St. Alban's Catholic Primary School

EYFS Intent, Implementation and Impact Statement

INTENT

At St. Alban's Catholic Primary School Reception Class we aim to get to know all children as individuals where we can nurture their gifts and foster a love of learning. We believe that early childhood is the foundation on which children build the rest of their lives. We strive to provide a safe, secure but stimulating environment where children are able to develop individually, with a love of discovery and where they can take risks and become resilient and independent learners.

We are very keen to develop children's self-worth and the value of others, recognising their role as a member of their class, as an individual and in the wider community. We will provide children with opportunities that build on their experiences and interests to enable all children to reach their potential in every aspect of their development.

In our class we base our class rules on the Gospel Values, British Values and Catholic Social Teaching.

- Love – kindness – forgiveness – helping others (Community) – striving for a fairer world
- Making decisions together – understanding that rules matter – treating others as we want to be treated – developing a positive sense of themselves
- Dignity of the Human Person – Family and Community – Solidarity and the Common Good – Dignity of work – Rights and Responsibilities – Option for the Poor and Vulnerable – Stewardship

St. Alban's Catholic Primary School recognises that children arrive in Reception Class with a wide range of skills, abilities and particular interests. As St. Alban's has a very wide catchment area we receive children from many different pre-school settings, therefore it is challenging to visit all of these. However, before the children start school we obtain information from pre-school settings about the children who will be enroling, this will often be video calls with key workers and where appropriate we will try and visit some pre-school settings to talk to key workers of children starting at St. Alban's. We also offer Home visits at the beginning of the Autumn Term which we have found to be of huge value for the child, parents and for ourselves. This provides the teachers and parents with the opportunity to talk about the child's particular interests and any issues of concern. It is so important to the child to be able to get to know their teacher and teaching assistants in a familiar setting where they are more likely to interact more naturally. Mr Hor our SEND lead supports any families with any additional educational needs or disabilities in order to ensure that children's needs can be appropriately supported. If necessary Mr. Hor will work with families prior to their children starting at St. Alban's. We recognise that children's individuality means that they will cope with starting school in different ways. We offer a visit at the end of the Summer Term where all children are invited into the classroom to experience some of the activities they will come to know in September. At St. Alban's Catholic Primary School children start in two groups. Group A (mornings) and Group B (afternoons). This allows us to really get to know the children in our care more quickly and understand their needs, giving children the opportunity to become familiar with the classroom and outdoor environment. We talk to parents regularly to discuss how well their child has settled and whether or not they are ready to attend school full time.

At St. Alban's we understand that each child is a competent learner, so we start from the children, finding out about them before planning experiences to intrigue, challenge and extend their learning.

This year in Reception Class at St. Alban's we have a full-time class teacher (Mrs. Paul) and will be introducing two new teachers to the EYFS team Mrs. Filipe and Mr. Flack. We believe that building positive relationships with all adults who come into contact with our children, this includes playtime and lunchtime supervisors, kitchen staff, office staff, maintenance staff, teachers, teaching assistants and headteacher and is essential for building children's confidence and self-worth. We recognise the huge contribution that parents and carers make to their children's learning and we work hard to develop and sustain positive links with parents/carers. We actively encourage parents to become involved in the life of the school, and operate an open door policy in which we encourage them to speak to their child's teacher to share any celebrations, concerns or worries. We are available each morning as the children come into school and teachers are available at the end of school the school day. We post daily timetables and the week's learning activities on ClassDojo and encourage parents to share children's learning from home on their portfolios. Parents can contact the class teacher or teaching assistants on ClassDojo through the message

section. We are able to celebrate children's achievements on ClassDojo. There are Parent/Teacher meeting in the first few weeks of term of the Autumn Term. In the Spring Term there are Parent Consultations where we discuss children's progress so far and at the end of the Summer Term parents will receive an end of year report.

IMPLEMENTATION

Each half term in Reception we will introduce the children to a new topic. These will be enriched by some good quality books to share with the children and where possible visitors to the school or visits out of school.

Our Reception Class the EYFS statutory framework.
The revised (September 2023) Development Matters document is used to help with planning and keep in mind the Characteristics of Effective Teaching and Learning:

- Playing and exploring
- Active learning
- Creating and thinking critically

At St. Alban's we believe children learn best through real experiences where they are given the freedom to play and explore, be active and creative which will lead to their ability to problem solve.
children learn at their highest level when at play; therefore, with the balance of adult led and child initiated activities we allow children the freedom to take what they are experiencing in adult led activities into enhancing their play based learning. We ensure children have opportunities to engage and thrive in all aspects and areas of learning. Activities vary in length, often with children rotating around several different ones during a week..

The seven areas of learning are:
Prime areas:
- Communication and Language
- Personal, social and emotional development
- Physical development

Specific areas:
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

We believe that it is vitally important for adults to support children's learning through play. Play is fundamental to a child's learning as it enables children to:
- Build and extend knowledge, skills, experiences, interests and competencies and develops self-esteem and confidence in their ability to learn
- Become motivated and involved
- Make informed choices and become independent learners
- Work at their own pace
- Achieve success and acknowledge failure
- Practice self-regulation and control
- Grow, develop and change
- Shape attitudes and make sense of the world
- Increase ability to understand and use language effectively
- Develop ability to converse with others
- Respond to questions from adults and peers
- To reflect on what they have learned
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At appropriate opportunities the adults will:
- Question, respond to questions and engage the child in extended conversations that support sustained shared thinking
- Extend vocabulary, knowledge and skills
- Encourage independence, resilience and perseverance
- Add resources that stimulate, motivate and engage the learner
- Demonstrate / model and work alongside
- Help children to see links in their learning
- Support and encourage
- Encourage children to be problem solvers, problem setters and investigators

- Re-direct the play if necessary
- Help children to learn how to negotiate and resolve conflict
- Promote children's well-being
- Observe and assess learning
- Record judgments and plan for next steps in learning
- Provide feedback to child/other adult/parents
- Ensure the environment is safe and secure and that the Welfare Requirements are in place
- Encourage children to 'plan, do and review' child initiated activities

The children will have access to activities to develop their learning in all seven areas of the curriculum. The children will have the freedom to explore the outdoor and indoor areas to develop their skills in the seven areas. Topics are chosen to motivate the children and the use of great books to support the children's understanding. We will provide rich experiences within the school and further afield by inviting visitors to the school and trips out to local parks, woodlands and further afield for our annual trip.
Our weekly and daily timetable is shared with parents to show what the children are learning and any special events taking place. Children are provided with plenty of time throughout the day to do independent activities where they are able to collaborate with their peers and staff. Effective continuous provision develops key life skills such as independence, innovativeness, creativity, enquiry and problem solving.

Phonics – We follow the Monster Phonics Scheme to ensure consistency across the school.

Phase 1 skills are continued from children's pre-school settings to concentrate on developing their speaking and listening skills and lays the foundation for successful transition to Phase 2. Phase 2 is covered in the first half of the Autumn Term and Phase 3 is covered in the second half of the Autumn Term and all of the Spring Term. During the Summer term we move to Phase 4.

Children are encouraged to read at home 4 times a week. Children are introduced to Monster Phonics books at school and then they have access to the same books as e-books at home to practise fluency. Children are given books that match their phonetic knowledge so they can apply their learning and develop their reading skills.

Literacy/Communication & Language – Reading is at the heart of our curriculum and our aim is to encourage a love of reading right from the very start. In Reception we expose the children to a variety of high quality texts throughout the topics we choose. These books are chosen to not only develop a love of reading but are also chosen to develop their oracy, vocabulary and comprehension skills. The books chosen are embedded into activities, story sessions and are on display for the children to access independently. The children begin to develop new vocabulary, language patterns and retelling of the stories.

Mathematics – Throughout the school we follow the White Rose Maths Scheme and NCETM. For Reception these are divided up into 3 weekly units. High quality learning environments and meaningful interactions with adults, support children in their development of mathematical thinking and discussions. Books from the suggested list in WRM are used on a daily basis to reinforce children's mathematical thinking.

The children learn through games, songs, rhymes and tasks using a variety of concreate manipulatives, pictorial structures and representations which are then rehearsed and applied within their play to learn time. There is a focus on the following counting principles; one to one correspondence, stable order and cardinal principle.

Wider Curriculum – Our wider curriculum is taught through the learning areas 'Personal Social and Emotional, Physical, Understanding of the World, Expressive Arts and Design'. Reception staff have a good understanding of how the ELG's feed into the National Curriculum, in reverse colleagues throughout the school are aware of the ELG's that link to each subject and the progress for the subject. Activities are planned to build on children's natural curiosity and the children are given the freedom to express their ideas and encouraged to think for themselves whilst being supported where needed to move their thinking on.

Our inclusive approach means that all children learn together but we offer a range of additional interventions and support, to children who may not be reaching their potential, or those who are showing

greater depth and need further challenge. This may include, for example, sessions for developing speech and language, social skills, gross/fine motor skills, phonics and understanding of number.

Monitoring – Regular monitoring of Teaching and Learning by SLT to ensure that staff develop good subject knowledge. These include:

- Learning Walks and Pupil Voice
- Drop-ins and Lesson/Intervention Observations (Headteacher and Subject Leaders)
- Book Scrutiny to monitor consistency and progress
- Pupil Progress Meetings
- Moderation Meetings (internal and external)
- Ensure staff receive CPD specific to Early Years to develop their practice

IMPACT

In order to ensure that all children make progress through a balanced and creative curriculum we will endeavour to show that each child makes good progress through the Early Learning Goals and their individual starting points. The following measures will be taken to achieve this:
During our Home Visits at the beginning of the year we ask parents to complete an 'All About Me' of their child so that we can get to know each child a little better and ensure that their transition to school is a smooth one. We use observations from both adult directed and child initiated activities to inform our judgements and assessments on all 'Areas of Learning and Development' as detailed in the EYFS statutory framework. These activities help form the basis for planning for the rest of the term and enable us to develop next steps, interventions, and support plans where necessary. They provide us with opportunities to get to know our children really well so we can tailor our curriculum to their needs.

In addition to this, The Reception Baseline Assessment (RBA 2021), introduced in September 2021, is a statutory assessment that will be used to measure progress from Year R to Year 6 and is reported to the DFE. It is completed on a 1:1 basis, delivered by a familiar adult who has undergone training and is completed within the first six weeks of a child starting school. Before carrying out these tests we assess each child's Well-Being and Involvement using the Leuven Scales. The scales ensure children are assessed at the optimum time and before any significant new learning takes place. All assessments are carried out as unobtrusively as possible. We ensure that the children feel comfortable and at ease. Once completed, the school receives a short narrative statement informing us as to how each child performed in these tasks. This will form the starting point of teachers' broader assessments of children's learning and development. The school adheres to all the statutory requirements of this assessment.

Teachers, teaching assistants, lunchtime supervisors contribute towards on-going formative assessments of all children throughout the year. We use ClassDojo to reward children's achievements as well as Headteacher awards and Writer of the Month certificates. The children's work is proudly displayed in and outside the classroom as well as outside the Headteacher's office and on a whole school Science display. The children have Literacy books to show the work they have been doing in Phonics and writing and they also have a Learning Journal which has their Science topic work as well as work from all other areas and the children's independent work. They are encouraged to choose their own pieces of 'work' to add to their journal themselves. Observations also take the form as 'speech bubbles' (child's voice) and are used to record achievements. These can be visibly seen in particular on our 'Maths Chat' board 'Our Big Maths Book'. We also use whole class assessment sheets to record some adult directed activities where child's voice is encouraged to be noted and whether the children are achieving the learning objective. We have individual Phonics books to record the children's progress in Phonics and a whole class phonics tracker that is updated half termly.

After the Autumn Half Term, Guided Reading Records are used to make observations of children's progress in reading. In Maths we assess whether the children are on track against the White Rose Maths/NCETM objectives each term. In Science we informally track children's progress against the topics covered from Switched on Science as is the case for all our R.E. topics. We aim to be responsive to the children's needs by having daily conversations between all members of staff. The daily interactions we have with our children will inform our planning and help us identify next steps in all areas of learning.
In line with statutory requirements, we will assess all children against the Early Learning Goals (ELGs) to create a 'EYFS Profile' by the end of June. We will decide whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging') through discussions as a team, referring to any observations or evidence collected over the previous year and, most importantly, using our extensive knowledge of the child. This will be shared with both parents / carers and Year One teachers.

Information from parents also forms a valuable part of our assessment of the children. A variety of different means may be used to collect this information including verbal communication, written information and digitally.

Impact is also evident through our successful transition into Year 1. EYFS staff have a good understanding of how ELG's link to the National Curriculum and through our planning and delivery of all areas of the curriculum – both care and foundation – children leave the Reception class with the skills, knowledge and confidence to continue their exciting learning journey through St. Alban's and beyond.