



Ribblesdale Federation of Schools
 “Do everything in love”



Ribblesdale Federation of Schools

Intent, Implementation, and Impact in EYFS 2022/2023

Intent	Implementation	Impact
<p>At the Ribblesdale Federation of Schools, we provide a high-quality EYFS education giving children a secure and confident start to their school life. We are committed to nurturing a lifelong love of learning alongside the aims of the EYFS statutory framework. We strive for high standards, consider the development of the whole child and seek to foster resilience and independence.</p> <p>We aim to provide the essential knowledge that children need to prepare them for their future success and to give children the best possible start to their early education.</p> <p>We provide inviting classroom environments, both indoors and out, to stimulate learners and engage them in developing the three ‘Characteristics of Effective Learning’ as set out within the EYFS. Children come to our schools from a range of local pre-school settings and nurseries including Mill House Early Years, Freda’s Playgroup and Chipmonks. Our EYFS curriculum encompasses our school values...</p> <p style="text-align: center;">Love, Kindness, Friendship and Respect</p> <p>We carefully plan our EYFS curriculum to meet the following aims:</p> <ul style="list-style-type: none"> • Foster a love of learning which inspires curiosity. • Provide experiences of awe and wonder. • Ensure all children have access to high quality learning opportunities. • Provide parents/carers with the opportunity to develop their child’s learning at home. 	<p>Our curriculum follows the Early Years Statutory Framework for the Early Years Foundation Stage, 2021 this document specifies the requirements for learning and development in the EYFS and provides the prime and specific areas of learning we must cover in our curriculum. Through our knowledge of each child and formative assessments the EYFS team plan exciting and engaging activities that will move the children’s learning forward. The curriculum is also flexible to follow individual children’s interests and making the most of those focused moments where the teaching and learning can be maximised in a one to one way with teacher and child. Each year creates its own unique blend of whole class, guided, adult directed play and child-initiated play activities dependant on the nature and needs of the class of individuals. Children in EYFS learn by playing and exploring, being active and thinking critically and creatively and this takes place both indoors and in our outdoor area. Our outdoor area is open all year round and in all but the most challenging weather conditions. Children make their own decisions about where they learn best and teachers ensure that there are opportunities for all areas of learning both inside and outside.</p> <p>The school follows the Little Wandle phonic programme, using a wide range of physical and online resources to support this. Every child has access to a phonics session every day with intervention opportunities for those who find this area of learning more difficult. We use the phonics session to also develop children’s expertise in handwriting.</p> <p>We love to provide children with opportunities that lots of them have not experienced before or that enhance their learning in school. In Reception, children start their ‘50 Things to do before you leave Primary School’ adventure which gives them a collection of unique experiences to complete during their time with us. Children will experience a range of visits and visitors throughout the year. We ensure that all of our visits are learning related and will provide the spark for further immersion in a theme or project. By the end of the year we provide opportunities for children to increase their independence in recording their work as appropriate to ensure</p>	<p>The impact of the EYFS curriculum is reflected in having happy and confident children transitioning into Year 1. We measure progress and children’s learning across the year through formative and summative assessment which are based on the teacher’s knowledge of the child, their learning journey, Maths Journals and contributions to our ‘Big Books’. The judgements of our school are moderated by the EYFS /Key stage 1 team and with other schools in the county. This means judgements are secure and consistent with government guidelines. The Early Years provision features in all areas of the School Development Plan and has a rigorous plan for development each year. This is monitored and evaluated by the EYFS Lead, the Head teacher and designated governor for EYFS.</p> <p>Our EYFS curriculum ensures:</p> <ul style="list-style-type: none"> • High levels of engagement and motivation demonstrated from children which supports them to become lifelong learners. • Confident and capable readers who demonstrate a love of reading. • Evidence of strong links with parents. • Children demonstrate the characteristics of effective learning and are well prepared for the next stage in their learning.

<ul style="list-style-type: none"> • Develop knowledge and understanding of the community and wider world. 	<p>they are well prepared for the move to Year 1. We also ensure that the pedagogy in Year 1 reflects the independent learning skills children have gained in Reception working together as teams to develop expertise and confidence. The EYFS team work tirelessly to ensure that children are surrounded by a kind, caring and happy environment which helps them develop the same skills in their journey through school. It is a positive place to be where resilience, perseverance and successes are celebrated and every child feels valued and respected.</p> <p>As a Federation, we ensure:-</p> <ul style="list-style-type: none"> • Quality first teaching across all areas of the curriculum. • Stimulating learning environments indoors and outdoors. • Well planned and organised continuous provision which allows the children to learn through play. • A carefully planned balance of adult-led and child-initiated learning opportunities. • We promote a love of learning through real life experiences and opportunities to build on prior learning. • Close links with local early years settings which support a smooth and settled transition into school. • Strong parental partnerships which empower parents to support their child's learning at home. • Systematic approaches to teaching reading to ensure all children learn to read. High quality phonics teaching is started as soon as children begin reception. • Opportunities for children and families to develop a love of reading. • Planned opportunities for outdoor learning through 'Forest Schools' and in the outdoor classroom. 	<ul style="list-style-type: none"> • Children feel happy and safe and enjoy coming to school. • All children access a balanced and challenging curriculum regardless of their background, needs or abilities. • Children make strong progress from their starting points and are offered a broad curriculum which meets each child's unique needs. • Children are supported by adults that are well trained and passionate about providing the best education for every child
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