



**Intent, Implementation and Impact Statement for EYFS**

At St Joseph's Catholic Primary School, we pride ourselves on ensuring the best possible start to schooling for all of our Reception children. We intend to deliver the Early Years Foundation Stage Curriculum so that it is accessible to all children, ensuring that we **inspire everyone to REACH through Faith, Hope and Love**. We know a child's development at this crucial stage has a fundamental impact on their happiness and shapes the young person they will become. We treat every child as a unique individual, and above all, want our children to feel happy, safe and secure.

The EYFS is about **how** children learn, as well as **what** they learn. Our children are provided with many opportunities to develop their own play and independent exploration that is enjoyable and motivating, encouraging them to **REACH** in all they do. We deliver lessons that are hands on and engaging, encouraging our children to strive for excellence and develop independence, supporting them as they transition into KS1.

<b><u>Intent</u></b>	<b><u>Implementation</u></b>	<b><u>Impact</u></b>
<p>At St Joseph's, learning in Reception is based on the Early Years Foundation Stage Curriculum and children are assessed using the EYFS framework. There are 17 areas of learning whereby children engage in a range of play based and hands on experiences both inside and outside of the classroom. Throughout these experiences children develop the key skills of <b>resilience, empathy</b> and <b>confidence</b>.</p> <p>The EYFS curriculum at St Joseph's is shaped by this vision and the high quality, stimulating environment reflects all of the themes and inspires children to develop key characteristics of a successful learner. At St Joseph's we <b>REACH</b> for the stars!</p> <p><b>R- Resilience</b> (Never give up)</p> <p><b>E- Empathy</b> (Love one another)</p> <p><b>A- Aspirations</b> (We are the future)</p>	<p>The Statutory Framework for the Early Years Foundation Stage (EYFS) sets the standards for promoting the learning, development and safety of children from birth to five years.</p> <p>St Joseph's mission statement, '<b>Inspiring everyone to REACH through Faith, Hope and Love</b>' ensures that all children are supported in order to fulfil their true potential, both academically and spiritually. This links to our vision that we believe that children learn best when lessons are stimulating, engaging and challenging.</p> <p>In order for children to '<b>be the best they can be</b>' and reach their full potential the environment and learning opportunities must be inviting, accessible and challenging. Therefore, in EYFS at St Joseph's all children are provided with enabling environments, both indoors and outside, to support their exploration and build upon their learning.</p>	<p>The successful approach to teaching throughout the EYFS will result in each individual having made progress from their initial baseline and the <b>confidence</b> to continue to <b>REACH</b> in all areas of learning as they transition into KS1.</p> <p>The impact of our EYFS teaching at St Joseph's is evidenced in many ways. This includes work in the children's books, pictures in books and on displays, weekly class blogs, observations in our class Floor book and assessments – written or orally through daily interactions with our children.</p> <p>Misconceptions and next steps are identified on planning and in our floor book and addressed the following day or week. Assessments are also recorded and updated onto Insight to monitor progress and identify gaps in learning. When these are identified, we aim to implement interventions quickly to ensure that no child is left behind. (Keep up, not catch up)</p>

**C- Confidence** (Give it a go!)

**H- High Expectations** (Be the best you can be!)

Our EYFS curriculum **inspires** children to:

- Develop **resilience** through the positive relationships made with staff and peers, where they feel nurtured and safe. This gives children a sense of security and enables them to develop and express themselves, building on their own emotional **resilience**.
- Build **empathy** and support for one another, through the development of personal, social and emotional skills.
- Extend their learning through a variety of adult-led and child-initiated activities within an enabling environment, to help raise the **aspirations** of our children.
- Support the development of **confidence**, through encouragement and praise as children 'have a go'.
- Have **high expectations** of themselves by recognising their abilities and working towards achieving these through their play and learning.

**Our four guiding principles implemented into our EYFS Curriculum are:**

- 1) Every child is a **unique child**, who is constantly learning and can be **resilient**, capable, **confident** and self-assured.
- 2) Children learn to be strong and independent through **positive relationships**, developing their **confidence**.

**REACH** is embedded in the EYFS curriculum through daily opportunities of a mixture of adult led activities and child initiated play and experiences, all of which have **high expectations** of each child becomes **aspirational** learners.

The learning environments and opportunities for children are adjusted appropriately based on regular observations and on reflection of the characteristics of effective learning. In EYFS at St Joseph's, each characteristic is introduced to the children as an animal with a key skill such as independence and perseverance. Throughout the year, the children work towards developing and embedding these key skills through the opportunities provided within their learning environments. Children are then able to continue developing each skill, as they transition into year 1 and further up the school.

Continuous provision is a large part of learning throughout Reception and this includes; sand, water, construction, role play, story corner, creative area, maths challenges and writing opportunities. This is carefully designed in order to offer children a consistent learning environment which is safe for them to explore whilst challenging them. Within continuous provision children are able to explore the environment and develop independence. It also allows children to make choices and initiate their own play.

The thoughtfully planned curriculum aims to provide our children with knowledge and skills that are built upon throughout their primary years, so that learning is durable, flexible and fit for purpose in our rapidly changing society. Regular observations are made, reflected upon and next steps actioned to further support each child's individual learning and development.

Assessments in EYFS link closely to the continuous provision planning which is adapted each week to celebrate success and continue moving learning on. Whole class, small group and individual targets are provided each half term and is monitored and tracked closely through adult led activities, child initiated play and observations to ensure that children are being appropriately challenged as well as meeting the targets. Assessment from this are then recorded accordingly.

### **Pupil Voice**

Using our class floor book as a prompt children should be able to **confidently** communicate about learning throughout the year. They are provided with opportunities throughout the year to articulate their learning to subject leaders across the school. Each child should be able to discuss their **faith** and subject knowledge attained through prompts from our class reflection book.

### **Evidence in Knowledge**

Children will be able to **confidently** communicate what they have learned throughout the year, using books, pictures and floor books as a support. Assessments throughout the year will show that this is new learned knowledge.

### **Evidence in Skills**

Through observation and communication of children it will be apparent where each child has developed new skills, through **resilience** and having **high expectations** of themselves. This can again be evidenced through assessments throughout the year.

- 3) Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time, encouraging and supporting each child to be **aspirational** learners.
- 4) Children benefit from a **strong partnership** between staff and parents/ carers, developing **empathy** and recognising meeting the **high expectations** that both the adults and children have for themselves.

Underpinning all learning within EYFS at St Joseph's, and at the heart of the EYFS curriculum, are the characteristics of effective learning. We encourage children to play and explore, to actively learn and to create and think critically.

#### **Characteristics of Effective Learning:**

- **Playing and exploring:** - Children investigate and experience things, and 'have a go', developing curiosity, **confidence**. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning. **Love** and **empathy** are supported and developed as children begin playing and exploring with peers.
- **Active learning:** - Children concentrate and keep on trying if they encounter difficulties, developing their skill of **resilience**. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

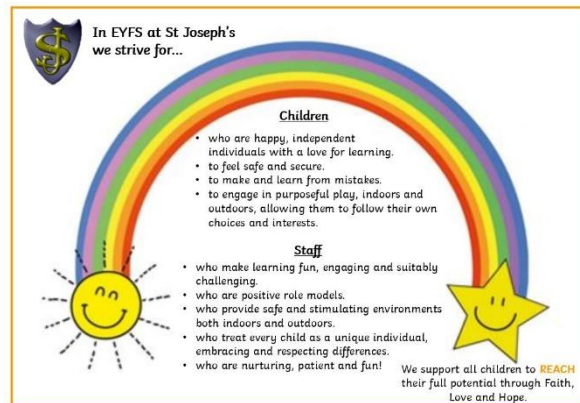
Early reading is crucial in the Early Years and at St Joseph's we promote a love for reading which starts in Reception. Children are provided with a variety of high quality texts and genres, some of which are linked to the half-termly topic and some of which are well-known and well-loved children's texts. In EYFS at St Joseph's the children have the **independence** and **confidence** to select their own books, read for pleasure and are able to listen to and share up to 5 books a day as we promote our '5 a day' approach. Family members and other loved ones are encouraged to come and read to our children within our weekly 'Mystery Reader' sessions.

The seven areas of learning and development shapes our EYFS curriculum, understanding that each are important and inter-connected. The three prime areas; communication and language, physical development and personal, social and emotional development are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning and forming relationships. Positive and safe relationships are formed with parents, as well as staff and children. The prime areas are then strengthened through supporting children in the four specific areas; Literacy, Mathematics, Understanding The World and Expressive Arts and Design. The teaching of these areas of learning is practical and playful. Adults support and challenge children through class sessions, small group sessions and 1:1 sessions. There is a combination of adult-led, teacher taught sessions as well stimulating continuous provision opportunities within the environment – both inside and outdoors. Our broad and balanced approach ensures that we inspire children to be scientists, geographers, authors, mathematicians and historians who can transfer skills across the curriculum, which

- **Creating and thinking critically:** - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions. They have **high expectations** of themselves and their abilities and are **aspirational** to their peers.

Our intent is to enable children through our virtues of **Faith, Hope and Love** to become independent, well-rounded, life-long learners that have a vast and secure understanding across all areas of learning.

Our EYFS Vision links to this intent by stating what we strive for in both children and staff:



In Reception at St Joseph's, we believe that everyone can **REACH** for the stars and that through '**Faith, Hope and Love**' everyone can succeed.

provides children with key skills to support their transition into KS1.