

## Intent, Implementation and Impact of EYFS at Hatch Ride

### INTENT

- To promote the safeguarding and welfare of all children in Reception, encouraging children to be confident individuals who can lead healthy and safe lives.
- To develop oracy, communication and language.
- To set children off on the Hatch Ride School pathway excited to learn, explore and make new friends and develop a positive attitude to learning.
- To recognise and encourage the individual talents and interests of each child.
- To incorporate our Hatch Ride values into everyday life.
- To widen the children's experiences, providing opportunities to try new things and encouraging them to relish a new challenge.
- To have high expectations, encouraging the children to develop perseverance and self-belief so that they can achieve more than they ever dreamed.
- To help children achieve their potential and support those who need additional help, in order to maximise their chances of achieving the Early Learning Goals.
- To provide children with opportunities to develop their sense of wellbeing and the ability to regulate their feelings so that they feel confident in our community.
- To inspire creativity and curiosity, giving them time to practise what they have learned through play

### IMPLEMENTATION

#### Classroom Ethos

- All adults in Reception know the children inside out and have high expectations of each child.
- Every child is viewed as an individual, recognising their particular needs and interests.
- We love a challenge and the excitement of taking a risk.
- We recognise the importance of making mistakes, learning to deal with the disappointment of things not going our way and how to learn from mistakes to help us in the future.
- Both adults and children have a joy of teaching and a joy of learning – our classroom has a purposeful, happy buzz.
- We develop a culture of resilience and persistence, recognising the power of 'yet'.
- Our amazing outdoor environment is central to our wellbeing.
- We are supportive to each other, celebrating each other's successes, encouraging each other's endeavours and supporting each other when things go wrong.
- We recognise the importance of classroom rules and why they are necessary.
- We talk to each other about problems and work together to sort them out.
- We take on responsibilities, both in the classroom and in the wider school community.
- We show respect – to each other, to the classroom, to the outdoor environment and to the toys and resources.
- We apply our Hatch Ride values to our daily school life.

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### Learning Environment

- A wide variety of clearly labelled, open-ended resources are freely accessible to the children, enhanced with activities that are thoughtfully linked to their individual needs and interests
- Resources are available to support learning as a whole class, in small groups or as an individual.
- With support, children are responsible for keeping the learning environment tidy and clearing away after themselves – “Choose it, use it, put it away.”
- Resources are stored in clearly defined areas but children are encouraged to transport the resources to different areas, to develop their learning.
- Children can free-flow to different areas of the learning environment, including outside.
- Appropriate wet weather clothing (wellies and waterproofs) are available for children to access independently.
- The wider school outdoor environment – Trim Trail, field, woods, playground, outdoor classroom – is used on a regular basis through our Welly Wednesday sessions and also whenever is appropriate according to the curriculum.
- Display boards are used for a variety of purposes – to display and celebrate work the children have created, as working walls – developing as we learn new sounds or concepts – to encourage conversation among the children, as interactive displays, such as Magic Maths. There are also low-level areas where children are encouraged to display work of which they are proud.
- The environment is flexible throughout the year and year-on-year, according to the needs of the cohort – areas can be moved around and resources redeployed and developed.

### Curriculum

- The curriculum is clearly linked to the EYFS statutory framework (2021) and to our Hatch Ride EYFS Curriculum Goals.
- Development Matters non-statutory guidance is used to develop the curriculum.
- It is an inclusive curriculum designed for all children, with a balance of adult-led and child-initiated activities.
- The curriculum is developed through six half-termly topics – however, these are flexible according to the interests of the cohort.
- The long-term plan shows both specific and ongoing provision for each Area of Learning across each half term. Progressive experiences and teaching sequences are planned in order to develop skills and to help children achieve the ELGs.
- We have wonderful grounds and we spend a lot of time learning **in** the outdoors and **about** the outdoors.
- As the development of children’s spoken language underpins all seven Areas of Learning, both specific provision and ongoing provision in all areas incorporate communication and language, ensuring understanding, widening vocabulary and practising speaking, listening, problem solving and asking and answering questions.
- Our systematic teaching of phonics ensures that children learn to read and write at a pace that is appropriate to them.
- Children take home word games, comics and reading books linked to their phonic knowledge.
- We encourage children to develop independent writing skills, using a variety of tools and strategies, that they apply across the curriculum.
- Our curriculum aims to promote a healthy mind and healthy body, including resilience, mindfulness, exercise, healthy eating, germ control and oral health.

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- To develop the children's cultural capital, we include a range of enriching experiences, such as cooking porridge over a campfire in the woods, helping to look after the school chickens, walking to the library or hunting for the Evil Pea who has caused trouble in the school!
- We put stories, books and poems at the heart of all areas of our curriculum, including learning poems by heart using the Poetry Basket.
- We use Drawing Club to develop rich vocabulary, to develop a sense of story features, such as character and setting and to promote a sense of wonderment about story. It promotes fine motor skills, oracy, maths and mark making skills and is developed according to the needs of the individual child.
- Mathematical opportunities are incorporated into all areas of classroom life and mathematical language is developed through conversations and play, as well as focused activities.
- Open-ended resources offer children the opportunity to develop their creativity through art, DT, music and dance.

### Monitoring

- A picture is built up of the child on entry to the school, using information from meeting the parents, information from previous settings, talking to the child, observing them in a wide variety of situations, looking at the Development Matters age 3-4 checkpoint and from the government statutory Reception Baseline Assessment.
- It is so important that all adults working in Reception know the children inside out and the best way to support them.
- We assess the children as 'On track' or 'Not on track' on entry, according to the seven Areas of Learning as laid out in Development Matters. Our 'Not on track' children are then supported in the appropriate areas during whole class and small group inputs and also, as appropriate, through their play. This is discussed regularly amongst the team, thinking about the next steps and how we can help the children to move on.
- We have a 'Notice and Focus' system, linked to the seven Areas of Learning. During our daily classroom practice, any child that is noticed to be struggling with a particular element is added to the 'Notice and Focus' sheet that all adults can access. This means that, as well as planning targeted support, incidental support can be put in place during play, following the children's interests.
- We assess again at the end of Autumn 2 and the end of Spring 2, looking at the 'Reception' section of Development Matters. Children's development is not always linear and regular and they often make huge leaps in the summer term so all this is taken into consideration. Our knowledge of the children really helps to inform our judgements.
- At the end of Summer 2, the children are assessed against the 17 Early Learning Goals. If they achieve 'Expected' in the three Prime areas (Communication and Language, Physical Development and Personal, Social and Emotional Development) as well as Literacy and Maths, they will be deemed to have achieved a Good Level of Development. (GLD).
- Tapestry is used to share photographs and information with parents on what we have been doing as a class, as well as individual 'wow' moments.
- Retention of phonics sounds is tracked regularly using Phonics Tracker. Follow up work is targeted to fill the gaps.
- Reading books are allocated alongside Phonics Tracker, ensuring that children are reading books according to their phonics knowledge.

### Home-School

- As this is the start of the child's school career, it is so important that the school and Reception team develop positive, supportive relationships with the parents, giving them confidence to come to us if there is a problem and developing a mutual trust. We are a team – school and parents – all working to

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achieve the best for the children. To support this, we host information evenings focused on school readiness and settling in, as well as an Early Reading and Phonics meeting in the autumn term.

- We encourage parents and carers to be actively involved in their child's education – to upload special news, show and tell or other 'wow' moments to Tapestry, to talk with their child about photos the school has uploaded to Tapestry or to chat about the newsletter.
- Home learning is developed according to the needs of the cohort – at the beginning there are phonics sounds and tricky words sent home as they are learned with ideas of ways they could be used at home. Reading books and other reading activities are sent home when the children are beginning to blend. An optional weekly challenge is set in the class newsletter, linked to other areas of the curriculum.

### Transition to Key Stage One

- Our carefully planned curriculum lays a strong foundation for the next stage of learning by developing the essential skills, knowledge, and attitudes that feed into the Key Stage 1 curriculum.
- We highlight and celebrate the children's EYFS successes, helping them reflect positively on their progress and look forward to the next stage with confidence.
- During the summer term, Reception children spend time in the Year 1 classroom, meeting their new teacher and experiencing short sessions to build familiarity and reduce anxiety.
- Children who may find transition challenging receive additional emotional support, such as small group sessions focused on emotional literacy, confidence-building, and additional visits to their new class.
- Teachers meet to discuss each child's learning journey, strengths, areas for development, and any additional needs to ensure continuity in both academic and pastoral support.
- There is a gradual shift in learning style as the start of Year 1 maintains elements of the EYFS approach, with an emphasis on play, exploration, and child-led learning, gradually introducing more formal structures as children become ready.
- Parents are informed about what to expect in Year 1 through newsletters and informal conversations, helping them feel reassured and equipped to support their child at home.

### IMPACT

- The children have a strong sense of well-being which impacts their learning and academic achievement.
- We want every child to achieve their potential, with the majority achieving GLD.
- They have developed strong communication skills which they use in all aspects of school life.
- Our children explore and develop learning experiences, which help them make sense of the world.
- They have a passion for the outdoors.
- The children choose to adopt healthy lifestyle choices.
- Strong relationships are developed between school and parents which continue as they move into Year 1.
- The children have the necessary skills to be successful learners and are excited by their learning.
- We send well-rounded, happy children into Year 1. They are often amazing role models for others in the school!

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