



The Intent, Implementation and Impact of our Curriculum – EYFS

Intent

At Holy Trinity RC Primary School, all children are given opportunities to succeed within the Early Years Foundation Stage (EYFS). We recognise that every child is unique and we celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We provide enhancement opportunities to engage learning and believe that children's first experiences of school should be happy and positive, enabling them to develop a lifelong love of learning. We want our children to become confident and resilient learners who have the skills to make decisions and self-evaluate and make connections. We also want children to develop positive relationships with others. We understand that they all have different backgrounds and experiences and we aim to plan to build upon these. We understand and follow children's interests and provide opportunities throughout our EYFS curriculum to support learning, consolidate and deepen knowledge along with ensuring that they meet their next steps. Our indoor and outdoor environment supports learning and we prepare children to reach the Early Learning goals at the end of the Foundation Stage and ensure children make at least good progress from their starting points. 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. We aim to prepare our children well for the transition into KS1.

Implementation

We follow the Early Years Statutory Framework for the Early Years Foundation Stage (2021). This framework specifies the requirement for learning and development in the Early Years and provides prime and specific areas of learning we must cover in our curriculum. We also use the Development Matters statements to support our curriculum. We have a curriculum that includes 'Wow' experiences, considers the children's interests and is based upon topics which engage the children. Our curriculum is delivered using an integrated themed approach along with activities that are carried out considering the children's interests. Where subjects can be integrated into the theme, they are, but others are still taught discretely where this is more appropriate (for example, Phonics). We encourage active learning to ensure the children are motivated and interested. All areas of the EYFS curriculum are followed to ensure there is a broad, balanced and progressive learning environment and curriculum. The children will learn new skills, acquire new knowledge and demonstrate understanding through the seven areas of the EYFS curriculum: Personal, Social and Emotional Development, Physical Development, Communication and Language, Literacy, Mathematics, Understanding the World, Expressive Arts and Design.

Continuous provision practice and principles begin in EYFS and support children to develop key life skills such as independence, innovation, creativity, enquiry, analysis and problem solving. During the school day, children will have an opportunity to work independently, work collaboratively with their friends and with members of staff. Daily guided activities are also planned to cover different areas of the EYFS curriculum and allow children to develop their next steps in learning. Through observations and discussions, areas of need and next steps are identified for all children to ensure good progress is made. There are also a range of stimulating and engaging activities which the children can access independently and a variety of opportunities for child-initiated play. Staff in the EYFS carry out observations (using 2simple) of the children's learning to ensure their next steps are met. These are collected in each child's learning journey. We regularly assess where the children are, using 'Development Matters' which then informs our planning, adult interactions and learning environment; including continuous provision. We will include interventions for groups or

individuals if and when necessary. Children in EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. Our outdoor area is used all year round and in most weather conditions. We ensure activities support the Characteristics of Effective Learning to ensure learning takes place. These are: Playing and Exploring – children investigate and experience things, and have a go; Active Learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; Creating and Thinking Critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

We share a range of healthy snacks and learn about the importance of a healthy balanced lifestyle to maintain our own wellbeing. All of our children receive certificates in assembly and participate in trips to various places such as our church and a wildlife oasis. They enjoy watching the hatching process of chicks/ducklings. They plant bulbs and seeds and watch them grow.

We keep parents informed through discussions, our online blog and communication books to ensure children's transition into school and through the EYFS is happy and allows them to reach their potential with the support needed.

Impact

We strive to ensure that our children's progress across the EYFS curriculum is good from their varied starting points. We also strive for children to reach the Early Learning Goals (ELGs) at the end of Reception and to be at least in line with National Expectations. Evidence in children's learning journeys support all areas of the EYFS curriculum as well as various adult-led books. For Pre-School, learning journals and floor mats are used as evidence of their learning. The impact of our curriculum is measured by assessment procedures which allow us to measure outcomes against all schools nationally. We measure the percentage of pupils achieving age related expectations throughout the academic year and put supportive interventions in place if needed. The teacher uses observations to make formative assessments which inform future planning and ensure that all children build on their current knowledge and skills at a good pace. Summative assessment looks at whether children are 'On Track' or 'Not on Track' to meet the ELGs at the end of the EYFS.

Our assessment judgements are moderated both in school and externally with local schools. 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.