



EYFS

INTENT

Our intent is to do our very best for each and every child; to give them an education where they are happy, safe and cared for in a stimulating, supportive and challenging learning environment where they can thrive, with Christ at the centre of all that they do as we love and learn together by growing in friendship with him. We intend to achieve this through the delivery of a rich and diverse Curriculum that will excite, stimulate and challenge every child, ensuring they have the opportunity to reach their full potential through a thirst and excitement for learning with wonder and awe at the heart.

IMPLEMENTATION

Our curriculum is split into 2 cycles, each term we have a topic for the children to explore which begins with an engaging and intriguing question. As play is at the heart of how young children learn best, our curriculum allows for children to access a wide range of carefully planned play based cross curricular activities, across all 7 areas of the curriculum in both our indoor and outdoor classrooms, with both classrooms having equal importance. It is a balance between child-initiated and adult-led, alongside carefully planned teaching sessions and continuous provision. It enables children to extend their skills, embed knowledge, develop their confidence and independence, develop their ability to solve problems and relate to others. The characteristics of effective learning are viewed as an integral part of all areas of learning.

We believe that our pupils first educator are their parents so it is crucial that we work closely with them and other agencies. We have an open door policy and aim to build strong, supportive relationships where staff get to know each and every child and their family to support the pupil's own unique learning journey. Parents inform us of their child's achievements through the completion of wow cards and often tell us about their child's interests and needs.

Our curriculum must meet the needs of all our children so we spend time looking at and evaluating how children are learning. Every member of staff uses ongoing observational assessment to identify each child's starting point and plan experiences which ensure progress. We moderate and discuss pupil outcomes regularly. The timetable is carefully structured so that pupils have daily direct teaching, with a focus on the prime areas for Nursery prioritising personal, social and emotional development, communication and language and physical development and as they move into Reception an equal weighting of all 7 areas whilst having a focus on developing the pupils' love for reading. In addition to direct teaching sessions, group time means staff can systematically check for understanding, identify and respond to misconceptions quickly and provide immediate verbal feedback to pupils. We also have additional interventions for pupils who are not on track, for example, NELI and smaller phonic groups.

In Nursery the children take part in the Nursery rhyme challenge and in Reception daily phonic sessions follow the Jolly Phonics scheme, guided read is completed weekly and pupils take individual reads home regularly during the week creating a love of reading for the pupils. In Maths a Mastery approach has been adopted following the NCETM resources and White Rose scheme of work in Reception with the core building blocks of number, number patterns and shape being taught in Nursery.

IMPACT

Our curriculum and its delivery ensure that children make at least good progress. We believe this is due to the enriched play-based exploration alongside the rigour of assessment and quality teaching the children have as they move through the early years. It underpins all future learning and we hope to build strong foundations rooted in academic success as well as social, moral and spiritual development, so that our pupils go on to be active citizens of society and become happy, curious, life-long learners.