

Curriculum Statement of Intent

Early Years Foundation Stage



INTENT

At Thorpe Primary School, our intention is to make every child's very first experiences of school positive and meaningful. We place great emphasis on making our EYFS classrooms a place where children feel safe, valued and motivated to learn. We want children to be excited about coming to school and in the future to remember fondly the time they spent in the Early Years at Thorpe. We are very proud of our Early Years Provision and we strive to ensure that our team of dedicated staff continue to maintain high standards of education for the youngest children in our care. We provide a curriculum that is tailored to the needs of all of the children in our diverse school community. We recognise and celebrate that each child is unique and has different strengths, interests, prior experiences and learning styles. Year after year we aim to improve on how the curriculum is delivered, adapt it according to the needs of different cohorts and take into account our children's interests. As well as this, we ensure our curriculum provides children with opportunities to gain foundational skills and knowledge that will later be enhanced and embedded in Key Stage One.

In our EYFS classes we create an atmosphere where children are relaxed and at ease with the adults, but where mutual respect is paramount. We have high expectations for behaviour and learning, with all adults using consistent positive recognition strategies which help children to follow and understand our school values and rules: Ready, Respectful and Safe. We praise, recognise and reward not only the outcomes of children's play and learning, but the effort they put in. Ensuring that children understand the importance of being resilient, tackling challenges and persevering – even if they may not always succeed first time!

We intend:

- To work in partnership with parents and carers to encourage independent, happy learners who thrive in school and reach their full potential from their various starting points.
- To understand and follow children's interests and provide opportunities throughout our EYFS curriculum to support learning, consolidate and deepen knowledge and ensure children meet their individual next steps.
- To offer a wide range of rich, first hand experiences to ensure learning is meaningful and memorable.
- To create an exciting, engaging and well planned indoor and outdoor environment, which supports independent and collaborative learning.
- To foster the development of each child's character, their personal development, health and wellbeing. As well as preparing them to make a valuable contribution to society.
- To prepare children to reach the Early Learning goals at the end of the Foundation Stage and ensure every child makes at least good progress from their starting points.
- To support a positive transition between Nursery and Reception and then into KS1.

Throughout the EYFS, we follow the Early Years Statutory Framework. This framework specifies the requirement for learning and development and provides prime and specific areas of learning we must cover in our curriculum.

We achieve our intent by:

- Following a curriculum that is child-centred and based around rich, high quality texts, engaging topics and real life experiences. With reading and communication and language at its heart.
- Having a shared ethos and approach to interactions to ensure these are intentional and meaningful to children.
- Encouraging active learning to ensure that children are motivated and interested. Taking the time to get to know children's interests to support learning.
- Ensuring there is a broad, balanced and progressive indoor and outdoor learning environment and curriculum in place to support the children to learn new skills, acquire new knowledge and demonstrate understanding through the seven areas of the EYFS curriculum. As well as celebrating every child's learning through displays.
- Promoting the characteristics of effective learning as an integral part of all areas of learning and reflecting these in our observations and assessments of children.
- Having clear routines in place, alongside a well-planned and balanced timetable, so that children know what to expect and when and their role within their school day.
- Allowing children ample time to use and develop taught skills throughout the year on a daily basis within their own self-directed play, with the opportunity to work independently, collaboratively with friends or with members of staff. We do this because continuous provision supports children to develop key life skills such as independence, innovation, creativity, enquiry, analysis and problem solving.
- Planning and leading targeted group sessions to enable adults to systematically check for understanding, identify and respond to misconceptions and provide real time verbal feedback which results in a strong impact on the acquisition of new learning.
- Following an interactive, well-structured and pacy phonics program. With daily discreet lessons taught in Reception and pre-phonics skills carefully weaved through all learning in Nursery.
- Providing the tools for parents to support reading and phonics at home. With children in Reception taking home fully decodable phonics books that are matched to their individual level. As well as all children in EY taking home high quality reading for pleasure books to inspire their love of books and stories.
- Providing book corners that include well known texts, unfamiliar texts and those changed regularly linked to our topic. Enjoying books throughout the day is encouraged and celebrated.
- Following a mastery teaching scheme approach to Mathematics. Children learn to use concrete, pictorial and abstract methods to develop their deep understanding and mastery of numbers, calculations, shape and space.
- Having an inclusive approach which means that all children learn together. As well as providing additional interventions to support and scaffold children who may need support to make the progress they are capable of. Some examples of this include our WellComm communication and language program and 1 to 1 Phonics tutoring.
- Being a forward thinking team who are always discussing possible changes and enhancements to improve provision.
- All adults working together to build up an assessment of each child's current attainment and next steps. With ongoing assessments that take place formatively within every interaction that happens in the classroom. Termly data captures and Raising Standards meetings help to identify and provide support for those children not making the progress expected and identify any changes needed to the curriculum, teaching and environment.
- Keeping up to date with training related to the EYFS and being fully informed about and aware of important Government/Ofsted initiatives and focuses.
- Networking with schools within the MAT to share good practice and support each other.

Our children have varied and diverse starting points. Therefore, we have high expectations to ensure that all children make 'good progress' across all of the areas of the EYFS curriculum. Progress is evident on Seesaw, in books, on Phonics and Math assessments and through attainment and progress data. We strive for children to reach the Early Learning Goals at the end of Reception and to be at least in line with National Expectations.

The impact of our curriculum is measured by assessment procedures which allow us to measure outcomes against all schools nationally. As well as this, we moderate judgements within our MAT, identifying strengths in each of our MAT schools and working together to learn from each other.

The impact of our curriculum will also be measured by how effectively it helps our pupils develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens. We endeavour for pupils to be Key Stage 1 ready and have our school values embedded by the time they leave reception, preparing them for their future.