide children in their learning.

The weekly timetable is carefully structured so that children have rigorous directed teaching in Phonics, English and Mathematics every day. We also ensure regular: Personal, Social and Emotional and Physical Development sessions to focus on Communication and Language and gross and fine motor skills. Our topic sessions focus on Understand the World and Expressive Arts and Design. Topic themes are based on foundational ideas coming from the EYFS curriculum: 'Marvellous Me' as part of PSED, to "Life in the Freezer" as part of UtW.

Focused group times enables the adults to systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in strong impact on acquisition of new learning. The curriculum is planned for the inside and outside, in a cross-curricular way, to enable all aspects of the children's development.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

Phonics

At Dishforth CE Primary School we strive to teach children to read effectively and quickly, using a high-quality systematic synthetic phonics programme. We do this

by using the Read Write Inc programme which includes teaching synthetic phonics, sight vocabulary, decoding and encoding words as well as spelling and accurate letter formation. Throughout Reception and Key Stage 1 the Read Write Inc programme is followed with rigour and fidelity so that children are taught consistently to use phonics as the route to reading unknown words. We ensure that the pace of the phonics programme is maintained through high quality teaching and same day intervention, so that children become confident, fluent and independent readers. We ensure children's reading books show a cumulative progression in phonics knowledge that match the grapheme-phoneme correspondences they know to support decoding skills, building fluency. Children in nursery are introduced to listening, alliteration and rhyming activities and, when ready, are introduced to phonics through the Read Write Inc nursery scheme.

Mathematics

Maths is taught using the Master the Curriculum resources which support the White Rose maths curriculum. Maths sessions are based on developing problem solving, reasoning and fluency skills. Maths is taught through a range of planned and structured play situations, both independent and supported by adults. Throughout the day maths is emphasised in all aspects of the daily routine e.g. snack-time/lining up etc. Maths through real-life and meaningful experiences using practical hands-on resources is key.

Where needed, additional interventions to support, enhance and scaffold children who may not be reaching their potential or to help move on children who are having difficulties making progress. Some examples of this include our nurture group aimed at supporting some of our vulnerable children and additional 1-1 intervention provision in phonics, maths and physical development to promote fine motor skills. The characteristics of effective learning are viewed as an integral part of all areas of learning and are reflected in our observations and assessments of children.

Recording

Evidence Me is a secure online Learning Journal used to record photos, observations and comments, in line with the Early Years Foundation Stage curriculum, to build up a record of each child's experiences during their time with us. These systems allow us to work with parents and carers to share information and record the children's play and learning in and outside of the classroom on a daily basis. At Dishforth we actively encourage our parents to upload home achievement onto Evidence Me and onto our WOW certificates, these are celebrated in class.

Impact

The impact of the EYFS curriculum is reflected in having well rounded, happy and confident children transitioning into Year 1. Our children are often amazing role models for others in school.

We measure progress and children's learning across the year through formative and summative assessment which are based on the teacher's knowledge of the child. Our progress data indicates that children make good progress, from starting points in EYFS at Dishforth CE Primary School.