



# HORSLEY C of E PRIMARY SCHOOL

## *Together, we can*



## Our EYFS Intent, Implementation and Impact

### INTENT

At Horsley C of E Primary School, we value developing children as individuals and providing them with the skills, knowledge and understanding they need to prepare them for the challenges in Key Stage One and beyond. Our aim in the EYFS is to build strong foundations rooted in academic success and moral and spiritual development so that, ultimately, our pupils can become active citizens of society and happy, curious lifelong learners.

Our curriculum is, therefore, the cultural capital we know our pupils need so that they can gain the knowledge, skills and understanding they require for success. However, they can only do that if we embed the right habits for learning through the Characteristics of Effective Teaching and Learning – Play and Exploration, Active Learning and Creative and Critical Thinking.

Our enabling environment and warm, skilful adult interactions support the children as they link learning to their play and exploration. We invest time and energy into helping pupils set and reflect on their goals by aiming high and developing a love of reading, writing and number. We value imagination and creativity and seek to create a sense of enjoyment and fascination in learning through a vibrant continuous indoor and outdoor provision, alongside trips, visits and outdoor learning school sessions. Our in-house music, art and forest school specialist teachers mean that children continually receive high-quality teaching.

### IMPLEMENTATION

Pupils learn through a balance of child-initiated and adult-directed activities. The timetable is carefully structured, so children have rigorous, directed teaching in Phonics, English and Maths daily with regular circle time sessions to focus on PSED. These sessions are followed by group work, where children work with the Teacher and Teaching Assistant to develop their targets. This focused group time means the teacher can systematically check for

understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback, which strongly impacts the acquisition of new learning.

Children are given plenty of time to engage in 'exploration' throughout the various experiences carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside, and outside classrooms and equal importance is given to learning in both areas. The curriculum is planned in a cross-curricular way to enable all aspects of the children's development, including understanding the world and expressive art and design, as well as to promote sustained thinking and active learning. Reading is at the heart of our curriculum. EYFS and Key Stage 1 follow the rigorous and highly successful government-validated scheme Little Wandle faithfully to meet good outcomes for the reading. Guided by the termly topics and the various cultural celebrations throughout the year, we choose multiple high-quality texts to create an integrated approach to learning from which pupils can experience the whole curriculum. For example, poetry is explored through 'The Poetry Basket'; children learn and recite one poem each week with actions, which promotes oracy.

Our vision at Horsley Primary School is for all children to become fluent mathematicians. We follow the Mastery Maths approach in EYFS, emphasising embedding a deep and secure understanding of concepts, enabling children to reason and solve problems in a range of contexts. We guide children through a coherent, small-step journey, using concrete, pictorial and abstract representations to explore concepts and build connections. We provide opportunities to both support and challenge thinking and reasoning.

Our inclusive approach means that all children learn together. Still, we have interventions to support, enhance and scaffold children who may not be reaching their potential or moving on children doing very well.

## IMPACT

Our curriculum needs to meet the needs of our children, including our disadvantaged pupils and those with SEND, so we prioritise evaluating how children learn. This is achieved through assessment for learning, talking to children, looking at their work, observing their learning experiences and analysing data. From the statutory Baseline Assessment at the start of the year, we are able to identify children's starting points and plan experiences which ensure progression. We use this information weekly to plan learning experiences and the next steps, so that knowledge and skills are built cumulatively. During each assessment window, three times a year, teachers update the progress children have made on Insight which allows us to evaluate the impact of teaching. In addition, evidence of children's learning, including observations, work samples, and photographs, are kept in paper 'learning journals', which children use to reflect on their progress.

Our EYFS curriculum and its delivery ensure that children make rapid progress so that we meet the national expectation for 'Good Level of Development' at the end of the year. Ensuring children meet the Early Learning Goals before transitioning into Year One. We believe our high standards are due to the enriched play-based exploration alongside the rigour of assessment and teaching the children have as they move through the early years – a rich diet of balanced learning experiences is undoubtedly the best way to develop happy, curious children.