



## SHUSTOKE C.E. PRIMARY SCHOOL



### INTENT, IMPLEMENTATION AND IMPACT STATEMENT EYFS

#### INTENT:

At Shustoke CofE Primary School, we begin with the child. Our intent is to provide every Reception learner with a high-quality, language-rich early education that lays the foundations for future learning. We recognise each child as a unique individual and aim to nurture their curiosity, strengthen their love of learning and prepare them confidently for the wider world and their transition into Key Stage 1 and beyond.

We strive to offer a warm, nurturing and stimulating start to school life, where communication and language sit at the heart of all learning. Our environment is designed to help children feel confident, secure and motivated to explore, play and discover. We build strong, positive relationships with families, working in partnership to support each child's development and ensure consistency between home and school. Through rich experiences, meaningful interactions and opportunities for independence, children develop the confidence to express themselves and engage fully in their learning.

Our carefully sequenced curriculum builds firm foundations in early language, social development, early reading and writing, mathematics, and all wider areas of learning. Knowledge and skills are introduced, revisited and deepened over time, allowing children to make good progress.

Our curriculum is ambitious, inclusive and responsive to the needs, interests and starting points of our pupils. We aim for every child to develop independence, self-belief and the self-regulation needed to thrive as they move into Year 1.

To support this, we embed the Characteristics of Effective Teaching and Learning throughout our practice:

- *Play and exploration*
- *Active learning*
- *Creative and critical thinking*

These habits of learning help our children grow not only academically, but also spiritually, morally and socially, so they can go on to be curious life-long learners and happy, compassionate citizens.

## IMPLEMENTATION

### Pedagogy:

Our teaching is rooted in high-quality, meaningful interactions. Practitioners:

- Share attention by getting down to the child's level and joining their focus before gently extending learning.
- Respond sensitively to verbal and non-verbal cues, using rich commentary, modelling language, and creating space for children to express their ideas.
- Expand children's language by repeating and extending what they say into fuller, more complex sentences.
- Sustain conversations by giving children thinking time and encouraging genuine back-and-forth dialogue.

This interaction-focused approach strengthens children's communication, confidence and ability to think and reason out loud.

### Curriculum:

- Communication & Language is woven through every aspect of the day. Children experience daily stories, rhymes, songs, purposeful role play and high-quality talk. Vocabulary is introduced, revisited and used across all areas of learning.
- Literacy is taught through a systematic approach to phonics, daily reading practice with decodable books and exposure to rich, carefully chosen core texts to support comprehension, early writing and a love of stories. Drawing club is used to develop early storytelling. Handwriting is taught alongside wider motor skills, with age-appropriate expectations.
- Mathematics is sequenced in small steps, with plenty of hands-on experiences in number, subitising, pattern, shape and measure using a research backed curriculum and quality resources. Concepts are revisited through continuous provision to build depth and confidence.
- Personal, Social and Emotional Development is supported through consistent routines, modelling of emotional language, collaborative play and opportunities for children to make choices, problem-solve and build relationships.
- The wider curriculum (Understanding the World, Expressive Arts & Design and Physical Development) is enriched through purposeful topic-based experiences, exploration and well-chosen vocabulary that help children connect knowledge across different areas.

## Learning environment & continuous provision

Our indoor and outdoor learning environments are designed to promote communication, curiosity and independence. Spaces include:

- Areas that encourage sustained talk, collaboration and imaginative play.
- Clear, predictable routines and well-organised resources that help children focus and feel secure.
- Enhancements that reflect children's interests and seasonal or community events.
- A strong commitment to inclusion: accessible materials, visual supports, and tailored communication strategies ensure that all children can participate confidently, including those with SEND or differing starting points.

## Assessment

- Assessment is ongoing and woven naturally into daily practice through observation, conversation and careful listening.
- Practitioners respond promptly to what children show they can do, using this to shape next steps in teaching and provision.
- Statutory assessments (such as the Reception Baseline and the EYFS Profile) are carried out alongside other assessment and baselining opportunities, for example, Welcomm communication assessments, phonics assessments and motor skills assessments.
- Assessment is purposeful; the focus remains firmly on understanding each child and supporting their progress.

## Professional development and leadership

- Staff receive regular coaching, guidance and opportunities to reflect on their practice.
- Observations, team discussions and moderation of judgements help ensure consistency and continual improvement.
- Leaders cultivate a culture of collaboration, clarity and high expectations, ensuring every adult contributes positively to children's learning experiences.

## Partnership with parents and carers

- We offer guidance on supporting learning at home, such as reading together and supporting children with their mathematical thinking.
- Workshops, open sessions and ongoing dialogue ensure that home and school work in partnership to support each child's development.

## IMPACT:

By the end of Reception, children leave the early years as confident, capable and enthusiastic learners with a secure foundation for future success. They make strong progress from their individual starting points because teaching, the learning environment and the curriculum work together to support their development in communication, language, personal growth, early literacy, early mathematics and the wider areas of learning.

Children demonstrate a growing command of language, expressing their thoughts clearly, engaging in conversations, and using new vocabulary with increasing confidence. They develop positive attitudes to learning by showing curiosity, independence, resilience and the ability to sustain attention and persevere through challenge.

They build strong personal and social skills: forming positive relationships, managing their feelings and behaviour, working co-operatively with others, and beginning to solve social problems independently. Their physical development supports both fine-motor and gross-motor readiness for the demands of the Key Stage 1 curriculum.

In literacy and mathematics, children apply what they have learned through structured teaching and meaningful experiences in play. They read and write simple sentences, understand key story elements, recognise numbers, compare quantities and explore patterns and shapes with increasing accuracy.

Our approach ensures that children develop the knowledge, skills and learning behaviours needed for a smooth transition into Year 1. They leave Reception with a secure sense of self, confidence in their abilities, and a strong motivation to continue learning, ready for the next stage of their education and for flourishing within the wider school community.