



Vernham Dean Gillum's C of E Primary Intent, Implementation and Impact Statement

"Creating Compassionate, Courageous, creative citizens for the future, in God's love"

Intent:

At Vernham Dean Gillum's C of E Primary School our aim is to create a learning environment and build relationships which support, enhance and invite a child's curiosity, confidence and individual competency to flourish regardless of backgrounds, circumstances or needs. We aim to work collaboratively with parents and carers to encourage independent, enthusiastic learners who thrive and reach their full potential. It is our intent that children who enter our EYFS begin their lifelong learning journey by developing physically, verbally, cognitively and emotionally whilst also embedding a positive attitude to school and a love of learning.

To ensure children make outstanding progress in Vernham Dean Gillum's C of E EYFS, it is our intent to take into consideration their starting points and needs of our pupils as they begin their learning journey. Every child has access to a broad, balanced and differentiated curriculum which prepares them for now and for the future in terms of opportunities and experiences. Following personal interests and individual needs, allows us to plan and provide opportunities throughout our EYFS curriculum to support learning and development and achieve their next steps.

Our EYFS curriculum principles are linked to our school's key Christian Values of Compassion, Courage and Creativity to ensure our children become:

Competent and creative learners; who are curious about the world around them, are able to problem solve and "do it their way"-being independent. **COEF-Creative and Thinking Critically/Playing and Exploring**

Secure, confident and courageous; who enjoy coming to school, learn new skills, their knowledge builds on their existing learning and they are resilient to succeed. **COEF-Active learning/Playing and Exploring**

Skillful communicators; who connect with others through language and play, ensuring that they develop in a vocabulary rich environment where questions are pivotal, both to and from the children and quality interaction moves the children's learning on. **COEF-Playing and Exploring/Active learning**

A strong focus on the Characteristics of Effective Learning in every planned learning opportunity is pivotal to all the children's learning experiences. Once children have developed these, they will be have a secure foundation on which to be able to take them and apply them to all stages of their Primary school education and beyond.

It is our intent to ensure that all children will receive the teaching of early reading through systematic, synthetic phonics to learn to read words and sentences accurately through decoding and read on sight the tricky words by the end of Reception, as well as to apply them to write simple sentences.

Implement:

At Vernham Dean Gillum's we follow the Early Years Foundation Stage framework. This is made up of **four overriding principles** which our early year's education is based upon:

- **Unique Child** – Every child is unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- **Positive Relationships** – Children learn to be strong and independent through positive relationships.
- **Enabling Environments** – Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.
- **Learning and Development** – Children develop and learn in different ways. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

The curriculum provides a play-based and experiential learning environment, combined with focussed teaching and basic skills, to ensure children make rapid progress before moving onto Year 1. The children in Reception are provided with ample opportunities accessible in our indoor and outdoor provision. They engage in planned, focussed activities as well as self-initiated and free flow activities. The learning experiences within our Early Years are linked to the seven areas of learning and development within the EYFS. These areas are split into three prime areas and four specific areas. The three prime areas are those which the children should develop first and are considered most essential for the healthy development and future learning of our children. These include:

- **Personal, Social and Emotional Development** – involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities. This is promoted through our JIGSAW curriculum.
- **Communication and Language** – involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical Development** – involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food. Vernham Dean Gillum's uses The Solent Therapy programme to support children where necessary, Cosmic Yoga, Activate, Dough Disco and is developing the Write Dance Curriculum.

As children grow and make progress in the prime areas, this will help them to naturally develop skills within the four specific areas. These are:

- **Literacy** – the early teaching of literacy involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials to ignite their interests and have books at their disposal in all areas of the indoor and outdoor classroom. The school currently uses Letters and Sounds

as their phonic scheme with children accessing daily phonic sessions. They read fully decodable books that are linked to the phased phonic sounds being taught so that they can successfully apply them to blend and segment when reading and writing. The children are also taught the phased tricky words to be able to read and spell on sight. We are just moving over to Little Wandle revised Letters and Sounds Systematic Synthetic Phonics scheme from January 2022.

- **Mathematics** – the early teaching of mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, using lots of practical concrete resources and representations of number, calculating simple addition and subtraction problems; and using the appropriate vocabulary to describe shapes, spaces, and measures (although this area of the curriculum is no longer in the ELGs we will still teach this at Vernham Dean) Our mathematics curriculum for Early Years uses White Rose as the main teaching tool adapted to the needs of the children.
- **Understanding the World** – this involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive Arts and Design** – this involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Children benefit from meaningful learning across the curriculum and staff plan resourcefully for opportunities for communication, sustained shared thinking and physical challenge to build on existing skills taking into account the Characteristics of Effective Learning.

Rich first hand experiences (inside, outdoors, visitors and school trips) to widen experiences, awe and wonderment. Exploratory learning and thinking creatively including problem solving across all areas of learning. New vocabulary and concepts through reading will excite and engage all learners which includes staff modelling and asking high quality questions.

Curriculum will promote and support children's emotional security and development of their character enabling children to take risks in a safe and secure environment. Supporting children to be active and to develop physically including giving clear messages to children why it is important to eat, drink and exercise as well as to be kind to others.

Impact:

The experiences of the children will be revisited and demonstrated through being deeply engaged in play. Our children will grow to be confident, competent lifelong learners and good citizens. Effective transition from Year R to 1 through successful communication and collaboration ensure the children leave the EYFS with a solid foundation of learning of which to build upon.

We use Tapestry, and learning journals across the EYFS, supplemented with exercise books in Reception for writing, which evidence to the children and their families the

successes, progress and learning journey of the children throughout their time in Early Years.

We carry out regular internal moderation sessions and also ensure that staff attend external meetings and training to ensure that we feel confident with our judgements and that these judgements are consistent with a range of other settings. Assessment starts with careful observations which are then used to inform planning. Learning and teaching is thus effective when children feel a sense of belonging, curiosity and competence showing resilience and tenacity.

By monitoring assessment procedures regularly, we can effectively demonstrate what learning is taking place and how each child is progressing in all seven areas of the EYFS curriculum. With the new EYFS Reforms in 2021 we are using key developmental texts such as Mary Sheridan's Birth to Five and Focus Education's "Progression towards the new early learning goals and beyond" to ensure children are making effective progress toward the ELGs through specific milestones in each of the areas of learning at the end of each term. These milestones are inclusive and allow for adaptation according to each child's needs. Pupil progress is robust to ensure that the children are "on track" to reach each milestone and if not "on track" to ensure that SMART, timely interventions are in place for each individual child to make progress. For those children who are working beyond the milestones careful opportunities are planned to broaden and deepen their learning to move them on.