



*'Don't let anyone look down on you because you are young but set an example for the believers in speech; in conduct; in love; in faith and in purity  
(1 Timothy 4:12).'*



## **St Paul's Church of England Primary School**

### **Intent, Implementation, and Impact in EYFS**

Mathematics is important in everyday life. It is integral to all aspects of life and with this in mind we endeavour to ensure that children develop a healthy and enthusiastic attitude towards Mathematics that will stay with them to encourage economic wellbeing.

<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>
At St Paul's we aim to provide motivating first-hand experiences whilst encouraging children to build resilience, ambition and a lifelong love of learning. We aim to build on the wealth of knowledge and skills children already have when they arrive and are developing relationships with feeder settings to strengthen this. We recognise that all children are unique, celebrating and welcoming differences within our school community. Our curriculum is personalised to meet the children and the community we serve. We are passionate about children leading and engrossing themselves in their learning. We ensure our children have the vocabulary to explain their thinking and strengthen their learning. Our whole school approach, enables children to understand and talk about their learning experiences using the following words – Challenge, Determination, Being Positive, Taking a Risk, Independence and Effort.	<p>Our curriculum follows the Early Years Statutory Framework for the Early Years Foundation Stage, 2021 this document specifies the requirements for learning and development in the EYFS and provides the prime and specific areas of learning we must cover in our curriculum. Through our knowledge of each child and formative assessments the EYFS team plan exciting and engaging activities that will move the children's learning forward. This involves following a class theme where we take advantage of cross curricular links in order to combine transferable skills and develop a wide-ranging vocabulary which underpins the children's learning. This is set out in Knowledge organisers which are shared with parents. The curriculum is also flexible to follow individual children's interests and making the most of those focused moments where the teaching and learning can be maximised in a one to one way with teacher and child. Each year creates its own unique blend of whole class, guided, adult directed play and child-initiated play activities dependant on the nature and needs of the class of individuals.</p> <p>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.</p> <p>The school follows the Letter and Sounds phonic programme, using a wide range of physical and online resources to support this. Every child has access to a phonics session every day with intervention opportunities for those who find this area of learning more difficult. We use the phonics session to also develop children's expertise in handwriting.</p>	<p>The impact of the EYFS curriculum is reflected in having well rounded, happy and confident children transitioning into Year 1. Our children are often amazing role models for others in school.</p> <p>We measure progress and children's learning across the year through formative and summative assessment which are based on the teacher's knowledge of the child, their learning journeys, photographs and videos on recorded on Do Jo and the Evidence me App. We are proud that the vast majority of children make accelerated progress during the year from their starting points.</p> <p>The judgements of our school are moderated by the EYFS /Key stage 1 team and with other schools in the cluster. This means judgements are secure and consistent with government guidelines.</p>

<p>We aim to:</p> <ul style="list-style-type: none"> <li>* Provide a curriculum that offers children a wide range of opportunities ensuring that we do not expect children to aspire to things they have never encountered. We will work on broadening their experiences providing opportunities to try new things and encouraging them to relish a new challenge</li> <li>* Provide high expectations encouraging them to develop perseverance and self-belief so that they can problem solve and achieve far more than they expected</li> <li>* Provide a learning environment that helps children achieve their potential and support those who need additional help in order to maximise their chances of achieving the Early Learning Goals</li> <li>* Provide children opportunities to develop their sense of wellbeing and ability to regulate their feelings so that they feel confident in our community and are equipped with all the tools they need to transition to Year 1 effectively</li> <li>* Develop the skills and expertise of staff working in EYFS through regular and comprehensive professional development either run by the EYFS Lead or attending courses run by other providers</li> </ul>	<p>We provide effective and focused intervention for those children who are finding learning challenging and are not on track to meet expectations at the end of the year. This will be provided in an inclusive way and support from parents is also enlisted at an early stage to ensure that all children make good or excellent progress and that children have every chance to achieve the Early Learning Goals.</p> <p>The EYFS team collect evidence of children's learning through work completed in their learning journey, observations, photos and videos which are shared with parents daily using the Evidence me App and DO JO. This means that parents can engage with children regularly about their learning and can contribute to the knowledge we have of the child in school. Parents are encouraged to use these to evidence and record the milestones children make at home during the year.</p> <p>We love to provide children with opportunities that lots of them have not experienced before or that enhance their learning in school. In reception, children start their St Paul's passport giving them a collection of unique experiences to complete during their time with us. Children will experience a range of visits and visitors throughout the year. We ensure that all of our visits are learning related and will provide the spark for further immersion in a theme or project.</p> <p>By the end of the year we provide opportunities for children to increase their independence in recording their work as appropriate to ensure they are well prepared for the move to Year 1. We also ensure that the pedagogy in Year 1 reflects the independent learning skills children have gained in Reception working together as teams to develop expertise and confidence.</p> <p>The EYFS team work tirelessly to ensure that children are surrounded by a kind, caring and happy environment which helps them develop the same skills in their journey through school. It is a positive place to be where resilience, perseverance and successes are celebrated and every child feels valued and respected.</p>	<p>The teaching and pedagogy are reviewed and evaluated regularly through regular EYFS meetings and the SLT. We ensure that the areas we discuss and develop are reflected in changes and developments in our classroom practice.</p> <p>The Early Years provision features in all areas of the School Development Plan and has a rigorous plan for development each year. This is monitored and evaluated by the EYFS Lead, the Head teacher and designated governor for EYFS.</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

