



# Backworth Park Primary School Intent and Implementation Statement EYFS

## INTENT

In the early years at Backworth Park Primary School, we believe that every pupil is unique. We ensure all children have the opportunity to develop and learn in a safe, nurturing and enabling environment where play and learning is combined. Through practical learning experiences, we strive to equip children with a love of learning and a natural curiosity. We are committed to giving our pupils the best possible start to their school life, teaching them skills that ensure success now and in the future.

We place strong emphasis on the moral, social and cultural development of all our pupils. Our aim in the EYFS is to **build strong foundations** rooted in academic success as well as moral and social development, so that ultimately our pupils can be successful in life and go on to be active citizens of society and happy, curious life-long learners. Our school community has identified a clear set of values that underpin expectations for behaviour for all members of our school family. These are respect, resilience and responsibility.

Children's early learning experiences deeply affect their future physical, cognitive, emotional and social development. We understand that building **secure relationships** with children and their families at the early stage is key to understanding how we can maximise learning opportunities for each child in our setting.

We are fully committed to taking the time to understand and follow children's individual interests and **provide a rich curriculum** that supports learning, consolidates and deepens knowledge, ensuring that children achieve their next steps. Both our indoor and outdoor provision is continually reviewed to ensure it optimises and enhances learning experiences. Areas are carefully planned and demonstrates a thorough knowledge and understanding of the way in which our children learn. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values with the characteristics of effective learning threaded across our Early Years curriculum.

We believe that childhood should be a happy, investigative time in their lives where there are **no limits to curiosity**. Therefore, we promote a thirst for new experiences and knowledge by constantly providing enhancement opportunities. Our curriculum is the cultural capital we know our pupils need, enabling them to acquire the knowledge, skills and understanding needed for success.

We aim to prepare our children to achieve the Early Learning Goals at the end of FS2 and ensure that all children have made good or better progress from their individual starting points. Our ultimate goal is to prepare our children with the knowledge and skills needed for the next stage of their learning journey in KS1.

Our Early Years setting follows the curriculum as outlined in the Statutory framework for the Early Years Foundation Stage. The EYFS framework includes seven areas of learning and development that are equally important and inter-connected.

Three areas, known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

- Communication and language
- Physical development
- Personal, social and emotional development

Additionally, there are four specific areas of learning:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Inter-connected with the Characteristics of Effective Learning

- Playing and exploring – children investigate and experience things, and 'have a go'
- Active learning- children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- Creative and critical thinking- children have and develop their own ideas, make links between ideas, and develop strategies for doing things



## Early Learning Goals (ELGs)

The level of progress children should be expected to have attained by the end of the EYFS is defined by the early learning goals. The ELGs support teachers to make a holistic, best fit judgement about a child's development and their readiness for Year 1. Our EYFS provision helps children work towards the knowledge, skills and understanding they should have at the end of the Reception year.

### Communication and Language

#### ELG: Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

#### ELG: Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

### Personal, Social and Emotional Development

#### ELG: Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

#### ELG: Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

#### ELG: Building Relationships

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

### Physical Development

#### ELG: Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

#### ELG: Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery
- Begin to show accuracy and care when drawing.

### Literacy

#### ELG: Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

#### ELG: Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;



- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

#### ELG: Writing

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

#### Mathematics

##### ELG: Number

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

##### ELG: Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

#### Understanding the World

##### ELG: Past and Present

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

##### ELG: People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

##### ELG: The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

#### Expressive Arts and Design

##### ELG: Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

##### ELG: Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Four guiding themes and overarching principles shape our practice:

#### 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 positive relationships.

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### 3. Enabling environments

- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual needs and help them build learning over time. Children benefit from a strong partnership between the school and parents/carers.

### 4. Learning and development

- Children develop and learn in different ways and at different rates. The EYFS framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities (SEND).

## IMPLEMENTATION

To put these four guiding principles into practice, at Backworth Park Primary School:

### A unique child

- We understand and observe each child's development and learning, assess progress, plan for next steps.
- We support children to develop a positive sense of their own identity and culture.
- We identify any need for additional support.
- We keep children safe.
- We value and respect all children and families equally and work closely with parents/carers to foster parental involvement and partnerships.

### Positive relationships

- Positive relationships are calm, happy and stimulating and foster a sense of belonging.
- We are sensitive and responsive to the child's needs, feelings and interests.
- We are supportive of the child's own efforts and independence.
- We are consistent in setting clear boundaries and have high expectations.
- The teacher is the key person in the EYFS classes.

### Enabling Environments

- We offer stimulating and high-quality resources, relevant to all the children's cultures and communities.
- We provide rich learning opportunities through play and playful teaching both indoors and in our outdoor spaces.
- We support children to take risks and explore.
- We provide a provision rich in language, vocabulary, knowledge, skills, attitudes and experiences necessary to be school ready and achieve a good level of development.
- We value all people and learning. Our well-qualified, skilled staff strongly increases the potential to deliver the best possible outcomes for our children.

### Learning and development

- We recognise that children develop in individual ways and at varying rates.
- The EYFS framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.
- We teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.
- We build secure foundations through independent learning opportunities within our continuous provision, enhanced provision and routines.
- We foster the characteristics of effective early learning • Playing and exploring • Active learning • Creating and thinking critically.
- We secure foundations through well planned adult- led teaching to effectively develop basic skills in reading, writing and maths and to ensure children are ready for Year One.
- We build secure foundations of knowledge and understanding of the school community, cultures, natural world and expressive arts through thoughtful sequencing of content in adult-led projects, topics, sustained challenges and enquiries, special events and themed days, linked to core texts.
- Communication, language and reading are at the heart of our curriculum enabling our children to access the community, cultures and world around them. Listening to, discussing and reading stories and poems over and over, is an exciting and integral part of our daily routine in EYFS.

We want our children to be independent in accessing high quality play-based experiences that encourage them to notice, question and wonder. High quality, effective interactions between staff, children and home ensures that our curriculum planning and provision is continuously



reviewed in order to meet the needs of all learners and to reflect their needs and interests as they continue to develop and grow. This allows the team to demonstrate and impact upon the progress of all pupils.

The timetable is carefully structured so that children have rigorous directed teaching in Literacy, Mathematics and Phonics every day. These sessions are followed by group work where children work with a member of staff to develop their individual targets. This focused group time enables teachers to 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.

Our indoor and outdoor environments are constantly assessed, enhanced and updated to ensure they are effective and engaging allowing all pupils to access all areas.

Our baseline assessments, completed at the beginning of the Autumn term, allows staff to identify individual start points and readily engage children in meaningful experiences. As a team we follow the EYFS curriculum, using Development Matters as guidance, and ensure that all learning experiences are linked to the Prime and Specific areas of learning.

In FSI we place huge importance on the development of children's vocabulary and ensure that staff are skilled in assessing early speech and language development and have the expertise to support children in being able to communicate thoughts and ideas and explore the meaning of new words.

Reading is at the heart of our curriculum and we use the Read Write Inc scheme from Reception to ensure reading success at an early stage.

Our inclusive approach means that all children learn together however we have a range of additional interventions to scaffold children who may require additional support or children who are ready for challenge. This is bespoke to the individual child and regularly tracked and monitored to ensure progress. The characteristics of effective learning are viewed as an integral part of all areas of learning and are reflected in our observations of children.

Our regular monitoring of teaching and learning includes coaching and feedback from the phase leader so that teachers develop a good subject knowledge and are effectively supported. Our outward facing approach ensures up to date training and development of new ideas to inform our practise. This reinforces efficient and effective practise to enable all our children achieve. We tailor our staff CPD to be early years specific and are focused on moderating outcomes across the phase so that every member of our team feels confident in making accurate judgements about where individual pupils are and their next steps for learning.

Home and school communication is extremely important within the early years. These are some of the strategies used to include and inform parents: Stay and Plays, phonics and numeracy workshops, online reading records, Marvellous Me, giving regular updates re: progress and next steps learning.

## OBSERVATION, ASSESSMENT AND PLANNING

Assessment supports our curriculum starting with practitioners talking with parents and previous provisions. Parent's knowledge and understanding of their child is crucial and we encourage their input, engagement and dialogue. Parents fill in an online 'All about me' questionnaire before their child starts at Backworth Park. This works in a respectful partnership to support children's learning at school. All EYFS staff observe children in their play and activities to make on going 'here and now' formative assessments about their progress to inform future teaching and learning.

The characteristics of effective learning are viewed as an integral part of all areas of learning and are reflected in our observations of children and staff also take note of a sense of their 'emotional well-being' and 'involvement' – two vital components of learning, development and progress in children. Baseline observations of children's basic skills and contextual information are made as they settle into our provisions focussing on the Prime areas and Literacy and Maths. From these starting points, we can adjust our provision to suit the needs of the children and follow our curriculum progress models.

Early identification of children who need temporary extra help or who may have special educational needs is important and we act quickly to respond to children's needs. If progress in any prime area gives cause for concern, practitioners discuss with child's parents and agree how to support this, including referrals to specialist outside agencies. We make diagnostic assessments of children's learning and we use this information to ensure that future planning reflects identified needs.



Summative assessments are made at key points in the year to show progress based on our curriculum and identify those who need intervention or additional support. These assessments are recorded on a school tracker and used to inform the Senior Leadership Team of those children on track and not on track. This will include pupil progress meetings to discuss actions for those working below expectations each term.

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do consistently and independently in a range of everyday situations. We follow our EYFS curriculum long term map and half termly planning, consisting of exciting child centred topics based around our children's needs and interests. We have termly planning to maintain a balanced curriculum, follow basic skills progression in Literacy and Maths and sequence other areas of learning skills and knowledge which is relevant to the context of our school to develop our cultural capital. Through weekly planning we respond to children's needs, next steps and abilities. However, we may alter these in response to the needs of the children and their interests as our projects and learning progress over time.

We report to parents formally in teacher parent interviews at key points in the year, to discuss settling in, progress and this may include an exploration of a child's barriers to learning. This discussion includes how we can work together to help the child overcome these. Parents receive a written report at the end of the year. This gives a personal statement about their child's interests, learning, progress, goals achieved and next steps.

Our regular monitoring of teaching and learning includes coaching from the Early Years Lead and other subject leads. We tailor our staff CPD to be early years specific and are focused on moderating outcomes of expectations across our EYFS phase so that every member of our team feels confident in making accurate judgements about where individual pupils are and their next steps for learning. We seek out support from outside agencies to build subject knowledge of working with children who have communication and language difficulties.

## STATUTORY ASSESSMENTS

### Statutory Reception Baseline Assessment (RBA)

The EYFS Lead/Reception class teachers will complete the Statutory Reception Baseline Assessment (RBA) in the first six weeks of a child entering our Reception provision. The RBA assesses a child in early mathematics, literacy, communication and language. The purpose of the RBA is to form the starting point for cohort-level school progress measures.

### Statutory Early Years Foundation Stage Profile (EYFSP)

At the end of Reception, it is a statutory requirement that parents receive a report in relation to the early learning goals attainment. The profile is completed for all children, including those with special educational needs or disabilities (SEND). The profile provides parents, practitioners and teachers with a well- rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for Year 1. Children are assessed as whether they are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging') against the early learning goals. The EYFS Profile is reported to the local authority, parents and Year one teachers so children can continue their learning journey as seamlessly as possible

## PARENTS IN PARTNERSHIP

We recognise that parents and carers are a child's first and most enduring educators and we aim for the school and parents/carers to work closely in the Foundation provision. This can have a very positive impact on a child's development but relies on a two-way flow of information and knowledge. We will develop this working relationship between the school and parents and carers as follows:

- We will hold a parent teacher interview early in the year to establish how a child is settling into the school environment and early observations of attainment and progress.
- We will send home an online "About Me" questionnaire.
- Regular updates on Marvellous Me.
- Curriculum planning are on our school website, detailing the areas of learning and the overarching theme of the half-term and weekly home learning activities.
- We will operate an "open door" policy that will allow parents and carers to discuss concerns and developments in an informal manner. Conversely, if Foundation staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
  - We will conduct further parent teacher interviews termly to inform parents and carers formally of a child's overall progress and achievements.