



Barcombe Hamsey Plumpton Skylark Federation

Early Years Foundation Stage-Intent, Implementation and Impact Statement-Plumpton School

**Reviewed and approved by Executive Headteacher: 03.03.22
Next review: Spring 2025**

SignedChair of Governors Date

Signed Executive Headteacher Date

Plumpton Primary School- Early Years Foundation Stage - Intent, Implementation and Impact Statement

Intent

Intent:

At Plumpton Primary School our aim is to create a stimulating learning environment and build relationships which support and enhance learning.

We aim to build on the wealth of knowledge and skills children already have when they arrive and have a strong relationship and communication with our village feeder setting. We recognise that all children are unique, have different starting points, previous experiences and interests so we work in the environment supporting child centred learning, reflecting on children's next steps and providing experiences to stimulate further development.

We focus on developing the Characteristics of Effective Learning through offering play based experiences where children can work together, solve problems, take risks, link to previous learning, learn to persist and take pride in their achievements. Adults support the development of these skills through open ended questions and prompts. We also develop these skills for life through more focus experiences such as whole school STEM days.

Our unique whole school curriculum ensures children are introduced to a range of new ideas and experiences which ensures children have variety and breadth of experience.

At Plumpton our intent is that our youngest children develop the skills of communication and their knowledge of language to provide a secure foundation for later speaking and listening. We do this through working with the children in the environment, modelling language when children are motivated through play and providing an environment rich in new experiences as a basis for talk. We also do this through providing topic based experiences to ensure children are introduced to a range of new vocabulary and opportunities to practise this through linked experiences in the learning environment. We follow a Jane Considine approach which has a basis in elevating children's vocabulary and giving them motivating opportunities to use this. We also offer a NELI program led by our EY Teaching Assistant for children who need an intensive focus on this area.

Our school motto is 'We're kind and outward-looking: learners today, leaders tomorrow.' Firstly, we demonstrate this through supporting children's PSED skills in play and through 'circle time' sessions where we break down the skills of being a good friend. We also use a 'Zones of Regulation' approach which supports the children to identify their feelings and use strategies for managing them. Secondly, we are outward-looking in our community focus with strong links and visits to and from our main feeder Nursery in addition to making local visits and inviting local groups into school. We also communicate with Plumpton residents which was particularly powerful during lockdown.

Implementation

Our curriculum follows the Early Years Statutory Framework. We take a dual approach to supporting children's learning:

Our topic based curriculum fuels new interests and supports new learning, especially in the area of communication and language which is a particular focus.

Linked experiences and resources are planned for the environment for each topic and these provide the opportunity for children to engage with the topic through their play, use the vocabulary and embed their learning. We also provide first hand learning experiences linked to the topic through visits, cooking and exploration of the natural world.

Our work with children in the environment and planning of next steps for focus children provides individual support for 'the unique child.' All staff also reflect on play and add resources/adult support to the daily 'In the Moment' planning ensuring play is enhanced every day. An experience may be planned for a group of children engaged in a theme which we will draw on in our 'Children's Interest' weeks, deepening the learning and engaging more children to facilitate shared play. We use 'Tapestry' to record learning and share with parents, each child has their own 'Learning Journey' for each topic where more focussed literacy and maths experiences are recorded.

Parent's are encouraged to add home experiences to the journal which is a talking opportunity when the children share photos with their friends on the interactive whiteboard.

Children in EYFS learn by playing and exploring, being active and thinking critically and creatively and this takes place both indoors and in our outdoor area. Children are able to free flow for most of the day all year round, all children have waterproofs and wellies and we take advantage of all weathers. Children make their own decisions about where they learn best and teachers ensure that there are opportunities for all areas of learning both inside and outside.

We provide focus groups for writing, maths and phonics, these are effective in providing opportunities for children to revise and embed learning and to play practically with the concept introduced in the whole class session, groups are also effective in planning further learning. We also offer interventions to support children who are challenged by a certain area e.g. speech sounds or social skills. Support from parents is also enlisted at an early stage and families may be signposted to further services.

We strive for a smooth transition into year 1 through weekly open classrooms, shared group/story times, joining for assemblies and productions. Reception children also have a number of planned transition events throughout the Summer Term to familiarise with their new teacher and classroom. Teacher's also meet regularly and in a formal meeting in the Summer Term. The year 1 class have some continuous provision which is extended in the Autumn Term.

We strive for children to be surrounded by a kind, caring and stimulating environment which helps them develop the same skills in their journey through school. It is a positive place to be where resilience, perseverance and successes are celebrated and every child feels valued and respected.

Impact

Our EY curriculum and approach ensures we have confident, kind children who are engaged in their learning, transitioning into Year 1. Children in the mixed class are very good role models for new reception starters and are able to support them in their play, model learning opportunities and demonstrate routines and boundaries.

We measure progress and children's learning across the year through formative and summative assessment which are based on the teacher's knowledge of the child, their learning journeys, photographs and videos on recorded Tapestry. Data is collected every other term on progress towards ELG within the prime areas plus literacy and maths and overall for UW and EAD. This is discussed in the EY Federation staff meeting to pick out areas for focus in each setting and common areas across the federation. Pupil Progress Meetings are held twice yearly and children identified as not on track will be planned for, including interventions, support for parents and referrals. The judgements of our school are moderated with other schools through the Early Years Hub which supports consistency of judgement across the County and with exemplification. All EY Teachers in the federation have attended and taken evidence to end of year County moderation previously.

We aim to exceed the National Authority data for children achieving Good Level of Development. In 2021 at the end of Reception 70% of children achieved ELG in the prime areas of learning. 80% achieved ELG in writing, in reading, in maths.

Regular Early Years meetings support reflection on teaching and pedagogy and a shared vision. Member of SLT and the Executive Headteacher often attend these meetings. The EY meetings focus on actions from the EY section of the SDP which are planned into the action plan to ensure all areas are achieved by the end of the year. The SDP is monitored and evaluated by the EYFS Lead, the Executive Headteacher and designated governors.