



Henham and Ugley Primary and Nursery school

Early Years Foundation Stage

Statement of Intent

Intent

At Henham and Ugley Primary and Nursery School, we intend that our curriculum educates all the children in knowledge, skills and understanding to be effective, inquisitive, curious, independent learners and influence their wider thinking across all areas of the curriculum. We wish our children to believe in themselves and their abilities and capabilities, to belong to the school learning community and the wider community and to become successful in their academic career and beyond.

In EYFS children experience the 7 areas of learning through a balance of whole class/group teaching and play based learning. This is through the children's interests, themes, continuous provision activities and phonics. Learning is carefully planned by the staff to support early reading, writing, mathematics and language development as well as social skills.

Implementation

At Henham and Ugley Primary and Nursery School, we encourage children to demonstrate their attitudes and behaviours to learning through the Characteristics of Effective Learning. Our curriculum is designed to recognise their prior learning by providing first hand learning experiences and allowing the children to develop interpersonal skills, build resilience and become creative, critical thinkers to enable them to challenge themselves. We ensure the content of the curriculum is taught in a logical progression so that children build on prior learning.

We understand to maintain high standards of quality first teaching we have to invest in our staff by providing high quality CPD to match the current needs of the staff and also to match the needs of our children. Teachers in EYFS create an environment to match the needs and skill levels of our children and use their own teacher assessments and gap analysis to inform their planning and the quality provision.

We recognise that reading is a key to all other learning and ensure quality phonic sessions are being taught daily using the whole school approach of Letters and Sounds, with children's reading books matching their phonic ability as well as reading aloud to the children, telling stories and rhymes. We encourage parents to read with their child and to recognise the importance of reading to their child on a daily basis to promote an enjoyment and love of reading. We also recognise that children need a vast range of vocabulary in order to succeed in life. This is taught explicitly through pre teaching sessions and Speech and Language interventions.

At this stage in a child's life learning through play is vital; we use the environment to ensure their needs are met through continuous provision, enhanced provision and following their interests. Staff teach an objective through whole class, small group teaching and going into provision to observe children's play and move learning forward at that point. They record 'snapshot' evidence of children's learning to build an overall picture and set next steps for learning. Formative assessment takes place within every session and helps teachers to

identify any children that needs more support to achieve the objective and those that need challenging. This may be instantaneous if appropriate. Although EYFS has a separate curriculum we are keen to make sure our children are prepared for the next chapter in their school life.

At Henham, we believe the enjoyment of the curriculum promotes achievement, confidence and good behaviour. Our children feel safe to try new things.

Leadership, Assessment and Feedback

The leadership of EYFS is the responsibility of the EYFS leader Mrs Kate Barford, and the Headteacher Mrs Kim Hall. The EYFS leader has a clear role and has the responsibility of overseeing the progress of all children. Formative assessment within every session ensures teachers identify the children who may need more support and the ones that need more challenge through carefully structured interactions and a change in provision. Summative assessments of the children's learning are made using the Development Matters ages and stages throughout the year. For FS2 children the Early Learning Goals are used to make the end of year judgements. These assessments are fed back to parents in the end of year school reports.

Impact

The curriculum design ensures that the needs of individual children including SEND and disadvantaged, and small groups of children can be met within the environment of high quality first teaching, supported by targeted interventions where appropriate. In this way it can be seen to be impacting in a very positive way on pupil outcomes and prepares them for the next phase in school. We teach our children to believe in themselves, belong to the school and wider community and become anything they wish to.