



# Statement of Intent, Implementation and Impact

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## Intent:

The FSM Nursery and Reception class pedagogy is based strongly upon a careful blend of child Initiated play based learning and adult guided activities. Whilst we follow no specific methodology, we recognise the strengths of many and 'magpie' these to our advantage. For example, we follow the ethos of Forest Schools and outdoor learning, the High Scope approach to active learning and Montessori Big Work, to name but a few influences. We are unofficial early adopters of the new 2020 EYFS Framework and are strongly guided by the 'will', 'thrill' and 'skill' of the characteristics of learning.

## Implementation:

Through the EYFS Framework, We provide children with environments which are rich with opportunities for child initiated play and learning. Through a careful blend of observation and assessment and responsive planning each child is guided to activities and resources with which to enhance and extend their interests. These are through both formally adult led sessions and free-flow play. Furthermore, objective led planning, further extends adult led teaching with continuous provision which is targeted to enable individual children to revisit and practise skills which have been formally taught.

We consider that our active learning environments extend way beyond the classroom and school grounds. We provide our children with experiences through a wide range of trips and visits. These are used both to further extend children's interests and understanding and to initiate and spark additional enquiry and exploration. Little children thrive on books, role play, small-world, creative and maths resources and much more and we provide these in an ever changing variety, designed to enhance children's learning, curiosity and confidence across the areas of learning.



## Impact:

Our EYFS teaching is highly impactful. We know that we are making a difference through our observations and assessments for each child. We know our children as individuals, their likes and where they show less interest and where their developmental needs lie and through targeting and encouraging these in our planning. We carry out 2 year old developmental assessments, when a child joins us at this age and monitor their progress throughout, using Tapestry. On entry to the Reception class we use the GL Baseline assessment tool and Our final summative assessments of Early Learning Goals in the Pupil Profile demonstrates that our children make excellent progress with the majority of children meeting all their goals in all the areas of learning and many exceeding them. We have been moderated in this by our local LEA.

