



Wyke Primary School EYFS: Our Intent, Implementation and Impact

The Early Years Foundation Stage incorporates the period of learning and development from birth to 5 years old.

In Wyke Primary School, we have one Reception Class and we work closely with our feeder pre-schools and nurseries, as well as with a group of other local primary schools—known as the Stour Vale Collaboration (SVC).

INTENT

Our intent is that at Wyke Primary our delivery of the EYFS curriculum provides a variety of opportunities for our children to develop, to the best of their ability, as curious, questioning, motivated, independent, resourceful, and positive learners.

In our school, our curriculum is designed to build upon children's prior learning in their pre-school and nursery settings, as well as from their experiences at home. We look to improve the cultural capital for all whilst recognising that every child is unique - which we embrace.

As a school, we use the 'Curious City' curriculum to help create a long term plan of learning. Our intent is to ensure our curriculum is bespoke to each cohort of children - being flexible and following the children's interests as we embark upon meaningful, relevant and local enquiries. Each year sees our learning journey take different twists and turns.

We always aim to have high expectations of our children - encouraging them to achieve far more than they expect they can. We work hard to provide a learning environment that helps all children achieve their full potential – giving extra support where needed - in order to maximise each child's chance of achieving the Early Learning Goals.

We work to provide our children with many opportunities to develop their sense of wellbeing and ability to regulate their feelings, so that they feel equipped and ready to transition to Year 1 effectively and with a smile.

As a staff team, we actively look to learn new skills, grow our expertise and embrace new ideas we think will improve our curriculum – always keeping the children at the heart of all we do.



IMPLEMENTATION

We follow the Early Years Statutory Framework, provided by the Department for Education (DFE). This document specifies the requirements for learning and development in the EYFS and provides the seven prime and specific areas of learning we must cover in our curriculum.

We create a culture of enquiry, curiosity and challenge through our implementing of a local, bespoke version of the 'Curious City' approach to learning. Through our knowledge of each child and formative assessments we plan exciting and engaging activities that will move the children's learning forward. We encourage our children to think about 'states of being' and talk about what they have 'been' and not what they have 'learnt' each day.

We develop the learning characteristics that will support lifelong learning using 'Rainbow Challenges'. These encourage the children to learn by playing and exploring, being active and thinking critically and creatively, and take place both indoors and in our outdoor area - which as a team, we work extremely hard to make inspiring. We are proud of creating an environment that motivates the children to investigate, question and challenge themselves.

The children access a wide range of continuous provision opportunities and throughout their day taking part in both guided and independent learning whilst having a mix of opportunities to work independently and collaboratively.

We work closely with our parents and carers to foster a strong relationship and our 'open door' policy welcomes and encourages parents and carers to engage with us fostering strong links between ourselves and our families.

We spend time alongside our children in their learning environment – supporting and challenging them and really getting to KNOW them – their loves, hates, strengths and weaknesses.

We evidence some of the children's learning and progress via Tapestry - an online learning journal - and we share 'next steps' with each other and the children's parents/carers here so that we can all work together to move children's learning forwards. We provide effective and focused interventions for those children who are finding learning challenging and are not on track to meet expectations at the end of the year. This is provided in an inclusive way and support from parents is enlisted at an early stage to ensure that all our children have every chance to achieve the Early Learning Goals.



IMPACT

The impact of our EYFS curriculum is reflected in having well rounded, happy and confident children - who are inspired and excited about their learning – and not afraid of challenge.

We measure progress and children's learning across the year through formative and summative assessment based on the teacher and teaching assistant's knowledge of the child, their learning journeys, photographs and videos recorded on Tapestry – both by us in school and from home.

We do our best to ensure that all our children's progress across the EYFS curriculum is good or better than good - based on their various starting points. Almost all our children make more than the expected steps progress from their starting points and we continuously aim to exceed the National and Local Authority data for children achieving a Good Level of Development.

The judgements of our school are moderated with other schools – both in the SVC and when meeting with other Local Authority schools. Our EYFS teacher also leads local EYFS meetings and moderations within our collaboration (SVC).

The Early Years provision features in all areas of the School Development Plan and has a rigorous plan for development each year. This is monitored and evaluated by the EYFS Lead, the Head teacher and our designated EYFS governor.

We see our children leave the EYFS ready to move with confidence into KS1 and continue their lifelong learning journey with enthusiasm.

