

Early Years Foundation Stage Intent, Implementation and Impact Statement 2023-2024

Introduction

This statement aims to provide a clear overview of the school's intentions for EYFS, how these intentions are implemented, and the impact they have on children's learning and development.

Intent

At Park Brow it is our intent to provide a nurturing and inclusive environment where all children in the Early Years Foundation Stage (EYFS) can thrive and reach their full potential. We recognise the importance of the EYFS as a crucial stage in children's development and aim to provide a solid foundation for their future learning. Our intent is based on the following key principles:

Developing the Whole Child

At Park Brow we recognise that children develop in various aspects, including physical, emotional, social, and cognitive domains. The intent is to support each child holistically, providing a balanced curriculum that promotes their overall development.

Child-Centered Approach

We adopt a child-centered approach, focusing on the individual needs, interests, and strengths of each child. The intent is to provide personalised learning experiences, fostering a sense of belonging and encouraging children to become active, independent learners.

Play-Based Learning

It is our belief that the power of play as a fundamental tool for learning and development. The intent is to provide a rich and stimulating play environment, both indoors and outdoors, where children can explore, discover, and make meaning of the world around them.

Partnership with Parents and Carers

We acknowledge the importance of strong partnerships with parents and carers. The intent is to involve parents and carers in their child's learning journey, providing regular feedback, and creating opportunities for collaboration, stay and play events, workshops and ensuring continuity between home and school. We use Seesaw to document and share key learning with parents and carers.

Cultural Sensitivity and Inclusion

At Park Brow we value and celebrate diversity, recognizing the cultural backgrounds and experiences of all children and their families. The intent is to create an inclusive environment where every child feels valued and respected, promoting equality of opportunity and understanding.

Implementation

To ensure the effective implementation of EYFS and the fulfillment of the school's intent, the following strategies and practices are employed:

High-Quality Teaching and Learning

Teachers in the EYFS receive regular, ongoing professional development to enhance their understanding of the principles and best practices of EYFS. They plan a broad and balanced curriculum that provides meaningful and challenging learning opportunities, encompassing all areas of learning, as outlined in the EYFS framework.

Individualized Learning Experiences

Teachers carefully observe, assess, and track each child's progress, tailoring learning experiences to their individual needs, interests, and abilities. They plan activities and provide resources that enable children to develop at their own pace, ensuring progress and attainment across the areas of learning.

Continuous Provision

The learning environment is carefully planned and organised to promote independent learning and exploration. Continuous provision areas are established, where children can access open-ended resources and engage in activities that cover all aspects of the EYFS curriculum. This enables children to make choices, initiate their own learning, and develop their self-regulation skills.

Well-Structured Routines and Transitions

Well-structured daily routines and transitions are established to support children's well-being, self-regulation, and sustained engagement in learning. Teachers establish clear expectations, provide visual prompts, and incorporate meaningful routines that promote independence and build resilience.

Assessment for Learning

Teachers use a range of assessment strategies, including both formative and summative methods, to gather evidence of children's achievements and progress. Assessments are used to inform planning and provide timely interventions where necessary. Regular communication with parents and carers ensures that they are well-informed about their child's progress. This is achieved through use of Seesaw, parent/teacher meetings and written reports.

Impact

The intent and implementation of the Park Brow's EYFS Curriculum ultimately have a significant impact on children's learning and development. The impact is evident in the following outcomes:

Making Progress

Children in the EYFS consistently make progress from their starting points across all areas of learning, demonstrating a readiness to learn and a firm foundation for their future learning journey.

Well-rounded Development

Children show well-rounded development, making steady progress in their physical, social, emotional, and cognitive skills. They demonstrate good levels of self-esteem, confidence, and resilience, enabling them to successfully adapt to transitions and challenges. Children feel safe at school and know how to ask for help.

Love for Learning

Children develop a love for learning and exhibit a curiosity to explore and discover. They demonstrate a positive attitude towards challenges, take risks in their learning, and actively engage in both child-initiated and adult-led activities.

Smooth Transition to Key Stage 1

Children effectively transition from the EYFS to Key Stage 1, equipped with the necessary foundational skills and attitudes. They demonstrate a good understanding of expectations and confidently embrace the next phase of their education.

Engaged Parents and Carers

Parents and carers show interest in their child's learning journey and collaborate well with school. They provide valuable insights into their child's development, ensuring a good home-school partnership.

Conclusion

The intent, implementation, and impact statement presented above reflects the good practice of Park Brow's EYFS provision. By focusing on whole child development, individualized learning experiences, play-based learning, partnership with parents and carers, and cultural sensitivity and inclusion, the school creates an environment where children progress, achieve, and develop the necessary foundations for their future learning journey.