

Chapelford Village Primary School



Early Years Curriculum Intent Statement

Intent

At Chapelford Primary, we have high expectations for all children. We aim for all groups of children to make progress across the curriculum and be ready for the next stage of their education, achieving outstanding outcomes. Our aims are, to develop lifelong learners in a learning environment that is happy, provides high quality care, promotes independence, supports emotional well-being, celebrates and promotes individuals interests and fascinations.

Implementation:

A carefully designed and sequenced curriculum has been developed using, the new EYFS Educational Programmes for each area of learning, recent research and additional guidance. It identifies key skills and knowledge for children to be taught term by term, deepening learning and enabling them to achieve the early learning goals at the end of the academic year.

Through high quality texts, fiction and non-fiction, a broad balanced curriculum is facilitated. A curriculum enhanced through a range of first-hand practical experiences, within and beyond school. High quality learning environments are in place indoors and outdoors, facilitating early years pedagogy. They provide opportunity for children to practise, consolidate and apply ongoing and new learning, across all areas of learning and the characteristics of effective teaching and learning.

Across the daily routine, practitioners ensure children have a balance of child-initiated and adult-led activities. It is recognised that young children learn by, taking part in activities guided by knowledgeable adults and lead their own learning sensitively supported by practitioners. During the summer term, the balance of learning is developed to support smooth transition into Y1.

Practitioners engage with parents at points of transition, within home learning and the observation process. The school SENCO is a key member of the EYFS team and ensures rapid response to children identified personal needs. Integrated services are used to maximise

children's learning potential. Partnership working with the new owners of the neighbouring private day nursery is a priority to improve transition into Reception.

In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

Impact

Formative assessment, day-to-day observations of learning, are integral part to the learning and development processes in EYFS. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to identify and shape future / next steps in learning. Practitioners also take into account observations shared by parents and/or carers.

Practitioner best-fit assessment judgements are regularly externally moderated to ensure accuracy. The majority of children at Chapelford make good progress and are ready for the next stage of their education. Historical data shows the % of children achieving the 'expected' level at the end of EYFS is above the national data set.

Parents are regularly informed of their child's progress throughout the academic year.