

**St Mary’s EYFS Intent, Implementation, and Impact statements**

**Intent**

At St Mary’s Catholic Primary School we believe in providing a secure foundation for future learning and development for our children. We aim to create a happy, safe and nurturing environment where children develop their independence as learners. We aim for children to develop resilience, friendships and positive relationships. We ensure that learning is accessible for all and that children’s individual progress is valued. We provide a stimulating indoor and outdoor environment where children safely explore risks and challenge their own learning. We believe in working closely and collaboratively with parents in order to ensure we value home experiences and develop a true reflection of the whole child.

We will assess children on entry in order to build on the skills, knowledge and understanding that they have. This information is used to develop the children holistically and will ensure that all aspects of early childhood development are catered for. We aim to effectively prepare children for the next stage in their school life.

Our EYFS children access a broad and balanced curriculum that gives them the range of knowledge and skills needed for good progress through school and life. We aim to provide a fun, secure, challenging and rich educational environment that motivates children to love learning and enables each individual to thrive.

Our Mission statement *‘Love one another as I have loved you’* is at the heart of everything we do. We place a strong emphasis on the religious, spiritual, moral and cultural development of all our pupils.  We strive to enable children to be safe, happy, confident individuals. We also encourage self-regulation as much as possible and introduce rules and boundaries through modelling good behaviour and reflection time. We teach the children the St Marys School Learning Values based on our four key values: Excellent Effort, Marvellous Manners, Peaceful Play and Terrific Transitions. These values then follow on throughout the school. Our values shape how we behave, what we say, how we build relationships and how we learn. They are incorporated in every aspect of life at St Mary’s. Every child is recognised as a unique individual. We celebrate and welcome the differences within our school community.

**Implementation**

The St Marys EYFS curriculum has been written in accordance with the latest version of the [‘Statutory framework for the Early Years Foundation Stage (EYFS)’](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf) (September 2021). The EYFS framework includes seven areas of learning and development that are important and interconnected:

* **Communication and language**
* **Personal, social and emotional development**
* **Physical development**
* Literacy
* Mathematics
* Understanding the world
* Expressive arts and design

However, the first three areas in the list above, known as the prime areas, are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children’s capacity to learn, form relationships and thrive:

We have developed the curriculum giving communication and language skills a high priority. This is in line with Development Matters 2021: *“The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively.*”

A high priority is also given to the teaching of reading. We aim to teach children to read and develop a love of books as soon as they arrive at St. Marys, and books are used to teach topics and to enhance our whole curriculum.

We follow a systematic approach to phonics teaching based on the Read Write Inc scheme.

The EYFS Curriculum is based around cross-curricular topics. Each topic planned is included in the curriculum for specific reasons and we want to ensure that all children leave the Reception Year ready to start the KS1 curriculum. All the topics have resources and activities ready to use in the enhanced provision. Topics are introduced with a good quality storybook or age-appropriate non–fiction text. Using books in this way teaches children that books and reading form the basis of all learning.

We believe in the three characteristics of effective teaching and learning that are set out in Development Matters 2021. These are:

**Playing and exploring –** children investigate and experience things, and ‘have a go’.

**Active learning –** children concentrate and keep on trying if they encounter difficulties, and enjoy achieving.

**Creating and thinking critically –** children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The curriculum is ambitious and aims to teach all children the skills and knowledge in order that they reach the seventeen Early Learning Goals described in the Early Years Foundation Stage. We teach through a range of teaching methods including child-initiated learning, whole class teaching, group teaching, investigations and problem solving together, and independently. As many activities as possible are play-based; however, there is also a need for direct teacher-led activities to ensure children gain essential knowledge and skills from their teacher. All activities are expertly modelled and children are given sufficient time, support and resources to repeat and practise them.

Parents are valued as first educators and every effort is made to inform them of the EYFS curriculum whilst providing them with the tools to continue in learning at home. Parents are encouraged to share their child’s achievements through ‘WOW’ moments and these are celebrated within school. Strategies to include and inform parents include ‘Parent pop-in’ sessions, phonics workshops, class assemblies, open afternoons, reading records, a weekly poem to learn with their child, WOW moments and homework.

**Impact**

At St Mary’s, the children in our Early Years Foundation Stage will demonstrate high levels of engagement in both child-led and adult-led activities. By developing their speaking and listening skills, we are enabling them to access more areas of learning and communicate with adults and other children. They will develop concentration, persistence, co-operation and most importantly become willing and confident to ‘have a go’.

The children will develop a sense of the wider world around them and will draw on these experiences during interactions with others, linking this to new learning. They will also be able to apply their knowledge to a range of situations, making links by explaining their ideas and understanding. The children will be confident to take risks and discuss their successes and failures with adults, drawing on their experiences to improve or adjust what they are doing.

From their own unique starting points, we expect all children, even those at risk of disadvantage, to achieve age-related expectation and/or make excellent progress academically and socially. All children will be given the best foundations to prepare them for a life-long learning journey.

Through the delivery of a well-planned, broad and balanced curriculum, we aim that the pupils will leave St Mary’s Early Years Foundation Stage as independent learners, with transferrable skills needed to start Key Stage One. At the end of Reception, pupils are assessed against the 17 early learning goals. This will be a measure as to whether the pupils have achieved a Good Level of Development.

We aim that our pupils will leave our Foundation stage ready for the next stage in their education and be ready for Year 1 by;

Using their phonics knowledge to read accurately with increasing speed and fluency.

Write simple phrases and sentences that can be read by others

Understand and use early numbers.

Have good personal, physical and social skills.

Enjoy, listening attentively and responding with comprehension to familiar stories and rhymes.

Demonstrate positive attitudes to learning through high levels of curiosity, concentration and enjoyment.

Children will listen intently and respond positively to adults and each other.

Be resilient learners who are keen to learn and are proud of their achievements.

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