



Curriculum Intent, Implementation and Impact Statement

Our Intent

At Darwen St James we want our all of our children to achieve, regardless of their background. We want children to be confident and curious learners. It is our intent that children who enter our Academy develop a love for learning, becoming independent and enthusiastic learners who reach their full potential.

To ensure that children make good progress we take into account the starting point of the children by completing baseline assessments and by working closely with the child's parent/carer.

Every child has access to a broad and balanced curriculum that is based on their interests and individual needs. This approach allows us to plan and provide opportunities throughout our EYFS curriculum to support learning and development and achieve their next steps.

Our EYFS curriculum aims to enable our children to be:

Competent and creative learners; who are curious about the world around them.

Secure and confident; who enjoy coming to school and learning new skills and knowledge building on their existing learning.

Skillful communicators; who connect with others through language and play, ensuring that they play in a vocab rich environment.

It is our intent to ensure that all children will receive the teaching of early reading through systematic, synthetic phonics to learn to read words and simple sentences accurately by the end of Reception.

Implementation

At Darwen St James we follow the Early Years Foundation Stage framework. This is made up of **four overriding principles** which our early years education is based upon:

- **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 years provision, including children with special educational needs and disabilities.

Our bespoke curriculum offers a balance of adult guided and child initiated activities, both in our nursery and our reception class.

Children have access to indoor and outdoor provision, engaging in planned, focussed activities as well as self-initiated and free flow activities. They have been carefully planned and designed to allow the children to challenge themselves and to develop their skills.

The learning experiences within our Early Years are linked to the seven areas of learning and development within the EYFS. These areas are split into three prime areas and four specific areas. The three prime areas are those which the children should develop first and are considered most essential for the healthy development and future learning of our children. These include:

- **Personal, Social and Emotional Development** – involves providing opportunities for young children to be active and interactive; and to develop their coordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **Communication and Language** – involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical Development** – involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

As children grow and make progress in the prime areas, this will help them to naturally develop skills within the four specific areas. These are:

- **Literacy** – the early teaching of literacy involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** – the early teaching of mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and describing shapes, spaces, and measures.
- **Understanding the World** – this involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive Arts and Design** – this involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Our staff plan a range of experiences, including visitors and trips into the local community, to help the children to build on their current knowledge and to Engage in new experiences.

Impact

The children at Darwen St James will grow to be confident, competent lifelong learners and good citizens. They will experience a smooth transition between Nursery, Reception and beyond. Effective communication and collaboration ensure the children leave the EYFS with a solid foundation of learning of which to build upon across the rest of their school journey.

We use learning journeys across the EYFS, supplemented with literacy and maths books in Reception, which evidence to the children and their families the progress of the children throughout their time in Early Years. Class Dojo portfolios are also used to demonstrate the children's wow moments and successes.

As a team, we carry out regular internal moderation sessions, in house, through our SIG groups and across our Academies.

Assessment starts with careful observations which are then used to inform planning. Learning and teaching is most effective when children feel a sense of belonging, curiosity and competence showing resilience and tenacity.

By monitoring assessment procedures regularly, we can effectively demonstrate what learning is taking place and how each child is progressing in all seven areas of the EYFS curriculum.

Children who need extra support are quickly identified through our robust planning and assessment. They receive interventions and booster groups, supported by our SENCo in order to help close the gap.