

Orleton C of E Primary School
EYFS Intent, Implement, Impact curriculum statement

Introduction

At Orleton C of E Primary School it is our intention to offer a child centred curriculum rich in wonder and memorable experiences. In Reception, we work hard to provide a stimulating and safe environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.

The Christian values of the school shape how we behave, what we say, how we build relationships and how we learn. They are incorporated in every aspect of life at Orleton. We celebrate and welcome the differences within our school community. We place a strong emphasis on the religious, spiritual, moral and cultural development of all our children which produces well- balanced, confident and considerate young people, ready for future learning in the wider world.

We believe that a well organised and stimulating environment has a direct impact on the quality of teaching and learning, and therefore supports raising standards. We consider the light, design, layout and familiarity to all contribute to creating an effective learning environment where children can flourish. Therefore, with this in mind our learning environment is light, airy, and set up with varied activities that often use open-ended resources throughout the indoor and outdoor environment. The activities available offer a range of prior learning, consolidation tasks and activities/resources informed from planning and assessment. We are continuously monitoring our learning environment to ensure it is the best it can be to maximise learning opportunities. Displaying children's work around the classroom helps them to take pride of their classroom.

Intent

Our EYFS Ethos, puts every child with varying learning differences at the heart of our inclusive curriculum where children can develop as individuals. We designed our curriculum to build upon children's prior knowledge, interests as well as from their experiences at home and nursery/pre-school. We value imagination and creativity and seek to create a sense of enjoyment and fascination in learning through a vibrant continuous indoor and outdoor provision, alongside trips, visits and linked forest school sessions. We teach all children the skills and knowledge relevant to reach the Early Learning Goals at the end of their reception year and ensure they are ready for their next chapter. We believe that providing a broad and balanced curriculum gives children the best chance to become well-rounded, happy individuals, ready to succeed in an ever-changing world.

We encompass a range of teaching methods including child-initiated learning, adult-directed whole class teaching, group teaching, investigations and problem solving together, and independently. We use play-based activities along with direct teacher-led activities to provide children with as many opportunities as possible for learning. All activities are modelled, and children are given sufficient time, support and resources to repeat and practise them. We believe play is an integral part of learning and know from experience that children learn best through play especially if it is purposeful and interesting. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play.

The curriculum is taught through half-termly topics to ensure good coverage across all areas of learning and development. We also value and include children's interests and experiences throughout the year. We use our initial transition meetings with preschool staff and parent conversations where they share interests/dislikes, strengths and areas of support, to gather an insight into children's interests and abilities right from the start. We believe this

better prepares the children to come into school happy, feeling safe, willing to learn and able to leave caregiver and settle quickly so that future learning can take place.

The topics are enriched with classroom enhancements, such as, trips and visitors. Topics are supported by quality key texts and chosen carefully to encourage children's speech, language and communication development.

Implement

At Orleton C of E Primary School we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children.

We believe safeguarding to be of paramount importance and strive for the children to be kept safe and protected at all times. All staff are aware of the 'Keeping Children Safe in Education' document and access relevant and up to date yearly training. Risk assessments are carried out whenever deemed necessary.

We follow the Early Years Foundation Stage Framework. This is made up of four overriding principles which our EYFS curriculum is based upon alongside Development Matters educational programme:

- **Unique Child** – Every child is unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- **Positive Relationships** – Children learn to be strong and independent through positive relationships.
- **Enabling Environments** – Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.
- **Learning and Development** – Children develop and learn in different ways. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

The learning experiences within our EYFS are linked to the seven areas of learning and development. These are split into three prime areas – personal, social and emotional development; communication and language and physical development which are time sensitive and should develop first for the healthy development and future learning of our children. As children grow and make progress in the prime areas, they naturally develop skills within the four specific areas – literacy, mathematics, understanding the world and expressive arts and design.

Our long-term plan is a brief outline of our year which incorporates all of the areas of learning via a topic-based approach. This is of course flexible throughout the year as we consider the learning needs and interests of our children, as well as being able to follow awe and wander opportunities, such as, searching for spider webs.

We use a Growth Mindset approach to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success. This is reflected in the Characteristics of Effective Learning as children learn to persevere, share their ideas and be proud of what they achieve. The characteristics of effective learning are viewed as an integral part of all areas of learning and are reflected in our observations of children and influences how we set up our learning environment.

The following key resources are examples of what we use to supplement the curriculum, however we are keen to keep-up to date with the evolving sector so may select more suitable resources, that suit our children better - Development Matters, Jigsaw, NCETM Maths Mastery and White Rose Maths, Dough Disco, Jungle Journey, Talk4Write, Read Write Inc and Every Child's a Talker (ECAT).

Personal, Social & Emotional Development

We believe children learn best when they feel safe and secure in their learning environment, therefore, we believe in Maslow's Hierarchy of Needs and prioritise personal, social and emotional development within the first few weeks to ensure all children's basic needs are met and valued. We encourage self-regulation as much as possible and introduce rules, boundaries and routines through modelling good behaviour and reflection time. We decide the class golden rules with the children in the first few weeks so that they are familiar with them, have more ownership and more likely to follow them. This robust and clear grounding gives the children a solid foundation to build on over the course of the year. We treat children as unique individuals, and whilst we aim for children to follow our class routines, we also recognise that children with learning differences may need an alternative approach.

A member of staff trained in counselling gives identified children further opportunities to explore ideas and to practise articulating their own feelings and beliefs. This is a useful service that we can use to further support a child.

Communication & Language

We place great emphasis on CL as a child's ability to understand, talk and communicate effectively impacts upon all areas of learning. As a key part of this, we place great importance upon communication, language and speech in reception and aim to provide many speaking opportunities.

We provide a 'language rich' environment through the use of songs, nursery rhymes, stories and providing time for quality interactions between adults and children. We consider positive adult child interactions as a vital tool to support children's language development. Each topic encompasses enhancements to the learning environment that include role-play areas, small-world play, etc to encourage the children to communicate, talk and hear language. Staff ensure that interactions are positive and progressive, allowing children to flourish and gather words and develop language at their own pace in order to become confident communicators.

Children who struggle to communicate are targeted in the provision and learning interventions are used when children lack confidence or do not have the age-appropriate skills. We use visual timetables and picture cards to enhance support for these children. Children experience a range of key strategies throughout their time in reception. We prioritise the children who have speech and language difficulties (or English as an additional language), but also cater for all the children who require a lot of support in this area throughout their reception year. We support the Speech and Language programs some of our children have been provided with by S&L Professionals.

Physical Development

Our outdoor environment enables us to make the most of the outdoors and we encourage children to learn through outdoor play as much as possible. Our intention is that children learn how to take measured risks and they are given access to our reception playground and outside area during the day, as well as using our larger whole school playground and field with adventure trails, junk yard play and slide area.

We place equal importance on fine and gross motor skill development and the children participate in daily activities to enhance their physical development, including fine motor skills work, (e.g. threading, manipulating tools and materials, cutting, writing, colouring etc.), gross motor skills (e.g. running, hopping, climbing, skipping and using large equipment) and importance of regular exercise and healthy eating. We understand that in order for children to be able to pick up a pencil to form recognisable letters, children must firstly have well developed gross motor skills which strengthens their shoulder muscles in order to write. We also have Dough Disco sessions to strengthen our wrists and fingers to help to hold a pencil and write.

Our PE curriculum, includes ball skills, gym, dance and team games and we also follow Jungle Journey which is a whole class programme to develop fine and gross motor skills. The children are encouraged to join in with whole-school daily mile sessions where appropriate, and we enjoy our 'wake up shake up' sessions.

We also promote oral health by incorporating it in PSHE and self-care sessions, talking about healthy foods and the importance of brushing their teeth, we share stories about teeth/smiles and use mirrors to look at their own teeth.

Literacy

Reading is at the heart of our curriculum and our aim is to encourage a love of reading right from the start. We believe exposing children to a range of books and reading materials as a powerful tool to supporting this. They have also been chosen specifically to develop oracy, vocabulary and comprehension. Our books in the reading area evolve throughout the year and often link into children's interests and our topic themes. Teachers read stories to children from high quality age-appropriate texts at every available opportunity. These books are then used to enhance the learning environment and reading area.

As children begin reception with varied starting points, we start phonics straight away using the Read Write Inc program. Children are given reading books that match their phonic knowledge in order for children to apply their learning with the aim of becoming confident, fluent and successful readers. Where children are identified as 'Hot readers', they are supported and listened to more regularly. Children who need extra help with phonics are targeted in the provision by key members of staff.

Children are encouraged to mark-make and writing opportunities are provided throughout the learning environment. Literacy activities include writing topic words, lists, captions and short narratives. The children are provided with a range of pencils, pens, and other media to encourage them to write as much as possible, including an additional Outside Writing Box.

Mathematics

We use the White Rose scheme to provide opportunities in Shape, Space and Measure. We use Maths Mastery (NCTEM) for number. We believe the concept of number to be extremely important and believe children should develop a deep knowledge of lower numbers before moving on to higher numbers. We focus upon the concept of broadening children's knowledge and understanding of numbers e.g. the oneness of one etc. Children learn through games and tasks using concrete manipulatives which are then rehearsed and applied to their own learning during exploration. We teach maths in a practical and kinaesthetic way, which supports our children to become logical problem solvers that can demonstrate good reasoning skills. We use maths enhancement activities in the different areas of the classroom, including the outdoors. This approach means that most children have a secure understanding of number. Children who need extra support with mathematics are initially targeted in the provision by key members of staff but take part in small group intervention towards the end of the year if they are still identified as a concern.

Understanding the World

We use effective questioning to encourage the children to query the world around them and through their own exploration they develop their curiosity and independence. Children are exposed to a mix of opportunities to work collaboratively, independently and with staff members to explore their immediate environment and the wider world. We are fortunate to have our own forest school area and pond to explore different environments, habitats and go pond dipping! We encourage children to learn about nature and look after their environment through regular nature walks and links to our Forest School sessions. We use our village and local church in Orleton, as well as our grounds.

We are mindful of how our curriculum provides the stepping stones into the National Curriculum as children move into Year One; we teach explicit subject areas, such as

Geography and Design Technology. This is also included in the Schools Skills and Knowledge Maps to identify the skills and knowledge development children will move on to. This approach helps to prepare children for their next stage of learning.

In Science we talk about animals and materials. Geography includes looking at maps and comparing different locations and countries. We also discuss the changing seasons and discuss what we might wear if the weather is cold or hot. The children learn about their own history and famous people, such as Mary Anning and Neil Armstrong. However, we may well change the historic figure if children's interests take us on another path.

We teach RE throughout the year using the Herefordshire syllabus, where we cover Christianity and other religions, including the Diwali story, The Christmas story and the Easter Story and try to ensure that children are introduced to different belief systems.

Expressive Arts & Design

We want children to sing songs, make music, dance and perform. We have regular music lessons which are often taught by specialist teachers with an interest in music. Children are given time to play imaginative games and make up stories, songs and dances.

In art, the children are taught how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. We study artists, such as Wassily Kandinsky. Child-initiated art activities are encouraged during continuous provision as well as adult-directed art and crafts sessions. We encourage children to use their own ideas and techniques in their art and design work.

Classroom organisation

The timetable is carefully structured so that children have directed teaching in phonics, literacy and mathematics sessions daily with weekly sessions to focus on PSED, CL, PD, UW and EAD activities. This will evolve and change throughout the year as some subjects may be taught in blocks. These sessions are usually followed by group learning where children work with a member of staff so that practitioners can systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning. We invest time and energy into helping children set and reflect on their own targets by aiming high and developing a can-do attitude.

We assess against our learning objectives and record evidence in books and Tapestry; we link hashtags to subject areas so that we can track learning and monitor progress e.g. #maths. Our planning is informed by our deep knowledge of the children's learning.

We provide effective intervention sessions, delivered in the classroom where possible. We also enlist the support of parents to ensure children have every chance of learning the necessary skill or knowledge and reaching the early learning goals at the end of the year.

Partnerships with parents

We understand the importance of parental engagement and believe that our parents have a crucial role to play in their child's education. We work hard to create strong partnerships between home and school to encourage independent, enthusiastic learners who thrive and reach their full potential. We begin this relationship before the children start school with our 'Meet the Teacher' session, new parent meeting and/or telephone conversations during the transition process.

Parents are valued as first educators and every effort is made to inform them of the curriculum whilst providing them with the tools to continue the learning at home. Parents are encouraged to share their child's achievements through 'WOW' moments, and these are celebrated within school. Strategies to include and inform parents include 'Meet the Teacher' session, phonics/reading meetings, reading records, Facebook, open door policy

and parents consultation meetings twice a year. We provide an open-door policy and encourage parents and carers to engage with us and this fosters strong links between home and the families we serve.

Transitions

The children experience a smooth transition between Pre-School and Reception as most of our children come from our on-site Preschool where we engage in transition visits. As our Preschool is on site there are opportunities to see the children at breaktimes. We also try to arrange meetings with local preschool settings to ensure we develop a whole picture of the child and put them at the heart of our curriculum. A meet the teacher session is also set aside for families to come to where we give a brief overview of what we offer the children. Transition/move up days ensure the children enter reception confidently to build a solid foundation and supports future learning.

The reception staff arrange a 'hand over' meeting with the Year One class teacher to share an overview of children's strengths and where they may need support so that they get a good picture of the child before they begin Year One. This enables the teacher to put in early steps to support the children from the very start. We actively support our children throughout their final term in reception with transition opportunities e.g. move up mornings.

Impact

Our curriculum meets the needs of all our children, including our disadvantaged pupils and those with SEND. We ensure this by spending time looking at and evaluating how children are learning in the environment. This is achieved through talking to children, looking at their work, observing their learning experiences and analysing data and progress. We follow Child centred plans to ensure we provide a learning environment that is suitable and allows for progression. We arrange half termly SEND meetings with families to continue to support child & family as much as possible.

Observations and assessments

Observations of the children's learning, work samples, photographs and contributions are recorded and put into their Learning Journey, Tapestry or our class Floor Book, to tell a story of each child. The learning stories are supplemented with an English book and Maths book. These are shared with the children and their families during open door tours.

We use the observations of the children to make formative assessments of their attainment and to inform future planning and build upon the children's current knowledge. Parents contribute with WoW moments.

We encourage parents to engage regularly and contribute to their child's learning stories by adding their own observations from home (wow moments).

We will complete the Government baseline to measure progress for children throughout their primary years. However, we still formulate our own robust baseline to ensure we have levelled the children appropriately and can quickly identify areas of strength or support and plan according to meet the needs of all our learners.

Our baselines identify our children as having varied starting points. We use our baseline to plan learning opportunities and experiences to ensure progress over the academic year.

As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals. These judgements are made on the basis of accumulative observations and in-depth knowledge of the children acquired through ongoing assessment using Development Matters on Tapestry. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year. As a team, we conduct regular external moderation meetings to ensure the staff feel confident with judgements and that these judgements are consistent with a range of other schools.

Our phonic assessments are completed every six weeks to track and monitor children and quickly identify who is not making expected progress.

Check point assessments are completed three times per year and discussed during pupil progress meetings. This allows staff to identify children on track or not on track towards GLD and ELGs; share their concerns and explain what we have put in place to support or challenge children.

The impact of our curriculum can be measured by the way our children are inspired and excited to come to school and learn every day. We work hard to ensure our children develop into confident and positive learners, who are excited by new risks and challenges. We endeavour to ensure that our children leave Reception ready to move on with confidence into KS1 and their lifelong journey.