



## LaceyField, Louth

### EYFS Intent, Implement, Impact

#### **Intent**

At LaceyField, Louth we recognise that ‘Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances.’ - Statutory Framework for the Early Years Foundation Stage (2021)

Our curriculum is built so that every child has the opportunity to develop and grow, both academically and personally through exploration, creativity and discovery. We encourage our children to have high aspirations and to be creative, unique and innovative when striving to achieve their goals. We have worked hard to develop an aspirational and exciting curriculum, rich in a wide range of exciting real life experiences which value all cultures, communities and people, enabling all children to thrive. Through the use of cross-curricular links, we will allow children to become fully absorbed in their topic and make relevant and meaningful links.

We firmly believe that genuine warm and positive relationships between staff and children, consistent routines, clear expectations and strong relationships with parents underpin an effective start to school life.

We endeavour to create a stimulating and immersive learning environment centred around the development of crucial social, emotional and communication skills, whilst also offering opportunities for challenge, exploration and a true love of learning.

We understand that play and exploration is an integral part of early learning and is at the heart of our Early Years Curriculum. A carefully planned mix of uninterrupted child initiated, adult directed and mutually directed play ensures the best outcomes for pupils.

We want our children to develop the knowledge, resilience and ambition to become the best version of themselves through our Curriculum. LaceyField is passionate about the crucial role that early year’s education has to play in laying strong foundations for the future learning and development of all children.

#### **Implement**

At LaceyField we meet the welfare requirements set out in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children.

Our timetable is carefully structured so that children have rigorous, daily directed teaching in Literacy, Maths and Phonics. These sessions are either followed by group work where children work with a member of staff to develop their individual targets or a staff member will take an objective into their play. During this time, the teacher can systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning.

Children are provided with plenty of time to engage in ‘exploration’ through a variety of experiences which are carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas. This provides time for quality interactions between adults and amongst peers in self-selected activities, adults are then able to use targeted next steps to pinpoint learning opportunities in play. Staff ensure that interactions are positive and progressive, allowing children to flourish and become confident communicators.



The curriculum is taught through topics which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality key texts and daily direct teaching which focuses on a progression of key skills. Children are encouraged to develop early phonological awareness and then go on to become early readers and writers through the enjoyment of reading and the discrete teaching of phonics via Read, Write, inc. Children develop their mathematical thinking through direct teaching and exploration. We follow White Rose Maths to ensure that children learn via a mastery approach that will enable them to become confident mathematicians, who can apply what they have learnt to real life experiences.

Our learning environment is created with an immersive approach in mind. It is adaptable in order to reflect children’s interests and levels of progression. The children are supported to work together, manage their feelings, communicate effectively and ask questions through skilled adult and mutually directed play. In early years our environment and all our interactions and routines are intentional and purposeful to support children with their next steps.

### Impact

Our curriculum and its delivery ensure that children make good progress from their starting points at the beginning of the Reception year. Children in our early years, on average, arrive with much lower starting points than national. During their time with us children make good progress towards the national expectation for a good level of development at the end of Reception. Pupils also make good progress toward their age-related expectations both academically and socially, developing a sense of themselves before transitioning into Year One.