Loatlands Primary School
EYFS Intent, Implementation, Impact

Introduction

The statutory framework for the Early Years Foundation Stage sets the standards for learning, development and care for children from birth to five years old.

At Loatlands Primary School, our core values of **Respect, Resilience and Curiosity** are embedded throughout our Early Years curriculum. These values are woven into our teaching and learning and closely link with our **Learning Dinosaurs** and the **Characteristics of Effective Learning**.

Our Early Years provision aims to create a nurturing environment where children feel safe, valued and inspired to learn. Through meaningful experiences and high-quality interactions, we support every child to grow socially, emotionally and academically, ensuring they develop the foundations for future success.

Intent

At Loatlands Primary School we want children to be **happy, confident and well-rounded individuals with a love of learning**.

We believe in providing all children with a **safe, stimulating and inclusive environment** that builds upon each individual child's interests, needs and experiences. We recognise and celebrate the diversity of our school community, ensuring that pupils are treated fairly regardless of race, religion, gender or ability.

Our curriculum is designed to recognise children's **prior learning**, both from previous educational settings and their experiences at home. We work closely in partnership with parents, carers and other early years providers to ensure that every child receives the best possible start to their education and can achieve their full potential from their individual starting points.

Learning in the Early Years is rooted in **play-based experiences**. We believe that learning should be fun, engaging and appropriately challenging. Our outdoor environment is highly valued as it provides children with opportunities to develop problem-solving skills, resilience and independence.

Adults provide **high-quality interactions** and act as positive role models for learning.

Our approach balances:

- **Adult-planned sequential learning** to ensure all children make progress
- **Skilled adult interactions** to maximise learning opportunities and capture teachable moments

- **Child-initiated learning** which allows children to practise and consolidate the skills they have been taught

Our daily timetable prioritises **child-initiated learning** while maintaining structured teaching of **phonics, mathematics and reading**. Planned activities also ensure that children experience a **broad and balanced curriculum** that covers all educational programmes within the EYFS framework.

By the end of Reception, our aim is for children to make **at least good progress from their starting points** and to be equipped with the skills, knowledge and confidence needed for a successful transition into Year 1.

Implementation

In Nursery adults use a 'Planning in the Moment' approach alongside the carefully planned adult-led curriculum, to support children in their play and help develop their next steps at each individual child's level.

In Reception, each half term, Early Years staff introduce a **new theme or topic** to inspire learning. These themes provide a focus for teaching while still allowing children the flexibility to explore their own interests and ideas.

Children learn through a balance of:

- **Child-initiated play**
- **Adult-directed learning**
- **Skilled adult interactions**

The daily timetable is carefully structured so that children take part in **focused teaching sessions**. These sessions are supported through small group work and one-to-one interactions during child-initiated play.

During these moments, adults:

- check for understanding
- identify and address misconceptions
- provide immediate feedback
- extend children's thinking

The timetable remains flexible so that practitioners can respond to the evolving needs and interests of the children.

Children are provided with **extended periods of exploration** where they can engage deeply in the carefully planned continuous provision. Both **indoor and outdoor environments** are used daily and equal importance is placed on learning in both spaces.

Adults and children reflect on their learning, celebrate strengths and identify areas for improvement throughout the week using our **Learning Dinosaurs**. These discussions help to develop **independent, reflective learners** and support deeper engagement with new learning.

Phonics

Reading is central to our curriculum and we aim to develop a **love of reading from the very beginning**.

At Loatlands Primary School we use phonological awareness activities in Nursery to develop the children's listening and attention skills and their ability to tune into rhyme, syllables and sounds in words.

In Reception, we follow **Read Write Inc**, a programme approved by the Department for Education for the teaching of phonics.

This approach is implemented consistently across the school and children develop:

- grapheme–phoneme correspondence (GPC)
- blending skills for reading
- segmenting skills for spelling

Children read regularly in school and are encouraged to read at home. They are provided with **fully decodable books** matched to their phonics knowledge to support their development as **confident, fluent readers**.

Literacy

In Early Years, we aim to expose children to a **wide range of high-quality books** that foster a love of reading while developing vocabulary and comprehension.

Stories are embedded throughout the learning environment and used within:

- adult-led teaching
- story sessions
- independent reading opportunities

Through repeated exposure to rich texts, children internalise new vocabulary and language structures, enabling them to retell stories and develop confidence in communication.

We follow the Talk 4 Writing approach in line with the rest of school and each term, children learn a new text.

Mathematics

Children develop mathematical understanding and vocabulary through:

- Rich learning environments
- Meaningful interactions with adults
- Practical exploration
- Our daily routines e.g. self-registration, calendar time, book vote etc.
- Daily singing of number rhymes

In addition to this, Reception have a daily adult-led maths session, following the **White Rose Maths** programme to introduce new concepts.

These experiences allow children to rehearse, apply and consolidate key mathematical concepts.

Wider Curriculum

The wider curriculum is delivered through a blend of **adult-planned learning experiences** and **child-initiated exploration**.

Adults introduce key skills and concepts while providing opportunities for children to practise and master these skills through play.

Early Years practitioners understand how the **Early Learning Goals (ELGs)** link to the National Curriculum. Equally, colleagues across the school recognise the progression from EYFS into Key Stage 1.

Children take part in **exciting and purposeful activities** that build on their natural curiosity.

For example, designing and building an aqueduct after reading the Three Billy Goats Gruff led to children behaving like scientists, engineers and problem-solvers.

Children are encouraged to use **subject-specific vocabulary**, which is modelled by adults through purposeful interactions.

Inclusion

Our inclusive approach ensures that **all children learn together wherever possible**.

Additional support and interventions are provided where needed, including:

- speech and language support
- social skills groups
- fine motor development sessions
- phonics and mathematics interventions

Some children have **Education, Health and Care Plans (EHCPs)**. For these children, bespoke learning plans are created, and adjustments are made to ensure their needs are met. In some cases, learning may take place in quieter spaces due to sensory needs.

Professional Development and Monitoring

Teaching and learning are regularly monitored by the Senior Leadership Team (SLT) and the EYFS Leader.

Monitoring ensures that:

- high-quality teaching is maintained
- staff develop strong subject knowledge
- best practice is shared across the team

Staff receive ongoing professional development specific to Early Years education to continually improve teaching practice.

Impact

Progress in the Early Years is measured in several ways.

Baseline

Before children start nursery or school, staff gather information from parents and carers and any previous settings through transition meetings and visits.

Families are invited to attend a range of sessions to support this information sharing.

Once children begin nursery and school, practitioners carry out a variety of play-based observations and activities to identify each child's starting points. This information informs planning and ensures that learning opportunities support progress.

Reception Baseline Assessment

In addition, in Reception children complete the statutory **Reception Baseline Assessment**.

This assessment focuses on Language, Communication and Literacy and Mathematics

WellComm

We use the WellComm Toolkit to identify children who may require support with speech and language development and targeted interventions are provided through play-based language activities.

Ongoing Observation

Practitioners carry out continuous formative assessment through observations during play and learning activities. This approach avoids unnecessary paperwork and allows staff to focus on high-quality interactions with children.

Evidence of learning may include practitioner observations, professional discussions, photographs, examples of children's work such as drawings or mark making

These observations inform our ongoing planning and identify next steps in learning.

Assessment and EYFS Profile

Phonics assessments take place every half term as part of the progression with Read Write Inc. Our aim is for children to "keep up rather than catch up", providing additional support promptly where needed. In addition, children move to the next group when a teacher deems them ready, they do not need to wait for the termly assessment.

In the final term of Reception, teachers complete the EYFS Profile, assessing whether children have achieved each of the 17 Early Learning Goals (ELGs).

Successful transition into Year 1 demonstrates the impact of our Early Years provision. Children leave the EYFS with the skills, knowledge and confidence needed to continue their learning journey as scientists, historians, artists, writers and mathematicians.