



EYFS

Intentions, Implementation and Impact Statement in conjunction with The Church of England's "Golden Threads"

Educating for Wisdom, Knowledge and skills

Educating for hope and aspiration

Educating for community and living well

Educating for dignity and respect

St. Philip's C of E Primary School

EYFS : Intent, Implementation + Impact

EYFS Curriculum Intent:

Our golden threads run through our EYFS provision - **Educating for Wisdom, Knowledge and skills** - **Educating for hope and aspiration** - **Educating for community and living well** - **Educating for dignity and respect**

- At St. Philip's C of E Primary School we intend to give every child the best possible start in life, and give them the support that enables them to fulfil their potential. We recognise that children develop quickly in the early years and a child's experiences before and during their time in Reception has a major impact on their future life chances. We know that a secure, safe and happy childhood is important in its own right. We want children to learn and develop well, and be kept healthy and safe.
- It is our intent to provide teaching and learning which ensures children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.
- *All of this is intended to be delivered in accordance with our school vision statement which details Christ is in everything we do.*

Curriculum review

External Agencies

Cross Curricular links

Interventions

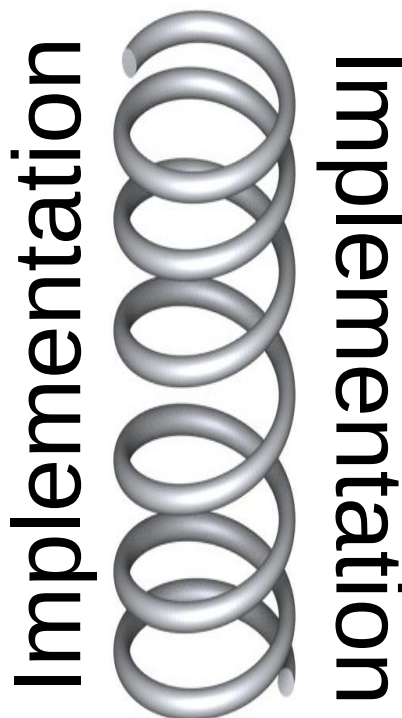
Circle Time

CPD

British Values

EYFS Framework

Characteristics of Effective Learning



Continuous formative assessment and verbal feedback given throughout the year

Adaptive Teaching

Broad, Balanced and Challenging Curriculum based on the 2021 Development Matters document

Skills and Knowledge Progression

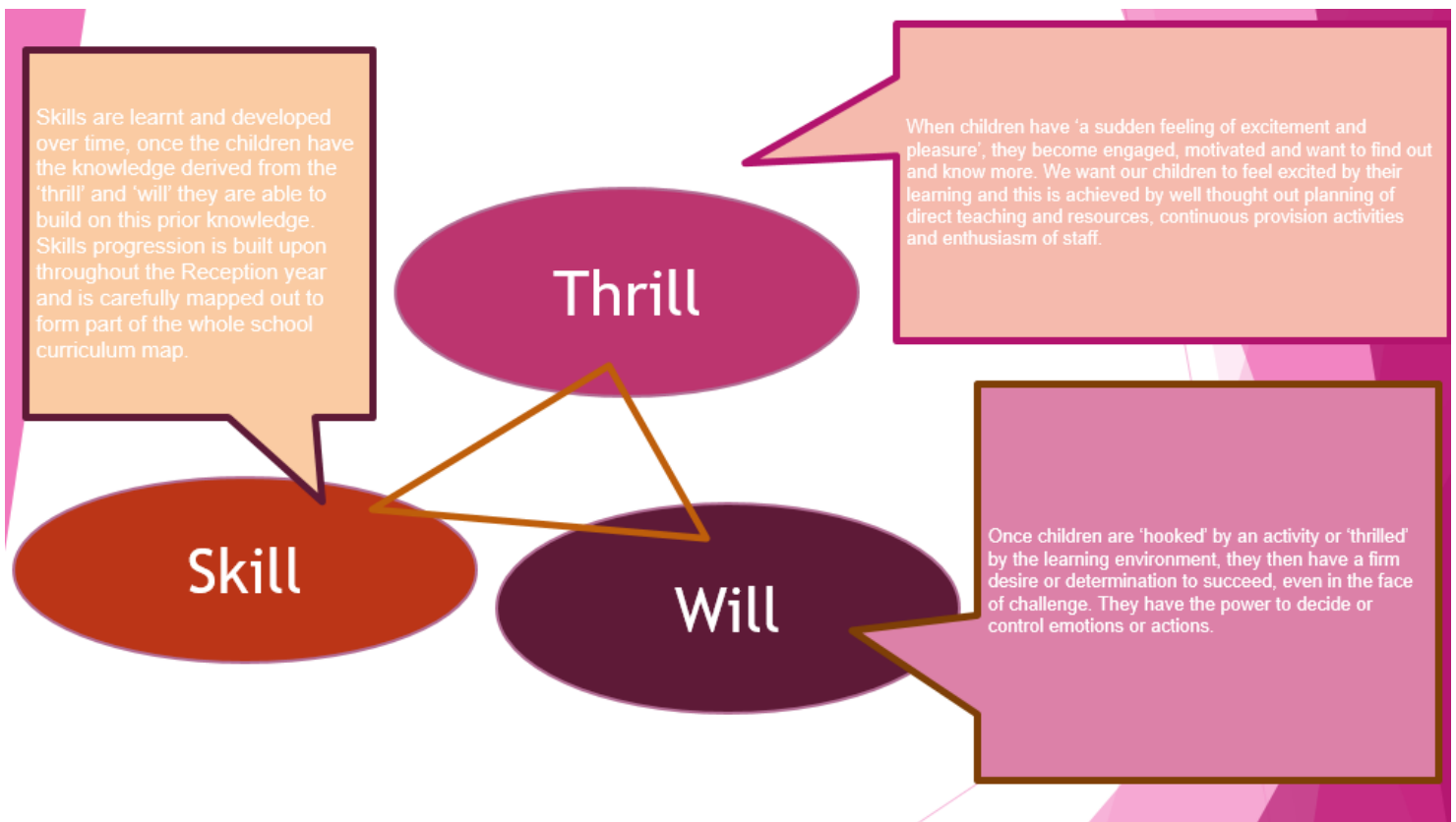
Personalised learning

Implementation:

Our golden threads run through our EYFS provision - **Educating for Wisdom, Knowledge and skills** - **Educating for hope and aspiration** - **Educating for community and living well** - **Educating for dignity and respect**

Throughout the EYFS curriculum implemented at St. Philip's C of E Primary School **our Christian ethos and values permeate it at all levels**. In combination with the above elements, it reflects the spirit of the school's vision statement:

- Happiness, love and security abound
- Everyone is special
- Every achievement is celebrated
- Relationships and teamwork matter
- A beacon of light in the community
- Christ is in everything we do



Impact:

Our golden threads run through our EYFS provision - Educating for Wisdom, Knowledge and skills - Educating for hope and aspiration - Educating for community and living well - Educating for dignity and respect

By the end of the EYFS, the impact of the curriculum will be that children will have built on the knowledge and skills gained in Nursery and be ready to make a smooth transition into Year 1 by developing their ability:

- To solve their own problems through negotiation
- To be a kind friend and build good relationships
- To persevere and strive to achieve goals
- To recognise that they are each unique
- To learn social skills such as how to share, take turns, play, help others and resolve simple arguments.

Our curriculum and its delivery ensure that children make good progress, whatever their starting point and socio background. During their time in Reception, children make rapid progress and most children will meet the national expectation for GLD at the end of the year. We believe that our high outcomes at the end of Reception are due to enriched play-based exploration alongside the rigour of continuous formative assessment, which feeds into the teaching experiences children have as they move through the year – a rich diet of balanced learning experiences is undoubtedly the best way to develop happy, curious children.

By the end of Summer Term the EYFS teacher will be able to provide the relevant information to other school staff, the Senior Leadership Team and School/Local/National Government bodies with:

- A well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1.
- A reflection of their own knowledge and professional judgement of a child, informed by discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.
- An assessment of each child's level of development made against the early learning goals. Indicating whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging').
- Transition information for Year 1 staff, including a short commentary on each child's skills and abilities in relation to the three key characteristics of effective teaching and learning, where applicable. This should help inform a dialogue between reception and year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in year 1.