



## **Early Years Foundation Stage (EYFS) Intent, Implementation and Impact at Thomas Hickman School**

### **Intent**

At Thomas Hickman School (THS) we offer a curriculum rich in fun, wonder and memorable experiences. We work hard to deliver a stimulating environment full of invitations to play which provide exciting opportunities, promotes challenge, exploration and adventure to instill a lifelong love of learning in our youngest children, encouraging a positive attitude and disposition to learn. It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. Our curriculum teaches a knowledge of the world and enables pupils to be independent, resilient and creative thinkers who are prepared for the demands of the National Curriculum. It supports and extends knowledge, practical skills, understanding and confidence, and helps pupils to overcome any disadvantage. We understand that play is an integral part of learning and this is at the heart of our Early Years Curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that early years education has to play in providing firm foundations ensuring every child has the opportunity to reach their full potential.

### **Implementation**

Our curriculum promotes self-confidence and a positive attitude to learning in all children, whatever their gender, ethnicity, home language, social background, special educational needs, disability or ability. Well-planned, purposeful activities and meaningful interactions by practitioners will engage children in their learning and help them make progress in all areas of the framework. Experiences build on what children already know and can do.

There are opportunities for children to engage in activities planned by adults and also those that they plan or initiate themselves. Children do not make a distinction between 'play' and 'work' and neither do practitioners. Children are given time to become engrossed, work in depth and complete activities. Practitioners observe and respond appropriately to children, informed by a knowledge of how children develop and learn as well as a deep knowledge of the child, their background and their learning journey. There is a clear understanding of possible next steps in their development and learning.

For children to have rich experiences whilst in the Foundation Stage, the environment and provision that is available is carefully planned and resourced to support children's knowledge and understanding. The progression of skills and knowledge is clearly mapped out for all curriculum areas from Nursery through to the end of Reception. It allows children to explore, plan, experiment, and make their own decisions about their learning, thus creating independent learners who are 'Year One ready.'



Provision caters for the different starting points from which children develop their learning, building on what they can already do. There is relevant and appropriate content that matches the different levels of needs. The curriculum is taught through Fields of Study which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality key texts. These are chosen carefully to encourage children's speech, language and communication development. All planning however, is flexible and responsive to children's needs, so plans can be changed and adapted dependent on children's interests. We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents can view 'Fields of Study' each half term to inform them of what their child is learning and to explain how they can support and enhance this at home. Parents enjoy using Tapestry to engage in their child's learning and share experiences and achievements from home.

As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals. These judgements are made on the basis of accumulative observations and in-depth knowledge of the children acquired through ongoing formative assessment. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

### **Impact**

All staff in the EYFS are placing greater emphasis on having positive attitudes to learning and are more aware of the impact this has on outcomes. Children are able to talk eloquently about what it means to be independent and can explain how they have worked hard to achieve something they are proud of. They develop their characteristics of learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and challenges with peers and adults, drawing on their experiences to improve or adjust what they are doing. No ceiling is placed on any learner: focus groups and interventions are flexible and adapted according to emerging learning needs and the level of support that is needed to enable all children to access the right curriculum content for their learning. We aim for all children leave the EYFS having achieved at least the expected standard and as confident and enthusiastic learners, ready to take on the next stage in their education. Most importantly, we believe our approach ensures each child leaves the Early Learning Stage, settled, happy, confident and full of love for learning.