

EYFS Curriculum Statement

Intent

At the District CE, we seek to inspire, engage and be inclusive of all children. We aim to ignite a passion for learning and develop confident, successful individuals, who demonstrate positive attitudes, values and attributes. Our provision includes our Little Stars setting from two years of age, 3-4s Nursery and Reception Year. We offer flexible attendance arrangements, including 30 hours and wrap around provision. Our skilled team includes teachers, L3 and L2 practitioners and pastoral and inclusion staff, who enable us to meet the broad range of needs that children bring to our setting and ensure continuity and progression across the Early Years, into Key Stage One.

Our broad and balanced curriculum is informed by the local context and the needs of our children, whilst we ensure the memorable experiences we provide bring joy, excitement and instil a love for school. We intend to enable children to develop strong characteristics for effective learning and be equipped to work through challenges and setbacks. Our curriculum is ambitious for all, coherently planned and adapted for SEND. We follow the Early Years Foundation Stage Curriculum (EYFS) and work towards achievement of the Early Learning Goals.

Our curriculum offer encompasses language rich learning opportunities; spontaneous child-initiated learning; well-resourced environments and quality adult and child interactions. Our book-based curriculum opens up the magic of books to enable children to develop a love of reading. Through our 'story box' approach, children are exposed to rhyme, drama, opportunities to discuss and make predictions based on evidence and different genres. The implementation of Read, Write, Inc. and skilled phonics teaching ensures a strong start to reading. Our maths passports and 'find out Friday' approach generates problem solving, an interest in and engagement in scientific learning and knowledge of the world. Through our parental engagement and workshop approach, we build strong, effective relationships to support each child on their primary school journey.

We invest in our practitioners to ensure a strong focus on quality interactions through child-initiated play and adult-guided play. We provide an environment to promote children's well-being and involvement, which allows children the freedom to explore and express themselves. Our focus on speech, language and communication is key to ensuring strong foundations and strengthening children's' ability to learn and articulate their learning to others. Enabling children to develop a wide vocabulary is integral to their learning; this is carefully planned and all practitioners correctly model and explicitly teach words, phrases and language through the daily routines and within continuous provision and focussed tasks.

We enable our diverse group to become self-regulating individuals, through implementation of our Well Being Project, consistent high expectations and bespoke curriculum. Our holistic approach facilitates the development of children's character, personal development and health and wellbeing, preparing them to make a valuable contribution to society.

Our enabling environment allows children opportunities to develop and explore the characteristics of effective learning through both the indoor and outdoor classroom. Through core experiences, planned purposeful play and high-quality interactions, we promote the importance of making links beyond the local environment, opening our children's eyes to the jobs, landscapes, cultures and opportunities in the wider world. Our aim is for children to leave EYFS confident, resilient, positive and motivated to learn, regardless of their starting points.

Implementation

We begin the EYFS journey with a home visit for every child, to ensure that we begin to forge strong relationships and a clear understanding of individual needs from the start. Parents feel involved and their opinions and circumstances are valued. This consultation with parents and previous practitioners ensures that we respond to the interests of the child, whilst extending their experiences, vocabulary, knowledge and skills. On entry assessment informs further development of the curriculum, learning environment and planned learning experiences, including bespoke, tailored provision for SEND.

Our long, medium and short-term plans explicitly respond to children's needs, whilst delivering the content and skills our pupils require. We ensure the environment, planned opportunities and adult interactions motivate and engage the children, providing opportunities for them to develop the characteristics of effective learning from their individual start points.

Through our curriculum, the children develop knowledge and transferable skills; forge relationships with the wider community and share their learning experiences with the elderly, developing a sense of compassion and respect. We utilise the local environment to open their hearts and minds to the natural beauty around them, and support them to develop an awareness of their history and culture. Children are exposed to a wealth of visitors, visits and events to enrich and supplement the core curriculum. Their developing aspirations and progression of knowledge and skills enable them to flourish in their learning journey, ready for their next stage.

We provide a flow of information to parents to enable them to understand the expectations of the EYFS. Online tools, platforms and parent and child workshops, allow partnership work to flourish; opportunities to observe teaching and enable parents to contribute to their child's learning journey.

Our regular monitoring and evaluation contributes to a consistent approach across the Early Years and a reflective, developmental approach to practice. In-house and partnership moderation events strengthen practitioner knowledge and ensure that assessment judgments are reliable. Pupil voice, relationships and behaviour is a clear indicator of the strengths within our provision.

Impact

All our pupils are unique - we strive to instil a belief that each and every one has the potential and ability to succeed. Well-timed observation, assessment and pupil progress reviews celebrate achievements and inform effective planning for next steps. Timely involvement from a range of services strengthens our Early Years offer and additional funding enhances the support package for some.

Our children are excited and happy to learn: they seek out challenge and adventure, keenly sharing their growing knowledge and understanding. All children demonstrate progress in their spiritual, moral, cultural and emotional development, whilst achieving the foundations for learning and life. We strive to ensure our pupils achieve the Early learning Goals and use extensive analysis and evaluation to track progress, provide timely intervention, using research based evidence to continue to influence and develop our practice further.

Our children leave the EYFS with the knowledge, skills and learning behaviours to allow them to flourish in the next stage of their learning journey and the wider world. Well planned transition between each stage, enables children to continue successfully on their learning journey. For those who require additional support and intervention, we provide continuity and ensure close parental involvement to meet the needs of our most vulnerable pupils.

The impact of our curriculum is equally measured by its effectiveness to support pupils' holistic development into well-rounded individuals, who embody our school values and carry with them the knowledge, skills and attitudes that will make them lifelong learners and valuable citizens.