

Our Intent, Implementation and Impact for Early Years Foundation Stage

At Elmbridge Primary School, we aim to support all children to develop into confident, happy and independent learners. We encourage children to build resilience, be inquisitive, develop a lifelong love of learning whilst also learning how to look after their own mental health and wellbeing.

We understand that play is an integral part of learning and this is at the heart of our early years curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils.

We recognise that all children are unique, celebrating and welcoming differences within our school community. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key.

We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

We intend:

- To provide a curriculum that offers children a wide range of opportunities, broadening children's knowledge, skills, experiences and encouraging them to relish a new challenge.
- Provide high expectations encouraging children to develop perseverance and self-belief so that they can problem solve and achieve far more than they expected.
- Provide an environment that supports learning and helps children achieve their full potential in order to maximise their chances of achieving their Early Learning Goals and a Good Level of Development (GLD) at the end of the Foundation Stage.
- To work in partnership with parents and carers to promote independence, perseverance and the confidence to 'have a go'.
- Provide children opportunities to develop their sense of wellbeing and the ability to regulate their feelings so that they feel safe and confident in our school community and are equipped with all the tools they need to transition to Year 1 effectively.

Implementation

At Elmbridge Primary School we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children.

We offer a curriculum that is child centred and that is based upon wow experiences and topics which engage the children. We encourage active learning to ensure the children are motivated and interested. All areas of the EYFS curriculum are followed and planned for and we work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.

At Elmbridge, reading is everything. We prioritise creating a 'language rich' environment through the use of stories, songs, nursery rhymes, and providing time for quality interactions between adults and between peers. Trained staff ensure that interactions are positive and progressive, allowing children to gather words at pace in order to become confident communicators. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics using Read Write Inc phonics scheme. Quality key texts are chosen carefully from the CLPE suggested texts to engage and excite the children, to develop their awareness and understanding of the world around them and to broaden their use of language and vocabulary.

The children develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.

We have developed our school environment to enable our children to strengthen their core muscles through physical play, children spend time outdoors in their natural environment in all weathers. They develop through exploratory and sensory experiences in our mud kitchen, large sandpit and taking part in Forest School sessions. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play.

The curriculum is taught through topics which are enriched with classroom enhancements, visitors and trips. Topics are supported by quality key texts. All planning however, is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests.

We have a dedicated time focusing on wellbeing. We share a range of healthy snacks and learn about the importance of a healthy balanced lifestyle to maintain our own wellbeing.

We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents receive information about what their child is learning each half term and to explain how they can support this at home. Parents enjoy using Tapestry to engage in their child's learning and share experience from home.

As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals. These judgements are made on the basis of accumulative observations and in depth knowledge of the children acquired through ongoing assessment. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

Impact:

The impact of the EYFS curriculum is reflected in having well rounded, happy and confident children. They demonstrate high levels of engagement in both child initiated and adult led activities. They develop persistence, cooperation, compassion and become willing and confident to 'have a go'.

We strive to ensure that our children's progress across the EYFS curriculum is good from their own, varied starting points. Our children consistently exceed the National and Local Authority data for children achieving a Good Level of Development at the end of the year. Children develop their characteristics of learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and failures with peers and adults drawing on their experiences to improve or adjust what they are doing.

We measure progress and children's learning regularly across the year through formative and summative assessments. We measure the number of pupils working at age related expectations in each of the ELGs and put supportive interventions in place when needed. Our assessment judgements are moderated both internally and externally with other schools in the Gloucestershire Schools Partnership. Local authority moderation has previously validated our school assessment judgements.