



# St Gregory's RC Primary School

***We give thanks to God, work together and  
always try our best.***

## **EYFS Intent, Implementation, Impact**

### **Intent:**

Here at St. Gregory's, our aim is to create a nurturing learning environment and build relationships which will support all children. We recognise that all children are unique and we celebrate and welcome these differences. It is our intent that when children enter our Reception class, they will build on the wealth of knowledge and skills which they already have and will continue to develop physically, emotionally and cognitively whilst also embedding a positive attitude to school and a love of learning.

We aim to:

- Follow the updated statutory framework for the Early Years Foundation Stage (September 2021,) in a way which is child centred, following the needs and interests of our pupils. We will offer the children a wide range of opportunities and experiences which will help them to achieve the Early Learning Goals at the end of the Foundation Stage and will enable them to be independent and creative, to problem solve, to be willing to have a go and to relish a challenge.
- Provide inviting classroom environments, both indoors and outdoors, to stimulate learners and enable them to develop the three 'Characteristics of Effective Learning' as set out in the EYFS.

- Teach all children to be early readers through high quality teaching of synthetic phonics, following the 'Floppy's phonics' programme.
- Provide a balance of whole class teaching, teacher directed small group activities and child initiated learning.

## **Implementation:**

At St. Gregory's we follow the updated Early Years Foundation Stage framework (September 2021.) Our practice always takes account of the 'Seven key features of effective practice' as outlined in the revised (July 21) 'Development matters' non-statutory curriculum guidance for EYFS:

- *The best for every child*
- *High quality care*
- *The curriculum: what we want children to learn*
- *Pedagogy: helping children learn*
- *Assessment: checking what children have learnt*
- *Self-regulation and executive function*
- *Partnership with parents*

The EYFS document specifies the prime and specific areas of learning we must cover in our curriculum.

We provide a play-based learning environment where children have the opportunity to plan their own child initiated learning activities alongside teacher led whole class, small group and one to one teaching activities.

Through our knowledge of each child and ongoing assessment, the EYFS team plan exciting and engaging activities that will move the children's learning forward. Our assessment involves noticing and knowing what children can do. It is not about collecting lots of data and doesn't take practitioners away from the children for long periods of time.

We usually follow half termly topics, following the interests of the children. We encourage the children to be inventive and confident in order to develop transferable skills. We model and encourage the use of a broad vocabulary and always praise initiative and creativity. We provide the children with daily challenges or invitations to play/ mark- make/ problem solve.

Children in EYFS learn by playing and exploring, being active and thinking critically and creatively and this takes place both indoors and in our outdoor area. Our outdoor area is open all year round and in all but the most challenging weather conditions. 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 have recently adopted the 'Floppy's phonics' synthetic phonics programme. All children receive at least one phonics teaching session every day, with extra intervention opportunities for those who need them.

The EYFS team share information about the children's achievements with parents and carers on a regular basis using the 'Evidence me' platform. We always welcome comments and photos from parents through this platform so that we can see evidence of milestones which the children reach at home. We endeavour to develop close relationships between school and home. All children in Reception are assigned a 'key worker' who endeavours to form a close relationship with the child and their family. Parents are all informed however that any member of the Reception team are available to support them and their child if the key worker is not available.

We work tirelessly in Reception to ensure that every child feels safe, secure and special. We want every child to be surrounded by kind, caring staff in a positive and happy environment where they know that they are valued and respected and that their successes will be celebrated.

### **Impact:**

The impact of the EYFS curriculum is most evident in having happy, well rounded, confident children with a solid foundation of learning on which they can build as they transition into Year One.

The progress which the children make is recorded on 'Evidence me'. Each child has a profile of observations, achievements, photos and videos which is shared with parents. Termly progress is recorded on Itrack. The EYFS team work together to carry out regular internal moderation sessions and to discuss the impact of interventions.

The impact of quality phonics teaching at St. Gregory's is made clear by the high percentage of children who achieve the pass mark in the Year One phonics screening check.

Planning, teaching and children's work is regularly monitored by subject coordinators and the senior management team in school. There is termly communication between the EYFS coordinator and EYFS link governor.

Our pupils make strong progress from their starting points. We aim to exceed the national and local authority data for the children achieving a good level of development by the end of Reception.