



Kenmore Park Infant & Nursery School.

EYFS- Intent, Implementation and Impact Statement.



Intent

At Kenmore Park Infant and Nursery, we strive to provide a unique Early Years' experience to all our children in line with the Statutory Early Years Framework and build upon existing skills and knowledge preparing them for learning in Key Stage 1. We do this by embedding the right habits for learning by promoting the Characteristics of Effective Teaching and Learning - Play and Exploration, Active Learning and Creative and Critical thinking. We know that every child comes in with different experiences both from previous settings and their homes and we design our curriculum based on these experiences. We celebrate the uniqueness of every child and endeavour to provide valuable learning experiences based on their interests. We recognise how learning builds sequentially – by building knowledge, skills and learning behaviours from what the children already know and can do towards identified outcomes. Our curriculum design is progressive and will ensure that children are ready for the transition to Year 1.

We intend to:

Ensure every child can communicate effectively: We place a lot of emphasis on collaborative learning and therefore focus strongly on developing Communication and language including Oracy which is also a whole school priority. To achieve this, we have well-trained and experienced staff who have quality interactions with the pupils and extend their learning through meaningful conversations.

Develop reading skills through providing high quality reading practise sessions to children so that by the end of Reception they are able to fluently read books that are in line with their Phonic knowledge.

Provide a healthy and robust curriculum that is engaging and flexible to the interests of the children, which provides a holistic development of every child and results in happy, independent, and resilient learners.

To work in partnership with our parents and carers to provide the best possible start for our pupils. We aim to provide a safe, stimulating and enabling environment where all our young learners can thrive and achieve their full potential from their various starting points. We place utmost emphasis on inclusivity and work hard to support the needs of all our pupils.

To prepare children to reach the Early Learning goals at the end of the Foundation Stage and ensure children make good progress from their starting points.

Implementation

Our curriculum is planned around themes, and we focus on a new theme every half term. The themes are engaging and provide great cross-curricular opportunities which maximise engagement and maintain curiosity and interest. The curriculum design is flexible and allows changes based on the needs and interests of our learners. The lessons are sequential and promote

progression of knowledge, building on what they know and what they need to know. The lessons are challenging and are also designed to address gaps in learning. We provide a good blend of adult led and child-initiated learning which is achieved through Indoor Outdoor free flow sessions. Adults are around to scaffold and provide quality interactions to move learning forwards. Children learn through exploration and investigation which enable them to problem solve and approach challenging tasks with confidence.

Communication and Language and Oracy – Communication and language including Oracy is a whole school focus and a key area of learning within EYFS. Engaging role play areas, regular story time sessions, and quality interactions with adults provide the necessary impetus to develop this very important area. To enhance this further, a whole school priority to develop Oracy skills has been identified right from Nursery to Year 2. To develop this, children in Nursery have regular show and tell sessions where they are encouraged to speak in full sentences and use newly introduced vocabulary. Children in Reception have a focus book for every half term which is used for Talk for Writing purposes. We use this book to encourage Exploratory talk by changing characters and settings within the story. Children are encouraged to use sentence stems to engage in discussions and arrive at a mutually agreed conclusion.

Literacy- High quality texts are chosen each half term based on a theme and lessons are planned around these texts. In Nursery children listen to these texts and key vocabulary as a whole class and also as a group with their Play partner. Children are encouraged to talk about their favourite character from the book as part of their home learning tasks. In Reception Children complete weekly adult led tasks based on these texts which are differentiated as per the needs of the children. Lessons are progressive and build on the skills that the children have mastered. Key vocabulary is picked out from each text and children practise it and use it in their spoken language and written work. One book is chosen as a focus book every half term and children are taught talk for writing. Children are encouraged to make story maps and act out the story using correct vocabulary and sentence stems. This helps to develop their Oracy skills as well. All this supports transition into Year 1 since children are expected to know these texts well so that they can recall and retell these stories as they progress through the school.

Phonics and Reading – In Nursery children are taught Phase 1 Phonics which involves tuning in environmental sounds and singing nursery rhymes. Progressively children differentiate between different sounds they hear, begin to understand rhythm and rhyme and start to orally blend words which prepares them for Phase 2 Phonics in Reception. Since Reading is a key priority at our school, children in Nursery are exposed to lots of stories and books within the environment and are read to as a whole class and also in small groups. This helps to support a love for books and reading whilst also promoting early reading. In Reception children learn Phonics through the Little Wandle scheme which is followed across the whole school. Daily structured and fast paced Phonics lessons provide the children with consistency and help them to learn Grapheme Phoneme correspondence, blend words and finally read books in line with their Phonic knowledge. Children have two adult led Reading Practise sessions each week in Reception. The first session involves decoding and the second session involves Prosody and Comprehension where children are taught to read with expression and also draw inferences. The book that each child reads is in line with their Phonic knowledge and helps them to achieve rapid fluency. Children also make visits to the local public library and parents are invited to join them there.

Maths- In Nursery there is a huge focus on gaining knowledge and understanding of Number and this is done through practical tasks using a range of resources especially Numicons. Early subitising, 1:1 correspondence and number composition activities support children's understanding of Number and calculations. Children also learn number songs and Nursery rhymes which give them a sense of how to order number, addition and subtraction. A well-resourced Maths area is available for the children to use independently to develop their Mathematical concepts and Weekly adult led practical activities provide children the necessary scaffolds to complete challenging tasks with increased independence. In Reception children learn Maths through the White Rose Maths scheme and Mastering Number which is followed across the school. Lessons are structured and sequenced to ensure progress and build on prior knowledge. There is a good blend of adult -led tasks which include exploring and problem solving and child-initiated learning opportunities in the continuous provision both indoors and outdoors.

Understanding the World, Expressive Arts and Design and Technology-These are taught through weekly Understanding the world, Music and ICT sessions. The continuous and enhanced provision both Indoors and outdoors is well equipped with exciting resources for children to use and learn through independently. Engaging role play areas provide children with opportunities to pretend play and dress up. Creative areas are well stocked with different tools and art and craft materials to quench that creative thirst. Children are also provided STEM challenges within the provision which support problem solving e.g. building a bridge for the Gingerbread man using different resources and testing their ideas. Children are encouraged to use vocabulary such as scientist, Engineer, builder etc. to support their understanding of different occupations. Enriching experiences like an Autumn walk to the Park, Victorian dressing up days, Parents coming into the setting to talk about their occupation, Library visits, Forest school visit, visit to the supermarket and fire station and Circus skills workshop are some of the activities organised to support the learning and understanding.

Parental engagement: We host numerous seminar lessons and workshops for parents so that they can use the strategies demonstrated by the teacher to support their children at home. We host annual workshops on Prime and Specific areas of learning right from Nursery through Reception and provide quality presentations and resources to parents, so they have a better understanding and knowledge of how learning takes place at school. Surveys and Evaluation are used to provide feedback to inform our practise and provide any extra support that a parent may need. We also host workshops on Oral health which is a priority for our school and we send out lots of information to parents through class dojo. Parents are also invited into the setting to talk about different religious festivals they celebrate and/or about their occupations.

Impact

At our school we strive to provide high quality learning so that all children make great progress across all 17 areas of learning and achieve their Early Learning Goals and Good levels of Development by the end of their learning journey. Ample support and targeted interventions are provided to all learners who have SEN, EAL or are from disadvantaged backgrounds so that they make good and sustained progress. To assess the impact, we conduct:

Baseline/On Entry Assessments- When children start Nursery and Reception, staff speak to parents about their children and also carry out Baseline assessments to ascertain starting points for each child. This helps them to develop action plans and also tailor their lessons based on the needs of their cohort. Following the relevant interventions all children make multiple

step progress in their learning.

Phonic assessments- Every half term staff complete a Phonic assessment with each child to ascertain if they are: secure in GPC, are able to blend words and can identify tricky words. Based on these assessments children are assigned reading books which are in line with their Phonic knowledge. These assessments also help to find gaps in learning and children who are not secure with GPC and sound blending are provided extra keep up sessions to be at par with their peers.

Termly Assessments- Staff also carry out termly assessments to identify progress made each term. Based on these assessments staff are able to identify gaps in learning and devise action plans for children who need interventions. High quality interventions are provided daily and gaps are filled in learning to enable better outcomes for the identified children. At the end of the academic year staff in Reception complete EYFSP for every child and identify whether children are Emerging or Expected. This is shared with parents through an End of Year report which shows whether or not the child has achieved ELG in all 17 areas of learning.

Formative assessments- Staff are constantly observing children during adult led and child-initiated learning. They make notes about individual children and identify gaps and next steps to support or extend the learning. Children have folders for independent work and parents are also encouraged to send work that children have completed at home via Class dojo.

Internal and External Moderations – Each term teachers hold internal moderations where they come together to look at books and independent work and use their professional judgement and knowledge of the child to identify whether the child is 'On track' or 'Not On track' for that term. They also create exemplars which supports them to make accurate and consistent judgements for similar pieces of work. Teachers also attend moderation meetings at other schools to compare work and come to conclusions about different pieces of work. This helps teachers carry out assessments for their own classes and also supports to plan further interventions for children who are not on track.

Weekly Phase meetings- Every week all staff members in the Early Years team come together to plan, discuss ideas and also exchange notes about a child or children in their classes. This helps to support consistency across the phase and also provides a good platform to exchange ideas which will benefit the whole cohort.

The impact of our curriculum, assessments and interventions is seen in the multiple steps progress that children make during their time in the Early Years and by the end of the Reception year. All children make good progress from their starting points and are ready for the next stage of their learning in Key stage 1. Most children in the cohort are able to read books in line with their Phonic knowledge and are able to use their Phonic knowledge to complete independent writing tasks. Children have a good knowledge of numbers and number composition to 10 and are able to make connections in the real world through their understanding of mathematical concepts. They are able to talk about their favourite stories and are able retell some key stories that they have learnt through story maps and talk for writing sessions. By the end of Reception children develop a love for reading, are able to communicate with peers

and adults and develop the confidence to complete tasks independently. They leave Reception as happy, resilient, confident and independent learners who are ready to transition to Year 1.

The impact of our curriculum will also be measured by how effectively it helps our pupils develop into Rights respecting, well rounded individuals who embody the values that have been ingrained in the Foundation stages. It will also be measured by how they can apply their skills and knowledge in different aspects of learning and how they can demonstrate that they know more and remember more by the time they are in Year 1.