

Gainsborough Primary & Nursery School

EYFS

Curriculum Intent, Implementation and Impact

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**INTENT**

In EYFS at Gainsborough Primary and Nursery School, the curriculum is designed to recognise children’s prior learning from previous settings and their experiences at home and provide first hand learning experiences, whilst allowing the children to build resilience, ambition and integrity. Every child is recognised as a unique individual 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 believe that children’s first experiences of school should be happy and positive, enabling them to develop a lifelong love of learning.

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 next steps.
* to 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.
* to raise children’s aspirations and equip them with the knowledge and skills needed so that they are prepared for the Year 1 curriculum
* to foster the development of children’s character, personal development, health and wellbeing, preparing them to make a valuable contribution to society
* to promote speech, language and communication opportunities to strengthen children’s ability to learn and articulate their learning at a deeper level
* to provide children opportunities to develop spiritual, moral, social and cultural understanding
* to prepare children for life in modern Britain and help them to develop an awareness of how they can contribute to and understand their local community.

**IMPLEMENTATION**

Throughout EYFS at Gainsborough Primary and Nursery School, we follow the Early Years Statutory Framework for the Early Years Foundation Stage, updated March 2017, by the DfE. This framework specifies that 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

These 7 areas are used to plan children’s learning and activities. During each week, the children will work with an adult to complete at least one 1:1 reading session as well as an adult led literacy task and an adult led maths task. Children take part in a daily phonics lesson daily. Children are then encouraged to engage in open ended learning in both the indoor and outdoor provision. A vital

aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children are using and developing taught skills throughout the year on a daily basis. 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 observation and discussion, 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. In planning and guiding children’s activities, we reflect on the different ways that children learn and reflect these in our practice. Staff in the EYFS make regular observations of the children’s learning to ensure their next steps are met. We regularly assess the children’s progress using ‘Development Matters’ and then ensure our planning, adult interaction and learning environment; including continuous provision, support children to reach their next steps. We provide 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 areas are 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 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.

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| **IMPACT** * From their different starting points, all children will make good progress academically, emotionally, creatively, socially and physically.
* Knowledge, understanding and skills will be secured and embedded so that children are ready for their next stage of learning.
* They will have strong communication skills, both written and verbal, and will listen respectfully and with tolerance to the views of others.
* They will take pride in all that they do, always striving to do their best.
* They will demonstrate emotional resilience and the ability to persevere when they encounter challenge.
* They will develop a sense of self-awareness and become confident in their own abilities.
* They will be kind, respectful and honest, demonstrate inclusive attitudes and have a sense of their role in our wider society
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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, putting supportive interventions in place if and when needed. Class teachers use 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 compares children’s attainment to age related expectations using month bands in Development Matters. Our assessment judgements are moderated both in school and externally. We also partake in local authority moderation which has validated our school judgements.