



# EYFS: Intention, Implementation & Impact Statement

## Intention

At Eileen Wade Primary, our Early Years Foundation Stage (EYFS) curriculum is shaped by our school ethos: **working together, aiming high, and shining brightly**. We are committed to providing a nurturing, inclusive and inspiring start to school life, where every child is seen, heard and celebrated.

Our intent is to:

- Create a warm, safe and stimulating environment where children feel secure, confident and ready to explore.
- Work in partnership with families and the wider community, recognising that collaboration is key to a successful early learning journey.
- Foster a culture of high expectations where all children are encouraged to aim high, persevere and take pride in their achievements.
- Support each child to shine brightly by developing their unique talents, interests and identities.
- Provide a curriculum that nurtures the whole child, focusing on personal, social and emotional development as well as early academic foundations.
- Build strong communication, language, literacy and numeracy skills through meaningful, engaging experiences.

## Implementation

Our EYFS provision is carefully designed to reflect our ethos and provide high-quality, continuous provision that promotes independence, curiosity and deep learning.

Key aspects of our implementation include:

- **Continuous Provision:** Our well-resourced and purposeful indoor and outdoor environments offer high-quality continuous provision. These spaces are carefully planned to support sustained shared thinking, imaginative play and opportunities for exploration across all seven areas of learning. Resources are open-ended, inviting children to revisit, extend and embed their learning.
- **Curriculum Design:** Our curriculum follows the EYFS Statutory Framework and is enriched through thematic planning, child-led inquiry, and experiences that reflect our children's interests and the world around them.
- **Collaborative Learning:** Children are encouraged to work together, problem-solve, and develop positive relationships. Practitioners model respectful communication, active listening, and inclusive behaviour that supports our ethos of working together.
- **Skilled Practitioners:** Adults play a key role in guiding learning through high-quality interactions, questioning, modelling and scaffolding. Practitioners observe, assess and plan responsively to meet the needs of all learners.
- **Focus on Language & Communication:** Talk is at the heart of our curriculum. Through storytelling, role play, songs and conversation, children are immersed in a rich language environment.
- **Phonics and Early Literacy:** We use a systematic synthetic phonics programme (e.g., Little Wandle or Read Write Inc.) to teach early reading, ensuring that all children gain the skills and confidence needed to decode, comprehend and enjoy texts.
- **Parental Engagement:** We believe that working in partnership with families is crucial. We share regular updates through platforms like Tapestry, host workshops, and invite parents to celebrate learning milestones with us.
- **Inclusive Practice:** All children are supported to achieve their full potential. We identify needs early and work collaboratively with families and professionals to ensure every child receives the right support to thrive.

## Impact



Our EYFS provision ensures that every child is equipped with the confidence, skills and mindset to continue their learning journey successfully into Key Stage 1 — and beyond.

We measure our impact through:

- **Progress & Achievement:** Children make strong progress from their starting points, and the majority achieve a *Good Level of Development* (GLD) by the end of Reception.
- **Confident, Independent Learners:** Through continuous provision and adult-led learning, children become motivated, independent learners who take ownership of their development.
- **Living the Ethos:** Our children work collaboratively, aim high in their learning, and shine brightly through their personal strengths, creativity and kindness.
- **Effective Transitions:** Pupils leave Reception as resilient, articulate and curious learners, ready to meet the challenges of Key Stage 1 with enthusiasm.
- **Inclusive Success:** Children with additional needs are well supported and make meaningful progress. Gaps are addressed through early intervention and responsive teaching.
- **Positive Relationships:** Strong relationships between staff, children and families create a supportive community that underpins every child's success.

We are continually evolving our practice, reflecting on what works and ensuring our provision remains ambitious, inclusive and rooted in our values — so every child has the very best start to their educational journey.