

## Intention, Implementation and Impact Brixington Early Years Foundation Stage

### Our Approach:

#### Intent:

At Brixington Primary Academy we aim to give all children a secure foundation through:

- ✓ carefully planned, progressive skills, linked to the new EYFS Statutory Framework and our knowledge of our children
- ✓ fostering and developing the Characteristics of Effective Learning in every child
- ✓ promoting and celebrating our chosen school values of Friendship, Respect, Endeavour, Sportsmanship, and Honesty,
- ✓ high expectations for all and tailored support for those who are not on track

#### Implement:

At Brixington Primary Academy learning takes place through a balance of child-initiated learning and the direct teaching of skills. The play environment allows children to practise and apply the skills that we teach them in a purposeful and meaningful way, whilst ensuring that there are opportunities for exploration, investigation, language development and collaboration.

Our carefully planned provision, dynamic direct teaching, positive teacher-child interactions and continuous reflections will ensure our children are:

- ✓ **active learners.** We value that when learning is initiated by the child the drive and desire to succeed is greater.
- ✓ **creative and critical thinkers.** We value that when the learning is initiated by the child they will make links to previous knowledge and lay the foundations for future learning.
- ✓ **well-regulated and sociable** through the modelling of positive interactions and language. We understand that self-regulation is fundamental for a child to manage their own behaviour and aspects of their learning.
- ✓ **thriving** in an enabling environment which is warm, welcoming, nurturing, facilitates a sense of belonging and respects cultural capital. All staff work tirelessly to ensure that we promote a love of learning

which will continue throughout their education at Brixington Primary Academy.

- ✓ **collaborative learners.** We value that children learn significantly from each other and provide an environment that encourages co-operation and positive relationships.
- ✓ **making sustained progress in specific areas.** We understand that there are skills which will need to be taught directly. We value that young children learn best when such teaching is purposeful, builds on a child's existing knowledge and incorporates the senses.
- ✓ **supported with additional needs.** We recognise the unique practice of nurturing the learning of young children with specific needs. We are aware of the importance of early intervention for children facing specific developmental/ learning challenges and will be proactive in finding the right support structure.
- ✓ **assisted at home with their learning.** We recognise the fundamental role that parents play at home with their child's education. Communication with parents and carers is facilitated through; home visits, parent evening sessions, online interactive Learning Journeys and conversations with staff. We also run practical sessions throughout the year to help parents and carers in supporting children at home.
- ✓ **challenged to fulfil their full potential.** We continuously observe, evaluate and communicate each stage of a child's development to ensure their next steps are planned for. This cycle of observing, evaluating and planning ensures that our children are ready for each stage in their educational journey.

### Impact:

At Brixington Primary Academy our children grow as:

- ✓ Unique individuals who form positive relationships with adults and peers
- ✓ Independent, curious learners who explore and ask meaningful questions
- ✓ Confident learners who are ready for the next stage in their learning journey

## The Curriculum:

### Phonics and Early reading in EYFS:

#### Intent:

Children at Brixington Primary Academy are proficient readers. We ensure that early reading skills are well established through our progressive reading scheme, discrete phonics and guided reading sessions, and storytelling sessions, intended to promote a love of reading, in preparation for KS1.

#### Implement:

We aim to give our children the best possible start to their reading journey by:

- ✓ teaching a daily session of high quality phonics using the Sounds-Write scheme to ensure consistency in teaching from Reception to Year 2.
- ✓ ensuring the books we read in school and send home are closely matched to the sounds children are learning.
- ✓ ensuring resources to support children are well matched and consistent with our approach
- ✓ ensuring high quality adult interactions and well matched continuous provision activities are given high priority.
- ✓ ensuring that high quality texts are available in all areas of the environment. Quiet areas are planned for so children can sit and enjoy a book, both inside and outside.

#### Impact:

- ✓ Consistency in our approach to teaching phonics will improve outcomes for all learners – especially our lowest 20% achievers.

### Communication, Language and Literacy:

#### Intent:

Children at Brixington Primary Academy are articulate speakers and skilful writers. We recognise that language development underpins all areas of the curriculum. We plan and promote the development of gross and fine motor skills to develop the muscles required for pencil control. We understand that writing places huge demands on a child's brain, so being intrinsically driven by the will to write, drives the child to want to learn and develop the skills necessary to communicate their intended message and become capable writers. We recognise that, in order for children to become proficient writers, they need to develop a need and joy for the skill. Therefore, we

inspire our children to become message makers and authors by providing a purpose for writing.

### Implement:

We aim to give our children the best possible start to become articulate speakers and writers by:

- ✓ valuing and ensuring daily back and forth interactions with every child.
- ✓ immersing all children in rich vocabulary through stories, explicit reference to two and three tier vocabulary and frequent sustained shared thinking opportunities.
- ✓ implementing additional, research-led programmes for children with the most need.
- ✓ a daily planned English session
- ✓ guided sessions to teach writing skills
- ✓ providing stimulating resources and a purpose for writing in all areas of the provision.
- ✓ promoting gross and fine motor skill development through planned continuous provision and small group work.

### Impact:

Children are able to articulate their ideas and thoughts in well-formed sentences. They use new vocabulary in a range of contexts and can retell a familiar story. They write punctuated short sentences using known letter-sound correspondences.

### Mathematics at EYFS:

#### Intent:

Children at Brixington Primary Academy are proficient mathematicians and leave the foundation stage with the necessary mathematical skills and knowledge to embark on the next stage of their mathematical journey.

#### Implementation:

We give our children the best possible start to becoming a mathematician by:

- ✓ ensuring all children have a secure understanding of basic mathematical concepts using the “Ready to Progress” framework.
- ✓ daily direct teach maths sessions, planned using a progressive curriculum and knowledge of the “Becoming a Mathematician” document and NCTEM framework.

- ✓ promoting mathematical thinking through continuous provision activities
- ✓ adults being aware that the rate of mathematical development does not only rely on specific mathematic knowledge but also on working memory ability, language skills, motor skills, children's prior experiences and their interests, enjoyment and attitudes towards mathematics. We therefore ensure that the planned provision supports these areas, in addition to teaching the skills required for developmental progression in number, operations, and geometry and spacial thinking.

### Impact:

Children are able to count beyond 10, use vocabulary to compare numbers and have explored composition of numbers to 10. They can automatically recall number bonds, subitise and notice patterns in numbers and shapes. Children are enthusiastic about mathematics and talk articulately about the mathematical problems they encounter.

### A broad and exciting curriculum:

#### Intent:

At Brixington Primary Academy, curricular goals are the model used to plan the broad curricular learning for our children. We use our professional knowledge of the children including: their prior learning, cultural capital, gaps in knowledge, skills and understanding and specific interests to choose three or four curricular goals for each half term.

Curricular goal planning uses the Educational Programmes as a basis for a broad and balanced curriculum and we ensure the programmes will be covered across the Reception year. Curricular goals are taught through a blend of direct teaching, continuous provision and small group or 1:1 instruction, where appropriate. We recognise the value of planning flexibly to meet the needs and interests of children and therefore curricular goals are planned half termly. While the EYFS teams have a long term knowledge of the direction of children's learning, we do not stifle the value of following the interests and needs of the children by planning a whole year in advance. Regular reflection and annotations of planning including using the Educational Programmes ensures full coverage. Progression documents are used where needed for specific skills.

#### Implementation:

We have chosen 4 curricular goals for the first part of the autumn term based on the needs of the children in the unit and coverage of the Educational Programmes. The progress steps ensure that Nursery and Reception children progress at an appropriate rate and the environment and adult interactions will reflect this. All children will be observed and those that appear to be “not on track” will have additional support and opportunities to progress.

I can explain the reasons for rules, know right from wrong and demonstrate good learning behaviours. (PSED)
<p><b>Progress steps</b></p> <ul style="list-style-type: none"> <li>• Introduce/ reintroduce class rules with all the children in small groups</li> <li>• Model and reward children with house points who demonstrate good learning behaviours.</li> <li>• Reflect on good behaviour/positive play, after each session</li> </ul> <p>Reception:</p> <ul style="list-style-type: none"> <li>• Children are able to talk about keeping themselves and others safe and why it is important to have rules</li> </ul>
<p><b>Links to Development Matters/Early Learning Goals</b>  PSED-Managing self  Nursery:  <i>Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.</i>  Reception:  <i>Build constructive and respectful relationships.</i>  <i>ELG: Explain the reasons for rules, know right from wrong and try to behave accordingly</i></p> <p>Other areas:  CL- L ,A &amp; U and Sp  Personal Development: Citizenship</p>
<p><b>Universal provision</b></p> <ul style="list-style-type: none"> <li>✓ Group and class session times to introduce class rules.</li> <li>✓ Group and class session times to introduce and reflect on class behaviour chart.</li> <li>✓ Circle times sessions to reflect on good behaviour and positive play</li> <li>✓ Adults interacting and modelling positive choices within play.</li> <li>✓ Adults noticing positive examples and highlighting to group.</li> <li>✓ Children noticing positive behaviours.</li> <li>✓ Introduce turn taking skills (eg use of sand timers)</li> <li>✓ Play games which encourage and teach turn taking and listening to each other</li> <li>✓ Use of talking prop to instil the idea of listening to each other.</li> </ul>
<p><b>Specialist provision</b></p> <ul style="list-style-type: none"> <li>✓ Adults to identify children that need extra support in this area.</li> <li>✓ Extra verbal prompts/ visuals (if needed) for individuals</li> <li>✓ Specific children to follow behaviour care plan.</li> </ul>
<p>Assessment notes</p>

## I see myself as a valuable individual

### Progress steps

- To form a relationship with a key worker (nursery)
- To share my needs/ wants, ideas and interests with a familiar adult
- To talk about myself and my family – my likes and dislikes
- To be confident to have meaningful back and forth interactions with others.

### Links to Development Matters/Early Learning Goals

Understanding the world:

Nursery:

*Begin to make sense of their own life-story and family's history.*

Reception:

*Talk about members of their immediate family and community.*

PSED:

Reception:

*See themselves as a valuable individual.*

### Universal provision

Modelling positive behaviours to build relationships

Make opportunities to highlight a child's interests.

Dedicated talk time to discuss their family and share photos.

Discussions about how we are all different.

### Specialist provision

Giving children individual times to talk

More opportunities to talk

Reinforcing vocabulary

Assessment notes

## I can closely observe and use shapes to represent my face (EAD)

### Progress steps

- N - Teacher modelling enclosing a shape to represent the face
- N - Children encourages to use mirrors to identify their features.
- N-R looking at representations of a face - emotions
- R- Copy other half of a digital photo
- R - Looking at artists' portraits – Andy Warhol

Linked Statements:

Nursery:

*Create closed shapes with continuous lines and begin to use these shapes to represent objects.*

*Draw with increasing complexity and detail, such as representing a face with a circle and including details*

Reception:

*Explore, use and refine a variety of artistic effects to express their ideas and feelings.*

### Links to Development Matters/Early Learning Goals

PD – Physical development

EAD – Expressive Art and design

PCC – People, Culture and Communities

C&L – Communication and Language

**Universal provision**

Opportunities for painting inside and out. Adults to model skills needed.  
 Colour matching and vocabulary linked to skills.  
 Different paint types – poster paint, powder paint

**Specialist provision**

Teacher guided and larger tools  
 Reinforcing language

Assessment notes

### I am developing my overall body strength, coordination and balance to be able to sit with good posture.

**Progress steps**

- N & R – use the climbing frame and other apparatus to climb, hang, swing to build upper body strength
- N & R – use balance bike and scooters to improve balance and co-ordination
- N&R – access to different surfaces – eg pebbled area to improve core strength and balance
- N&R – use loose parts play to develop upper body strength when lifting and carrying heavy equipment.
- N&R – Ensure water and sand activities have differing heights to encourage lifting.
- R – provide quiet areas that encourage sitting on the floor and at a table
- R – Give regular and gentle reminders about correct posture.

**Linked Statements: PD**

- Revise and refine fundamental movements of rolling, crawling, running, jumping, climbing (Nursery)
- Use their core muscle strength to achieve good posture when sitting at a table or sitting on the floor (Reception)

**Links to Development Matters/Early Learning Goals**

PD – Physical development

EAD – Expressive Art and design

**Universal provision**

All children are to have frequent and regular access to the outside environment. Ensure that the loose parts play is accessible to all and heavy lifting is encouraged and supervised.

**Specialist provision**

Children who are not on track will be supported with specialist activities and interventions such as fun fit.  
 All adults will be aware of these children and will ensure that these children are targeted in play activities to encourage improved strength, co-ordination, balance and good posture.

Assessment notes

### Impact:

Children are on track to reach the Early Learning Goals at the end of the Reception year. Children who are not on track were identified early and made continuous progress from their starting point.

### Assessment:

#### Intent:

As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals throughout the year using 'on track' and 'not on track' judgements on SIMs. These judgements are made on the basis of accumulative observations and in-depth knowledge of the children acquired through ongoing assessment. We value the professional knowledge and judgment of our teachers and support staff and give time for professional dialogue between senior and subject leaders throughout the year for information sharing and professional challenge. Ongoing assessments are used to inform curricular goals, continuous provision and specific planning for all children.

#### Implementation:

At Brixington Primary Academy we use writing books to record guided writing sessions and Tapestry for all other learning. Recording of children's learning is purposeful, teachers make choices about how and what is recorded, following three key points:

- To show a wow moment or point of concern
- To enable planning of next steps
- To share with parents and carers

Parents are encouraged to contribute to their child's learning journey through set tasks each week.

All adults are made aware of their key child's next steps and know which children are not "ON TRACK".

#### Impact:

Adults are knowledgeable about each child and know their next steps. Parents are well informed about their child's learning journey and contribute to their child's development. Children who are not on track are quickly identified and supported to make rapid progress.