



Intent, implementation, and impact Statement: EYFS at Burford CofE Primary School



At Burford, we are **'Rooted in love, growing in trust and blossoming with courage, prepared to flourish in God's world.'**

The importance of understanding that each of us is rooted in love is not under-estimated at Burford:

'Love always trusts, always hopes, always perseveres.'
Corinthians 13:7

Trusting in love gives us the courage to be ourselves. Courage is from the Latin 'coeur' which means 'To tell the story of who you are with your whole heart'. Our intention is for our pupils to leave Burford prepared for 'Life in all its fullness' and ready to tell their own stories.

Our Christian vision has driven us to create a bespoke curriculum for our pupils that pursues the acquisition of wisdom, knowledge and skills alongside educating for aspiration, dignity, and respect. It is also our intention to nurture a sense of community, so that all members of our school develop a deep sense of belonging, both locally and within the wider world. We believe that these attributes will support our pupils to live well together and flourish, as they move on to High School and beyond.

Our curriculum offer is therefore divided into three focus areas: **'Head, Heart and Hands'**:

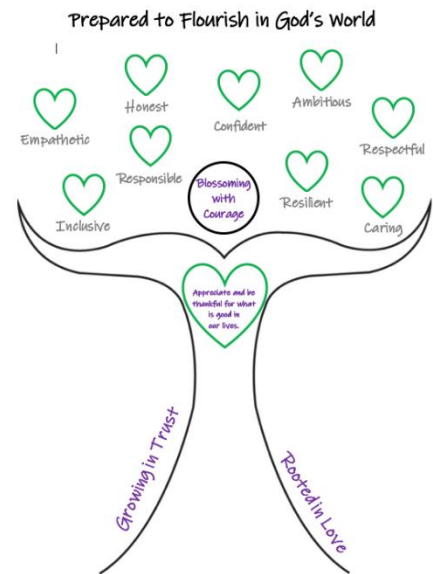
Head – Rigorous academic study. Enabling pupils to learn more and remember more, creating a change in long-term memory.

Heart – Living wholeheartedly. Choosing our own path, free from stereotyping; being curious, aspirational, confident and resilient.

Hands – Courageous advocacy. Developing a greater awareness of the challenge's others face in life and how we can make a difference in our school community, local community and further afield.

At Burford CofE Primary School, we believe that a carefully sequenced curriculum can empower our pupils and reduce social inequality, whilst providing the knowledge they need for the next stage of their education. We view our curriculum as a progression model: the mapped-out journey of concept building leading to a change in long term memory and an increase in knowledge. Through interleaving concepts throughout the curriculum, the children will develop a deep and rich understanding, meaning that the knowledge that is acquired is more likely to be remembered.

Our curriculum sets out WHAT will be learned and WHEN it will be learned.





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C U R R I C U L U M I N T E N T

Our curriculum sets out: the significant and key knowledge that pupils should know and remember as well as the skills that the children will develop and build on; the key concepts that children will return to in different contexts and year groups; the prior learning that the children can build on; the vocabulary that will be introduced as well as the sequencing and progression of the units to be taught.

What is the Early Years Foundation Stage?

The Early Years Foundation Stage applies to all children from birth to five years old. The Early Learning Goals set out what is expected of most children by the end of the Foundation Stage.

In our school, we cater for children in the Early Years Foundation Stage to the end of their Reception Year and Year One children who are still working within the Early Years Foundation Stage, to provide appropriate transition through to the National Curriculum. Children join us at the beginning of the school year in which the children are five (although compulsory schooling does not begin until the start of the term after a child's fifth birthday).

What are the principles of EYFS aimed at?

- Allowing your child to develop as a unique child
- Allowing your child to develop positive relationships
- Allowing your child to learn with enabling environments
- Allowing your child to experience opportunities that will enable them to learn and develop

Within Burford CofE Primary School we use the principles of the Early Years Foundation Stage from the guidance to help us plan and offer opportunities to provide the best possible start to a school life for a child in our care.

They are delivered through the seven areas of learning. Three are considered 'prime' areas – they are Physical Development, Communication and Language and Personal, Social and Emotional Development.

The four specific areas through which the prime areas are developed are Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

Each of these areas of learning hold equal importance and are all interconnected. They are delivered through a careful balance of adult directed and child initiated activities.

Rooted in
LOVE

Growing in
TRUST

Blossoming with
COURAGE

Prepared to flourish in
GOD'S WORLD



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Our philosophy:

Early childhood is the foundation with which children build the rest of their lives. We value at Burford CofE Primary School, the important role Early Years Foundation Stage (EYFS) plays in securing and laying the foundations for future learning and development. It is important though to view EYFS as preparation for life and not just preparation for the next stage of their education. We feel young children learn best through a first hand experience and so we plan active learning through an appropriate play based curriculum.

These are our aims:

- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for future learning and development in key stage 1 and beyond.
- Plan and offer opportunities for children to be confident in their surroundings and with their peers
- Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child, including children with additional needs.
- Develop a partnership with parents and carers based on shared interest to support and develop the child.
- Use and value what each child can do, assessing their individual needs and helping each child to progress
- Ensure all children irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability have the opportunity to experience a challenging and enjoyable programme of learning and development.
- Encourage enjoyment, creating, critical thinking and persistence through all the spheres of learning
- Make high but realistic expectations of each child based on our knowledge of them, offering a structure that has arrange of starting points based on what they can already do.
- Provide opportunities for children to learn through planned purposeful play in all areas of learning and development.

By the end of EYFS pupils will:

Children reach the Early Learning Goals at the end of Reception and be at least in line with National Expectations.





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What does EYFS look like in our school?

We know play is a vital part of learning. Through planned play, our children develop their learning experiences, which help them to make sense of the world. We value a secure and stimulating environment both inside and outside the classroom to support the children's learning allowing them to practise and build up ideas and learn how to control themselves, take responsibility for their actions and understand the need for rules.

We give them opportunities to think creatively alongside other children as well as on their own. We support our children to investigate and solve problems.

We encourage our children to express themselves freely and share any fears they may have confidently and allow them to make mistakes within a safe environment.

We provide a balance between adult-led and child initiated experiences, supporting the children through play and exploration, short carpet sessions and guided work. Our EYFS staff are skilled at observing children's play and knowing how to move them forward with their learning, helping them to develop their skills.

How do we help children who need additional support?

- Differentiation is planned from the start of lesson
- Small group work to further challenge and develop skills
- Work might be scaffolded so that all children are able to meet the learning objective in activities suitable to their own individual needs.
- Offering a range of equipment and resources so that all children can make progress during a lesson
- We use teacher and self-assessment to quickly identify any child who requires additional support developing specific skills and techniques. These pupils will then receive additional support or resources to use in order for them to successfully work towards the ELGs.

How do we challenge the higher attainers/rapid graspers?

- Differentiation is planned from the start of lesson
- Small group work to further challenge and develop skills
- Questioning to extend skills and develop thinking
- Specific skills are taught that allow the children to demonstrate working above age expectation





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How do we ensure all children can access the EYFS?

- Children who have SEN or EAL needs are introduced to specific subject relevant language prior to the lesson.
- Seating children alongside good role models to support one another or working in groups to enable children to discuss their design choices.
- By providing equipment and resources relevant to each individual child
- Using a range of different learning opportunities that are carefully planned to support children's development in all areas of learning including practically and use of technology
- Children learning through playing and exploring, being active, and through creating and thinking critically in the indoors and outside areas.
- Children accessing wide range of play-based activities independently.
- Adult-led activities ensure that children access all areas of the curriculum





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What will you see in EYFS?

- Children learning through playing and exploring, being active, and through creating and thinking critically in the indoors and outside areas.
- Happy and engaged learners
- Children accessing wide range of play-based activities independently.
- Adult-led activities ensure that children access all areas of the curriculum
- Paired/group work
- A range of different learning opportunities that are carefully planned to support children's development in all areas of learning including practically and use of technology
- Engagement and perseverance
- Self-motivated children
- Children talking about, sharing and reflecting on their learning

How do we know how well our pupils are doing in EYFS?

- Adults will observe during this play to provide information for assessments. At times, adults will intervene in order to enhance the learning opportunities.
- We document your child's progress through adding photographs and observations to your child's online 'Learning Journey' and in their books within school.
- Pupil progress meetings
- Teacher assessment/ targets.
- Targeted use of TAs- TAs noting and recording observations of individual children

How do we know that our children are flourishing in EYFS?

- Happy, independent curious children
- Feedback by adults in EYFS.
- Monitoring of progress.
- Photographic evidence included in children's Learning Journeys and Tapestry
- Displays of work in classes.
- Monitoring both internal and external





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- Targeting both Teacher and Learning Assistant support during lessons to ensure progress of all children.
- Moderation with other schools to ensure continuity of assessments throughout the school year and in particular for final assessments.
- Good or better progress from their individual starting points.





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C U L T U R A L C A P I T A L

What is Cultural Capital?

Cultural Capital in EYFS is all about helping children experience the awe and wonder of the world in which they live, through the seven areas of learning.

How do we do this in EYFS?

There are many ways we create awe and wonder in EYFS some of them are:-

- Reading books on topics we are looking at or areas of interest for the individual children and sharing them with others.
- The role-play activity based on new experiences linking to topics
- Exploring new materials in a science investigation
- Looking at seasonal changes or the weather using our local area
- Exploring new musical instruments, music and songs and taking part in productions performing to parents and our peers
- Being active outdoors, playing new games and using different types of equipment,
- Introducing new words or sounds and phrases through stories, songs and rhymes
- Celebrating festivals and cultural events throughout the year
- Organising a visit to shops, park, farm or museums as part of our EYFS curriculum
- Arranging visits to the setting from a local organisation
- Sharing news and activities that they do with family and friends

Other useful information: Suggested Reads

Please see our suggested reads for reception on the school website.

