

EYFS- Intent, Implementation and Impact

Intent

At Hollinsclough Academy, our Early Years is designed to develop children socially, physically, cognitively and emotionally. We believe that getting a secure foundation of learning in all areas will help children through their school life and beyond. Our curriculum educates every child in their skills, knowledge and understanding to encourage them to be independent, inquisitive and resilient learners to help widen their thinking across all areas. In our EYFS the children experience the 7 areas of learning through a balance of play based and whole class/group learning. This is done through different themes and continuous provision activities to encourage the children to engage in learning as we believe learning should be a happy and positive experience. The children’s next steps are also used to plan future lessons. Our goal is to have the children ready for KS1, with the skills and knowledge needed to carry on through their learning journey.

Implementation

Throughout our EYFS, we follow the Early Years Statutory Framework for the Early Years Foundation Stage. This Framework states the requirement for learning and development in the Early Years and provides both specific and prime areas of learning that we must cover in our curriculum.

Those Prime Areas include:

* Personal, Social and Emotional Development
* Physical Development
* Communication and Language development

Those Specific Areas include:

* Literacy
* Mathematics
* Understanding the World
* Expressive Arts and Design

At the beginning of each year, we look at the individual needs of our children and their different starting points and use this to inform us for our planning. This ensures that the children are getting broad and balanced learning experiences that suit their needs. Effective interactions throughout the year between staff and children ensures that our curriculum is flexible and continuously adapted to meet the needs of all learners. We use a balance of child and adult led sessions so the children can truly become excited and engaged by their learning. Staff also use their knowledge of Characteristics of Effective Learning to plan appropriate activities and set out continuous provision to allow the children to access it in a way which they are motivated to learn. Our curriculum is taught in a logical progression so that the children can build on their prior learning. The teachers in EYFS create an environment to match the children’s needs and abilities and use teacher assessment to inform planning and provision.

We believe that effective continuous provision, both indoors and out, is important when it comes to the development of the children. This is because it allows them to apply the skills and knowledge they have learnt independently, creatively and analytically and encourage their problem solving skills.

During a day in our Early Years, children have opportunities to work in a group, independently and on a one to one basis with their class teacher. We recognise that reading is important to other areas of learning and so phonics sessions are taught every core day, with reading books matching their phonics ability.

At Hollinsclough, we use an online learning journal that allows us to record observations, celebrate the children’s achievements, identify next steps and track progress. We also believe having a good relationship with parents is key. The Learning Book allows parents to not only see what their children are doing on a daily basis but also upload any achievements that the children have made at home. This also allows us to get a well-rounded picture of the children.

Impact

At Hollinsclough, we strive to ensure all children in our setting make good progress during their time in Early years. The curriculum design ensures that it meets the needs of all children, as it is flexible and can be tailored. By the end of Early Years, children should achieve the expected standards within the Early Learning Goals. However, we understand that when assessing the children against the ELGs, there will be children who are awarded the same level but working at different levels within this range. This is why communications between FS and KS1 teachers is crucial to achieve an effective transition and ensure that the planning is appropriate for their next stage of learning.

In addition to the ongoing formative observations, summative data is collated on a termly basis to complete a data analysis. This is to ensure that children’s progress is monitored closely and the impact of actions are evaluated and next steps are identified.

The impact of our curriculum is also measured by how effectively it helps our children develop into well rounded individuals who embody the school values and carry with them the skills, knowledge and ambition which will make them lifelong learners and valuable future citizens.