



# Blakedown CE Primary School

JOY SERVE ACHIEVE

## EYFS – Intent, Implementation and Impact Statement

It is our aim that children in the Early Years Foundation Stage leave as confident, independent and reflective learners with a love for learning and a joy for life.

### Intent

The intentions of the Reception class curriculum at Blakedown CE Primary School are held between the directives of the EYFS early learning goals in one hand and developing the skills of lifelong learners, who never stop asking questions to find out new information in the other.

The children will learn to refine their innate inquisitive nature to ensure they are prepared for their next step in learning as they move into Year 1 and beyond.

The intentions enable adults to support varied development and experiences the children have already been exposed to before starting school.

The children will learn to:

- be effective communicators sharing their ideas, needs and thoughts accept their feelings and the feelings of others dealing with them appropriately
- never be scared to ask a question or share an idea
- know what they can use and where they can go to support their ideas and next steps
- know what they are good at and what they need to do to improve

Although these intentions are what we want for all early learners, we acknowledge that intentions are flexible and must be revisited to address the current cohort and what their learning needs are now.

We need children to be interested and curious, we need them to understand how to play and explore and to develop a real motivation to succeed.

### Implementation

The implementation of the curriculum is a balance between adult led activities and child led activities. This supports the consolidation of new skills and the acquisition of new skills and learning. As with the learning intent, the implementation of this approach is reviewed on a regular basis to support the evolving needs of individuals and groups.

Although there is a long-term plan for the year, this is totally flexible and can be altered to consider the interest and learning preferences of the cohort. Adults are skilled in planning activities and environments that build on what the children can already do, consolidate and make progress.

The link between intent and implementation is that for every activity the adults plans, they considering the intention. What they want the children to learn? What new skills they will develop and what prior knowledge they can build upon? Finally, how will they know if it has been successful?

Adults are spontaneous in delivering the curriculum, they adopt a flexible approach to teaching and learning.



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## Impact

Is the curriculum supporting children's learning? Precise and accurate assessment is crucial. This is achieved by adults consistently asking themselves-

Are children making good or better progress? Is this across all areas of learning? If there are gaps in children's learning, is this due to gaps in the curriculum? This information is monitored regularly and is integral to outcomes.

Early recognition and intervention of the questions above support the intent and implantation of the EYFS and overall outcomes for all children.

Therefore, it is important that we can consistently demonstrate that the curriculum we have planned for the children is supporting children's learning.

We must remember, children all learn in different ways. Always making sure we plan activities which take account of every child's individual needs.