

ASAT: EYFS - Intent, Implementation and Impact

Active learning is witnessed in the setting and beyond, supporting focus and resilience. Impact

The vast majority of children are prepared for future learning through inclusive practice, including those from disadvantaged backgrounds who are vulnerable to under achievement.

Children are seen playing and exploring within the setting. They are encouraged by provision and adults to have a go.

RWI training and CPD alongside Through the challenge-based regular assessments and pedagogy (plan, do, review) flexible groupings is cochildren create are encouraged ordinated by the Trust Reading to be creative and to think Lead. critically.

Parents are encouraged to chat, play and read with their children by our setting.

Practitioners have strong relationships with parents and carers and these significant adults have a solid shared understanding of where children are on their learning journey.

Pupils' executive function supports their learning and is at an age-appropriate level when they are transitioning to year 1 because of targeted support.

Children us phonic knowledge to decode unknown words alongside other strategies such as whole word knowledge and contextual cues.

Children have to see their progress through various means including simple recording, these are workable in terms of workload and, with Tapestry, seen as partnership records, capturing snap shots of the learning journey of the unique child at home and school.

Children show curiosity about their

environment and make careful observations.

They can communicate those through

discussion, drawing and later writing.

Implementation

We realise that our oracy programme can only be developed with strong staff ratios and therefore aim to

prioritise this area.

Intent

ne EYFS curriculum is underpinned by our intent to ensure we meet the needs of all our youngest learners and prepare them for the next stage of their learning in Key Stage 1 by:

- Delivering the EYFS Statutory Curriculum as a minimum.
- Improving oracy through focusing upon the need to communicate, developing the ability to express themselves and question the world around them.
- Through offering a pedagogy based in proven EYFS practice with a strong focus on oracy, collaboration, and challenge (plan), do, review. We intend for learning behaviours to be
- Developing independent learners with a particular focus upon, respecting themselves and
- Nurturing an enjoyment of learning by working to know the motivators for all our pupils.
- Being exposed to and engaging with a rich, enabling, and well-resourced learning environment that promotes learning in all areas.
- Building positive relationships with staff and peers, nurturing and a feeling of belonging being a treasured part of a class and school community (children and their families).
- Finding out in a timely way what pupils can do and know in order that we can adapt our curriculum to support future development, appreciating that each child is unique.
- Through the use of a proven synthetic phonic scheme children begin their journey to become readers

Opportunities are built in for pupils to develop the ability to work with and alongside others and have shared goals.

Using NELI and Wellcomm to shape our approach to oracy for individuals and groups (proven assessment tools). Language is the foundation of children's thinking and learning. Conversation, questioning and the widening of vocabulary take a priority within our EY classrooms because of this.

Following the long-term plan children will be exposed to all seven areas of learning and these will be delivered through various means. These will include our Forest School, the use of classbased texts and planned themes.

Children develop a rich vocabulary knowledge during their learning iourney that supports oracy and future learning in all areas. Language development is planned for, and opportunities seized.

Children are supported in developing cultural capital by exposure to experiences and can communicate their knowledge about all areas of the curriculum. They are used to and prepared to talk about their learning in a variety of areas.

Children are proud of their achievements, knowledge, skills, and products. They can review their progress and feel a buzz from learning.

Children engage with their environment inside and out and it fulfils a role in supporting learning for all.

> Assessment and what practitioners know about what children know and can do feeds into provision and curriculum shaping. Therefore, all learners make strong progress from their starting points.

Self- selection of materials and equipment (continuous provision) from a range supported by a resource audit and termly review of resources in place by EYFS Lead.

Children can direct play based

on their own goals and

interests.

Children have the opportunity

to develop executive function

and self-regulation - Thrive

Practitioners support this.

Opportunity to learn within our

Forest School environment

supporting children in assessing

risk

Opportunities to evaluate and critique their work and look at way they may change it in the future, reviewing their progress towards their goal. supporting the development of capable, flexible, reflective and resilient learners.

Participation in Trust staff meeting monitoring and moderation of outcomes and progress - CPD related to the exemplification materials linked to the Foundation Stage profile, in particular nonspecialists.

ren have the opportunity to play and explore engage with teacher led activity provocation) promoting awe and wonder in learning and supporting thinking and questioning.

Children collaborate effectively and can demonstrate strong teamworking skills.

Children are supported in building their ability to self-regulate at an ageappropriate level.