

GORSE HILL PRIMARY

EYFS CURRICULUM STATEMENT

INTENT

At Gorse Hill, the EYFS curriculum is designed to encourage independent, inquisitive and happy learners. We recognise children's prior learning and various starting points, and create a holistic curriculum that maximises cross-curricular links and builds strong foundations for their future.

INTENT

Every child is recognised as a unique individual, and we acknowledge and promote children's interests to provide them with the opportunities to follow their imagination and creativity. In Reception, we invest time into helping children to recognise their personal goals, which allow them to reflect and aim high. We celebrate the differences in our school community, and always strive to promote a love for learning.

INTENT

We recognise that children have a thirst for new experiences and knowledge, and should be provided with opportunities to engage their inquisitive minds. Therefore, we provide continuous indoor and outdoor provision, that follow children's interests, to support learners in investigating and developing their skills. We work in close partnership with parents and carers throughout the year to support their learning and to encourage children to reach their full potential. We also aim to support the transition from EYFS to KS1 and provide children with the skills and attitude they need to succeed throughout their education.

IMPLEMENTATION

Pupils learn through a balance of child-initiated and adult-directed activities and challenges. The weekly timetable is carefully structured so that children have rigorous directed teaching in English, Mathematics and Phonics every day. We also ensure regular Circle Time sessions to focus on C&L and PSED and Topic sessions to focus UW and EAD in our weekly timetable. These sessions are followed by group work where children work with a member of staff to develop their individual targets. This focused group time enables the teacher to 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.

IMPLEMENTATION

Children are provided with plenty of time to engage in 'exploration' throughout the variety of experiences, which is carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside and outside classrooms and is planned in a cross-curricular way to enable all aspects of the children's development including UW and EAD as well as to promote sustained thinking and active learning. Great emphasis is also made to the use of Forest School learning which is taught on a weekly basis. Preparation and co-planning is completed every week and half termly 'child-led' planning sessions are conducted to ensure that the children have opportunities to deepen their learning across all areas of the curriculum.

IMPLEMENTATION

Reading is at the heart of our curriculum. Children follow the highly successful RWI program faithfully so that they meet good outcomes for reading. In line with the rest of Key Stages, Reception have a big question to answer each half term through their topic learning. The themes are based on foundational ideas coming from the EYFS curriculum: from "Why are there so many leaves on the ground?" as part of UW, to "Should Goldilocks say sorry?" related to CL & PSED. From this, we have chosen multiple high-quality texts to create an integrated approach to learning from which pupils can experience the full curriculum. Children also enjoy reading a variety of books inside school through quality guided reading sessions and independent reading with adults and reading outside of school, through online books and snuggle up books. Children take home a phonetically decodable book linked to RWI plus a read for pleasure book based on the Oxford Reading Tree band.

IMPLEMENTATION

We follow the Maths Mastery approach in Reception with an emphasis on studying key skills of number, calculation and shape so that pupils develop deep understanding and the acquisition of Mathematical language. Pupils learn through games and tasks using concrete manipulatives which are then rehearsed and applied to their own learning during exploration and in adult lead activities. These collaborative and practical mathematical experiences are carefully designed to help pupils remember the content they have been taught and to support them with integrating their new knowledge across the breadth of their experiences and into larger concepts. Teaching Mathematics in such a kinaesthetic and practical way, supports our children to become logical problem solvers that can demonstrate resilience and justification when learning. We also follow the Power Maths program which is a whole school approach.

IMPLEMENTATION

Our inclusive approach means that all children learn together but we have a range of additional intervention and support to enhance and scaffold children who may not be reaching their potential or moving on children who are doing very well. This includes, for example, Elsa and Play Therapy sessions, or additional interventions in Maths, Phonics and Physical Development to promote fine motor skills.

IMPLEMENTATION

The characteristics of effective learning are viewed as an integral part of all areas of learning and are reflected in our observations and assessments of children. Through 'Dinosaur Land' the children have a good understanding of how they learn and we regularly update their 'Proud Cloud' to celebrate their achievements. We also use the Zones of Regulation to help the children develop their skills in self-regulating, and through this children are able to identify different states of alertness and link it to their emotions. This also equips them with the skills and strategies they need to deal with each emotion.

IMPLEMENTATION

Our monitoring of teaching and learning includes: coaching and feedback from the phase leader from current, relevant training and professional development so that teachers and support staff develop a good subject knowledge and are effectively supported. We also focus on moderating outcomes across the year group so that every member of our team feels confident in making accurate judgements about where individual pupils are and their next steps for learning. In addition to this, the department has it's own SENCO, who is in regular contact with our Speech and Language therapist who helps to build subject knowledge of working with children who have communication and language difficulties.

IMPACT

We aim to ensure all children progress through a balanced and creative EYFS curriculum. We strive to ensure each child makes a very good level of progress through the Early Learning Goals, from their individual starting points. All children get the best possible start to their school life and develop the knowledge and skills to reach and exceed their potential in KSI. To check that we are achieving this we take the following measures; (next slide)

Class teachers record observations and photographs of each child's whilst learning and playing. This is recorded using Target Tracker and linked to the Early Learning Goals. These observations are used to help teachers make formative assessments and inform potential next steps for each child, this includes careful consideration of children with SEND or are who are disadvantaged.

Summative assessments are completed termly to judge each child's progress in the 7 areas of learning. Their progress against the Development Matters age related expectations is tracked. This allows us to assess the impact of our teaching and decide if sufficient measures are undertaken to help specific children. This is reported to members of the SLT during pupil progress meetings.

The assessment judgements are moderated by the Early Years team internally and externally by other schools (hopefully we can do this)

Parents are invited to provide evidence of their child's progress of learning at home through 'Class Dojo' which teachers then use to inform their assessment and planning ideas.

IMPACT

We strive to achieve a high standards of enriched play-based exploration alongside excellent teaching and assessment, as our children move through EYFS. Our creative and balanced provision of learning experiences enables our children to develop as happy, motivated, and independent learners.