



**WESTFIELD PRIMARY SCHOOL**

**2020-21**

**EYFS Subject Report**

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| <b>Subject</b>   | <b>Maths</b>     | <b>Date</b> | <b>September 2021</b> |
| <b>Report prepared by</b>  | Francesca McPhee |             |                       |
| <b>Overview of the year: Sept 2020 - Sept 2021</b>   |                  |             |                       |
| <p>This year has again been impacted by COVID 19, with the school going into another Lockdown after Christmas, and various bubble closures. Although we were able to open up for about 50% of the school, and the rest of the school received on-line learning, there was an impact on the children, including their social skills and attainment. This will also probably impact on the new Reception children starting with us in September 2021.</p> <p>To combat this, we quickly identified those children needing extra support and provided this through NELI and bespoke interventions and quality first teaching. Going forward, for the next intake, whose nursery experience and education will have been impacted by Covid, we will continue to review and adapt our planning to ensure our curriculum is meeting the needs of our cohort of children, based on our ongoing assessments and observations.</p> <p>In September 2020, RWI for the teaching of phonics and reading was introduced, to replace our previous synthetic phonics programme, ensuring phonics teaching was based on one specific programme throughout the school. Fully decodable books were purchased to support RWI, the children read books based on the phonics they knew and had been taught, ensuring rapid progress and a sense of achievement and confidence. Children also had daily access to high quality texts in class.</p> <p>In July 2020 we said goodbye to Lucie Perry as Butterflies class teacher and welcomed Hayley Wallis, to work alongside Catherine Thomas in the EYFS. I have ensured Hayley has been supported through training/CPD (new to the EYFS training) and also in-house. Cath has used her wealth of experience to offer support day to day.</p> <p>During the year, but especially in the summer, there was increased information from the government regarding the national changes: new EYFS Framework, options of non-statutory curriculum guidance and the introduction of the statutory baseline assessment at the start of Year R (following a couple of years of trials)</p> <p>I have reviewed and rewritten the EYFS Policy and parent leaflet to ensure it is up to date with the national changes in Early Years.</p> <p>I have ensured staff and governors are informed regarding national updates and changes, and these changes are reflected within our SDP and EYFS action plan.</p> <p>Myself and the EYFS teachers have been fully involved in the EEEA EYFS working party on ensuring we have a common approach to the new EYFS Framework. As a Trust we have adopted the non-statutory curriculum guidance, Birth to 5 Matters.</p> |                  |             |                       |
| <b>Curriculum: Intent, implementation, Impact</b>  |                  |             |                       |
| <p><b><u>Intent</u></b></p> <ol style="list-style-type: none"> <li>1. We aim to help our youngest children achieve a love of learning and a love of life and be the best they can be, this begins with the Early Years Foundation Stage curriculum, and continues through their school journey. It is every child's right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic well-being.</li> <li>2. Our curriculum is designed to be ambitious for all our children, ensuring our children gain the knowledge, self-belief and cultural capital they need to succeed in life. The welfare of the children is central to our provision of care, learning and play.</li> <li>3. Our curriculum prepares our children to become confident and fluent readers by ensuring the children acquire a broad vocabulary, communicate effectively and develop a secure knowledge of phonics, which will provide them with the foundations for their future learning.</li> </ol>  |                  |             |                       |

4. Our approach to teaching early reading and synthetic phonics is systematic and provides our children with the tools and knowledge to read words and simple sentences accurately by the end of Reception.
5. Our curriculum is carefully mapped out, planned and sequenced so that it builds on what the children can already do and what they know, while also taking into account the children's interests and the learning opportunities that come up 'in the moment', supporting them to acquire knowledge and skills for their future learning. We are committed to meeting the individual needs of all children, this includes those with additional needs, disadvantaged, more able and those for whom English is not their first language.

### **Implementation**

Our staff are highly skilled in teaching systematic, synthetic phonics (our Phonics Lead is based in Reception) and ensure that the children practise their reading from fully decodable books, which match their phonics knowledge. The staff promote a love of reading and books in a variety of ways, but including, reading to children in a way that engages and excites them, introducing new vocabulary, ideas and concepts.

Our staff are knowledgeable about all the areas of learning and manage the curriculum and pedagogy to ensure the learning needs of our children are met; teaching is designed to help children remember what they have been taught long term ('sticky' knowledge) and to integrate new knowledge into larger concepts.

The learning environments are designed and created to support our intent of an ambitious, well-planned and sequenced curriculum. Our resources are chosen and managed so that they meet the children's needs and promote learning.

All children are respected and valued and we provide experiences to support their physical, social, emotional and intellectual development in a warm, caring and secure environment.

Through carefully-planned activities, play opportunities and interactions, staff promote children's self-esteem and support them in developing skills, knowledge and understanding as they explore their world. Children are encouraged and supported in making choices and decisions as active learners. Their progress is monitored regularly in order to ensure that individual needs are identified and provided for. Staff regularly inform the children's parents about their progress, including how parents can further support their learning at home. Parents and school are partners in the child's learning.

### **Impact:**

Children develop detailed knowledge and skills across all areas of learning in an age-appropriate way. They develop their vocabulary, communication skills and understanding of language across the seven areas of learning. By the end of the EYFS they use their knowledge of phonics to read accurately and with increasing speed and fluency.

By the end of Reception, the children are ready for the next stage of their educational journey, they have the knowledge and skills they need and they achieve well.

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| <p>The children demonstrate positive attitudes to learning through their high levels of curiosity, motivation, concentration and enjoyment. They are more resilient to setbacks and take pride in their achievements.</p> <p>July 2021 GLD: 69%</p> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>• Continue to review ongoing planning based on next cohort of children (needs, interest, knowledge and skills), and in line with new EYFS framework, amending as necessary</li> <li>• CPD on National Reception Baseline, being introduced as statutory from September 2021</li> <li>• CPD on new EYFS Framework, introduced as statutory from September 2021</li> </ul>   |  |
| <p><b>5 Key messages of the year:</b></p> <ul style="list-style-type: none"> <li>• RWI introduced as the school's synthetic phonics scheme</li> <li>• QA monitoring continues to show staff following policies for planning and Fast Feedback</li> <li>• Covid-19 has had a big impact - as have isolations and lockdowns. Quality First Teaching is essential, based on the children's needs and current levels of ability, knowledge and skills</li> <li>• Ongoing planning and curriculum delivery reviewed and amended as necessary based on the children's needs, particularly following the national lockdown in Spring</li> <li>• Rewriting of EYFS policy and parent leaflet, inline with new national changes and updates (new EYFS framework, RBA)</li> </ul> | <p><b>What Performance Information is monitored?<br/>What are the 3 questions are you considering for future developments?</b></p> <p>Key Questions:</p> <ul style="list-style-type: none"> <li>• What is the impact of large absences (national lockdown and bubble closures) particularly on the children's communication and language skills?</li> <li>• What is the impact of the introduction of RWI as the school's phonics scheme/resource?</li> <li>• Can we ensure all children are secure and confident with their phonics knowledge, positively impacting their reading ability as they move into the next stage of their education?</li> </ul> |
| <p><b>What is progress like within this subject?</b></p> <p>Progress is good, in many areas it is outstanding / accelerated.<br/>Summer 2021:<br/>Reading +2.7<br/>Writing +2.5<br/>Number +2.6<br/>SS&amp;M +2.7</p>   | <p><b>How much funding did you receive this year and what was it spent on?</b></p> <p>£2796<br/>This was spent on resources (including consumables), CPD (New to EYFS training) and outdoor storage - easy access to resources for the children - both classes.</p>  |
| <p><b>How does your subject area help to further develop SMSC (Learning for Life) in and around the school?</b></p> <p>The children in EYFS are happy, confident learners who settle quickly into class and school life. In the EYFS the children develop their confidence in learning and social interaction.</p>  | <p><b>How are Fundamental British Values promoted within your subject?</b></p> <p>The EYFS curriculum is very inclusive. As they join the school our children are taught about our school PRIDE values, which dovetail nicely into the core British values.</p>  |

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| <p>They learn about each other, themselves and other cultures and countries.</p> <p>They learn how to interact in a social group and how to express their own needs and be aware of the needs of others. Self-regulation is a key area for the children and they are supported in this through the curriculum (adult and child led - continuous provision) and in their high quality daily interactions with EYFS staff.</p>  | <p>Safety leaders.</p> <p>Equal opportunities and access to the curriculum for all pupils.</p>  |
| <p><b>If you could change/ develop one thing in this area what would it be and why?</b></p>   | <p><b>What will be the three key resources you will be bidding for this year and why?</b></p>   |
| <p>From September 2021 we are introducing weekly Forest School sessions, I am excited to witness the impact of this on the children's confidence, problem solving and ability to take managed risks, skills and attitudes which they can take with them as they continue on their school journey.</p>   | <ol style="list-style-type: none"> <li>1. More Resources to support areas of learning, ongoing (e.g sand, cornflour, equipment etc) and those identified as we implement any changes to our curriculum based around the new EYFS framework</li> <li>2. Resources for outdoor learning / outside areas</li> <li>3. Funding for workshops/experiences/relevant CPD</li> </ol> |
| <p><b>Subject Web: Why do we teach what we teach?</b></p> <p>We aim to provide the highest quality of education for all our children, in an environment that is challenging, motivating, disciplined, caring, kind and moral, where children can acquire the skills and knowledge appropriate to their individual needs through the delivery of a creative curriculum. Every child is entitled to a broad and balanced curriculum. This provides opportunities for individuals to acquire knowledge, skills and understanding; promote the spiritual, moral, cultural, mental and physical well-being and development of our pupils; and prepare pupils for the opportunities, responsibilities and experiences of adult life. We pledge to offer a range of exciting learning and life experiences.</p> <p>The Early Years Foundation Stage (EYFS) is for children from birth to five years of age. The final year of the EYFS is referred to as the Reception year.</p> <p>Children are born ready, able and eager to learn, they are competent learners from birth and develop and learn in a wide variety of ways. As such they begin school with a variety of experiences and learning. It is the privilege of the practitioners in Reception to look carefully at the children in their care, consider their needs, their interests, and their stages of development and use all of this information to help plan a challenging, exciting and enjoyable experience across all the areas of Learning and Development. Identifying, and building on, what each child knows and can do is the foundation of inclusive early years' practice.</p> <p><b>6 key skills:</b></p> <ol style="list-style-type: none"> <li>1. Confident communication and understanding, with an increasing vocabulary</li> <li>2. Be able to self-regulate, understand their own feelings and those of others and begin to manage their own behaviour and actions accordingly</li> <li>3. Phonic and reading knowledge and skills are at an appropriate level for moving on to the next stage in their learning</li> <li>4. Number fluency and a deep understanding of number to 10</li> <li>5. Resilience and confidence in trying new things, a 'can do' attitude</li> <li>6. Be inquisitive and excited in the world around them</li> </ol> |   |

**How do you ensure every skill is taught within your subject?**

There are clear skills progression documents and Curriculum Overviews and Rationales for every subject area, that ensures knowledge and understanding required is covered, alongside the necessary skills development.

Regular Quality Assurance provides evidence through book looks (including Evidence Me our observation tool), learning walks and planning, that children are learning skills and not just the topic knowledge. The EYFS staff, through careful planning and observations ensure all areas of learning are covered, every day, allowing children to learn inside and outside, through adult led provision and child led continuous provision.

The seven areas of learning (split into 3 prime areas and 4 specific areas):

- Communication & Language
- Personal, Social & Emotional Development
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts & Design

There are overarching, guiding principles which shape the practice in the early years. These are:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

The characteristics of effective learning (playing and exploring, active learning, creating and thinking critically) supports children's learning across all areas of learning and development and are inter-connected with all the prime and specific areas of learning.

Teachers assess using ongoing observations (which are recorded on Evidence Me), interactions and discussions, these feed into and inform their planning.

**Describe what a good learner of this subject looks like when they leave Westfield Primary School?**

*What are the 7 key components of a good learner in your subject?*

- Positive towards challenges and new activities
- Resourceful, independent, confident and happy
- Love of learning, inquisitive, motivated, ambitious
- Kind, able to understand their own feelings and others' and increasingly manage their own behaviour and actions accordingly
- A problem solver who perseveres when faced with difficulties or set backs
- Uses their phonic knowledge and skills to read across the curriculum
- Willing to take risks, but can also see and manage risks appropriately

**What does Fast Feedback look like in your subject?**

**How do you know this has been effective for children's progress?**

**Is your subject an SDP priority?**

**Has there been school training and / or development related to your subject / specific SDP objectives? Have you taken part in any individual research?**

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|  | <p><b>What has been the impact of this on the children and staff?</b></p>  |
| <p>Evidence of children using adult feedback in their future learning and when responding to the adults' immediate (fast) feedback.</p> <p>Evidence of fast feedback policy in place in which pupils' work is seen to improve as a result.</p> <p>Staff have a good understanding of how the children are learning in all areas - they are quick to respond to any issues and use intervention/gap plugging in a timely way to ensure children can keep up with the learning, helping them develop knowledge and skills.</p> <p>Child initiated learning demonstrates the progress children are making in developing their skills and knowledge, and any gaps they have.</p> | <p>EYFS is a priority on our SDP, priority one:</p> <ol style="list-style-type: none"> <li>1. To review and update Quality First Teaching provision (Curriculum Development) in the core area of maths in light of DfE Mathematic guidance and priority areas, using teacher assessments (ScholarPack) and standardised scores to be accountable for pupil outcomes; and EYFS curriculum. Central to our progress judgement is our quality assurance system.</li> </ol> <p>Although, the following 3 priorities are relevant to, and include EYFS.</p> <ol style="list-style-type: none"> <li>2. To raise the profile and culture of writing (whilst also continuing to embed a positive reading culture), so that it impacts on pupil outcomes being raised across the school and at least matching 2018/2019 outcomes (78%/-0.8), there was no external data for the academic year 2019/20 or 2020/21) and to <i>continue to accelerate writing progress</i> across the school. Also taking into account the amount of time the school was closed due to the Corona Virus, therefore, any gaps in learning will need to be addressed.</li> <li>3. To review the Curriculum design to ensure that it is fit for purpose and continue to diminish the difference for disadvantaged pupils (DAP) so that they make better than expected progress to enable them to reach expected outcomes. Due to school closure during the Corona Virus crisis, all staff will need to ensure gaps in learning are assessed and addressed as necessary as part of the COVID catch up plan. No external data was produced for the 2019/20 or 2020/2021 academic year.</li> <li>4. To continue to deliver outstanding personal development, behaviour and welfare (PDBW). So that all staff and pupils' well-being and mental health is promoted and this is demonstrated through feedback in questionnaires from all stakeholders (staff, pupils and parents). This is of vital importance following the extended school closures (x2) due to the Corona Virus.</li> </ol> |

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|  | <p>The Subject Folders hold any information pertaining to QAs, subject networks, informal networks, moderation, training powerpoints etc, research activities, for example the research and CPD I did on the new EYFS Framework was shared with governors and staff at their corresponding meetings.</p> <p>Monitoring evidences that staff are following our policies and that the children are experiencing a interesting, well-planned, motivational, challenging and relevant curriculum that meet their current needs.</p> |
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