

## Winford Primary School – Early Years Foundation Stage – Intent, Implementation and Impact Statement

### Intent

At Winford Primary School we aim to provide motivating first-hand experiences whilst encouraging children to build resilience, ambition and a lifelong love of learning. We aim to build on the wealth of knowledge and skills children already have when they arrive with us. We recognise that all children are unique, celebrating and welcoming differences within our school community. We are passionate about children leading and engrossing themselves in their learning.

We aim to:

- Provide a curriculum that offers children a wide range of opportunities. We will work on broadening their experiences providing opportunities to try new things and encouraging them to relish a new challenge
- Provide high expectations encouraging them to develop perseverance and self-belief so that they can problem solve
- Provide a learning environment that helps children achieve their potential and support those who need additional help in order to maximise their chances of achieving the Early Learning Goals
- Provide children opportunities to develop their sense of wellbeing and ability to regulate their feelings so that they feel confident in our community and are equipped with all the tools they need to transition to Year 1 effectively

### Implementation

Our curriculum follows the Early Years Statutory Framework for the Early years Foundation Stage. Through our knowledge of each child and formative assessments- the EYFS team plan exciting and engaging activities that will move the children's learning forward. This may involve following a class theme where we take advantage of cross curricular links in order to combine transferable skills and develop a wide-ranging vocabulary which underpins the children's learning. This may also include following individual children's interests and making the most of those focused moments where the teaching and learning can be maximised in a one to one way with teacher and child. Each year group creates its own unique blend of whole class, guided, adult directed play and child-initiated play activities dependant on the nature and needs of the class of individuals.

Children in EYFS learn by playing and exploring, being active and thinking critically and creatively- this takes place both indoors and in our outdoor area. 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 effective and focused intervention for those children who are finding learning challenging and are not on track to meet expectations at the end of the year. This will be provided in an inclusive way and support from parents is also enlisted at an early stage to ensure that the children have every chance to achieve the Early Learning Goals.

The EYFS team collect evidence of children's learning through observations, photos and videos which are shared with parents using the Tapestry online system. This means that parents can engage with children regularly about their learning and can contribute to the knowledge we have of the child in school.

By the end of the year we provide opportunities for children to increase their independence in recording their work as appropriate to ensure they are well prepared for the move to Year 1.

The EYFS classroom is a positive place to be where resilience, perseverance and successes are celebrated and every child feels valued and respected.

### Impact

The impact of the EYFS curriculum is reflected in having well rounded, happy and confident children transitioning into Year 1. 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 across all seven areas of learning.