

Balcombe CE Primary School!



Our Early Years vision for our youngest learners in Reception -
The Early Years Intent, Implementation and Impact Statement.



Balcombe Church of England (C) Primary School

Our Early Years Intent, Implementation and Impact Statement – our vision for our youngest learners.



‘Every child deserves the best possible start in life and the support that enables them to fulfil their potential...’ (Early Years Framework, 2021).

At Balcombe, we aim to provide for our EYFS learners the best possible start to school life, with the best possible outcomes for ALL.

Our early year’s practice reflects the guidance set out in the Statutory Framework for the Early Years Foundation Stage (2021) and ‘Development Matters in the EYFS’ (2021).

Our Early Years Intent

We aim to

- **Collaborate and work with parents** and recognise children’s prior learning at home, building on what they already know
- Provide a **happy, safe and nurturing environment** where children develop as confident, independent and **resilient** learners
- create **a curriculum which is exciting and motivates** children to love learning and be **curious** about the world around them. We therefore provide an engaging curriculum to extend the children’s cultural capital, but at the same time, we follow children’s interests and ideas to foster a lifelong love of learning.
- Enable children to **develop positive relationships**, to interact and co-operate with other children and to be aware of and to **respect the needs of others**, giving and receiving kindness, **care** and affection
- Celebrate how all **our children are incredibly unique** – with individual learning styles, interests and knowledge of the world around them. We want to ensure that learning is accessible for all. We want to make sure that all children **promptly receive any extra help they need**, so they can progress well in their learning.
- Create **confident communicators** – happy and willing to share their views and news and delight in using language, in all its forms, to express who they are and how they feel.

- Enable children to develop a genuine **love of different books, of reading and of learning to read** and where our phonics teaching enables ALL of our learners to become readers by the end of reception
- **Prepare children for the next stage in their school life** – so that they are happy and confident as learners, with the skills knowledge and understanding across the whole of the EYFS curriculum to help them succeed in year 1.

Our School Values:

As a whole school, these are the core values which we expect all children to demonstrate.

Be respectful **Be ambitious** **Be resilient** **Be caring** **Be creative** **Be curious**

Be the best that you can be!



Implementation

Setting into school life...

Prior to children starting school, teachers spend time speaking to families as well as pre-schools and nurseries to gain an understanding of the whole child: their strengths, interests as well as their knowledge and skills across the curriculum.

During the first few weeks in Reception, all staff use ongoing observations and conversations with the child to further develop their understanding of the children's skills knowledge and understanding of the world around them. This process helps us, with our families, to identify each individual's starting points in all areas so we can plan experiences for children that meet their individual needs and interests and build on from what they know.

We create an Individual Development plan for each child consisting of the best 'next steps' for their child and we share these with families and maintain a joint approach to children's learning. We then measure the progress of our children against these starting points at regular checkpoints throughout the year to track progress.

We also observe the children's well-being and involvement closely (using the Leuven Scale) and talk to children regularly to ensure that children are **happy and safe** in our nurturing environment so that they can develop as confident, independent and **resilient** learners.

Teaching and learning...

We have created a curriculum that is knowledge based, using the guidance set out in the Statutory Framework for the Early Years Foundation Stage (2021) and 'Development Matters in the EYFS' (2021).

Our curriculum focuses on what we want children to know and do across the whole of the curriculum for **each term of the reception year**. We track children's progress throughout each term, to ensure that they are ready for the next and are of course on track to meet their Early Learning Goals or go beyond them and be ready for learning in year 1.

Each half term, EYFS staff introduce a new theme to provide inspiration for learning, to add to their cultural capital whilst also providing the flexibility for children to follow their own interests and ideas and motivate them to be curious learners.

Each day is carefully planned so that children have directed teaching in phonics and maths as well as other areas of the curriculum. Direct teaching sessions are followed by small focused group or individual work. This means the teacher can systematically check the children's understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which will have a strong impact on individual progress.

Alongside this approach, we provide children with opportunities to learn through play, to explore their own ideas and set their own goals so that they learn to **explore their ideas, be active learners and to create and think critically**. We ensure that children learn through **a balance** of child-initiated and adult-directed activities.



Personal, Social and Emotional Development

Positive relationships are so important to us that we provide daily opportunities for children to **develop relationships**, to learn to interact and co-operate with others fairly and to learn to **respect others**, giving and receiving **kindness, care and affection**.

Oracy

We recognise that oracy not only improves academic outcomes, but is a life skill to ensure success beyond school. Oracy develops children's thinking and understanding, which in turn promotes self-confidence, resilience and well-being. Our enabling environments and warm, skilful adult interactions support the children as they develop as communicators. In addition, daily opportunities to learn new vocabulary, rhymes by heart and talk about or act out stories aid our children's love of talking.

English / Literacy

Reading is at the heart of our curriculum and our aim is to encourage a love of reading right from the start. In EYFS we have 'Our Favourite 5' books each term. The aim is to expose children to a range of books that not only develop a love of reading, but have been chosen specifically to develop their oracy, vocabulary and



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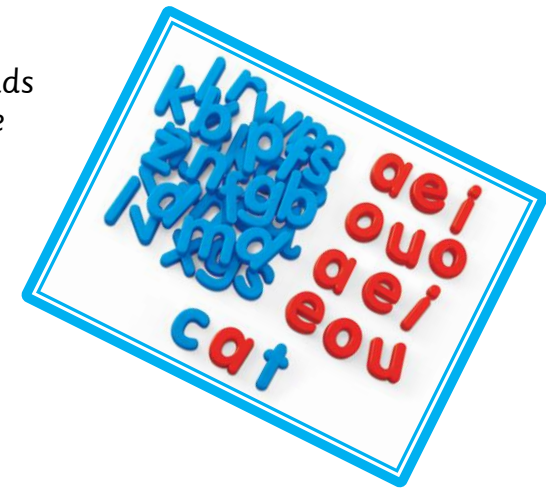
comprehension. These five books will be embedded in our provision through activities, story sessions and on display for children to access independently. Through this, children begin to internalise new vocabulary, language patterns and begin to retell stories.

Phonics

We follow the 'Little Wandle Letters and Sounds' programme to ensure consistency across the school.

In Reception, children are introduced to Phase 2 and 3 where they will develop a knowledge of letter sounds and the ability to segment and blend skills to decode words. During the Summer term, children may move on to Phase 4 when they are ready.

We work closely with parents, providing workshops and information so that they can support their child as they learn as children are encouraged to read at home and of course children are listened to regularly in school. They are given books that match their phonic knowledge in order for them to apply their learning with the aim of becoming successful, confident and fluent readers.



Mathematics

In Reception, we use the NCTEM maths progression to support us in planning for our children.

We want to ensure that all children develop firm mathematical foundations in a way that is engaging and appropriate for their age.

Children in Reception have daily, 'Maths Meetings' with adults who support them in developing mathematical thinking, knowledge and skills. Pupils learn through practical games and tasks using objects and then have purposeful, mathematical routines throughout the day to help them rehearse the skills they have been taught in lessons. For example, they may be counting all the points won throughout the week, measuring the plants in the garden or working out how many wheels they create a model, all to rehearse and enjoy their mathematical skills.

Wider Curriculum

Our wider curriculum is taught through the learning areas; 'Understanding of the World' and 'Expressive Arts and Design.' EYFS staff have a good understanding of how ELG's feed into the National Curriculum through our robust planning processes. Also, colleagues throughout the school are also aware of the key ELG's that link to each foundation subject and the progression of the subject.

Exciting, purposeful and contextual activities are planned to build on children's natural curiosity. For example, building a boat for their favourite toy enables them to think like a 'Scientist' and 'Engineer' as they explore a range of materials and test out their own ideas.

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



Observations and assessments

Our initial baseline observations of children in September, as well as our discussions with families and nurseries, will enable us to ensure that our curriculum builds on what children already know. In addition to these observations and discussions, The RBA (Statutory Reception Baseline Assessment). This assessment focuses on 'Language, Communication and Literacy,' and 'Mathematics.' The purpose of this is to show the progress children make from Reception until the end of KS2.

Ongoing Observation:

After initial baselines are carried out, ongoing, future observations are used to inform weekly planning and identify children's next steps. This formative assessment does not involve prolonged periods of time away from the children and excessive paper work. Practitioners draw on their knowledge of the child and their own expert professional judgements through discussions with other practitioners, photographs and physical examples such as a child's drawing / making.

Assessment:

Phonic assessments are carried out every half term to quickly identify pupils that are not making expected progress. Our aim is for children to 'keep up' rather than 'catch up' where possible and we provide daily individual support to help children if they need it.

Assessments are completed at least three times per year and shared with parents, whereby the Class Teacher updates the progress children have made. In the Summer Term, the Early Years Foundation Stage Profile is completed where teachers judge whether the child has met each of the 17 ELG's outlined by the Statutory Framework. They will be assessed as either 'emerging' or at the 'expected' level. Whilst there is no judgement to state if a child is exceeding beyond an ELG, teachers, have a duty to provide a narrative for both parents and the Year 1 teacher if this is the case.

Our inclusive approach means that all children learn together, but we have a range of additional intervention and support for children who may experience barriers to learning, or are showing a greater depth of understanding and need further challenge. This includes, for example, sessions for developing speech and language, social skills, fine motor skills, phonics, and mathematics.

Regular monitoring of teaching and learning by SLT and the EYFS leader ensure staff develop good subject knowledge as well as a knowledge of child development. The EYFS leader ensures staff receive CPD specific to Early Years to develop their practice. For example, we have offered CPD on effective observations in order to understand where pupils are as well as their 'next steps,' for learning, communication and language, speech and language interventions, fine motor development as well as self-regulation.



Impact

Our observations, assessments and discussions with our learners will demonstrate consistently that they are happy, safe and well in our setting. Moreover, our tracking of their well-being and involvement will show that children are consistently motivated and highly involved in their learning.

By the end of the Reception year, we will ensure that all children make at least good progress from their starting points and, having accessed a broad curriculum which meets their unique needs, are equipped with the skills, knowledge and understanding to ensure that they are ready for future learning in year 1 as scientists, historians, artists and geographers...

We measure progress and children's learning across the year through formative and summative assessment which are based on the practitioners and the family's knowledge of the child. We aim to exceed the National and Local Authority data for children achieving Good Level of Development.

The judgements of our school are moderated with other schools and the EYFS Lead organises moderating events in other schools and has been a statutory moderator for the county. This means judgements are secure and consistent with government guidelines. Our EYFS Lead also takes a lead in Local Authority, as well as Inter-Lea moderation events as well as leading EYFS training events for the county.

Children are supported by adults that are well trained and passionate about providing the best education for every child.