



# Great Marsden St John's Primary School

Church of England Academy

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## Our Vision

**Empowered by God's love, we uphold a culture where everyone is encouraged and supported to reach their full potential.**

## Our Mission

**Rooted in God's love, inspiring all to aim high.**

GMSJ EYFS Curriculum Policy.

### Intent

At GMSJ we want our EYFS curriculum to allow all children the opportunities and experiences to gain skills and knowledge in an immersive, engaging way which allows them to commit what they have learnt into their long term memory. Alongside this we strive for holistic personal development through strong relationships, our Christian ethos plus rich and varied experiences.

At GMSJ we use the Statutory Framework for Early Years Foundation Stage 2021, Development Matters and the Birth to 5 documents as the starting point for our EYFS curriculum development. This is not seen as a tick list for learning but a learning journey that will lead the children to achieving the Early Learning Goals and an overall Good Level of Development by the end of their Reception year. The EYFS Curriculum map is designed for progression and breadth with defined themes. However, it is sufficiently flexible to keep the starting points of the children and their interests at the forefront of daily provision.

We acknowledge the low baseline starting point that many of our children enter GMSJ with. The reasons for this are multifaceted. However, our intention is that the curriculum and opportunities we offer will increase their knowledge and sense of the world around them. It will foster their

understanding of our culturally, socially and ecologically diverse world and they will explore the world around them with wonder.

The EYFS curriculum designed at GMSJ is an inclusive curriculum considering the starting points for all our children, providing bespoke learning opportunities.

## Implementation

As already stated, curriculum sequencing, breadth and structured repetition are central to our curriculum ethos. The Curriculum Map holds the long term overview of this. Day to day translation of this into classroom practice is managed by the expertise of the EYFS practitioners supported by specific subject leaders. To support our practitioners we use the specialist skills of a highly specialised Speech and Language specialist.

In our EYFS the interactions between staff and children will be of the highest quality. Staff will model learning, play, standard English grammar and pronunciation in spoken language and have high expectations of behaviour at all times.

Communication and Language will be a priority for all children entering into our Reception class. Planned opportunities for teaching children to understand the importance of listening and how to talk to each other will be a key focus throughout the whole school year. Without these speaking and listening skills children will be unable to access the curriculum coverage as a lot of our group work expects children to listen and speak to each other and the supporting adults. Key worker groups will be used to support speaking and listening skills as well as whole class inputs and group work. These groups will help children to grow confidence in their speaking and listening skills and allow them to become valued speakers in our classroom.

For those children who may have additional needs or require support with their speaking and listening skills., we will use Talk Boost to support them.

Phonics will be taught daily following the school's chosen phonics programme, Red Rose Phonics. Children will be introduced to the phonemes and graphemes within Phase 2 and 3 and taught the skills to read (blend) and write (segment) simple words, captions and sentences. Children will rehearse and practise recognising tricky words within each phase and recognise these words in their home reading books. Reading books sent home will be directly linked to the children's phonics week and will allow the children to practise and recognise phonemes/graphemes they are learning in the classroom at home. Guided Reading books in school will also be linked to the child's phonics week and assessed by the support adult for when children are ready to move on. Fluency is a huge focus in reading and

allows the children to reread a story to enable them to become more confident and fluent in their reading skills. Phonics is assessed at the end of each half term and flexible groupings are established to enable children to be stretched and challenged.

Maths and Literacy will be taught regularly throughout the week. This will be an adult led whole class carpet session led by a teacher, which will increase in length as the year progresses. Children will then access small group adult led activities during provision time and daily challenges will be planned into provision for children to consolidate and embed new skills independently.

In terms of the children's Literacy development, a range of writing opportunities are modelled and introduced to the children throughout the year linked to their phonics abilities. When we reach Summer term, children will begin to use their newly developed writing skills to focus on a range of different genres in preparation of transitioning into Year 1.

Throughout the curriculum, children will have the opportunity to listen to a wide range of high quality texts daily as identified on the whole school Reading Spine.

We recognise the importance of applying Math in real life contexts and in solving problems. As such, where possible, links between maths and all other areas of learning are made. An example of this is when we are baking we use vocabulary linked to weighing and measuring. We constantly count and use mathematical vocabulary during both continuous provision and adult led learning.

A baseline assessment of children's PSED needs will be carried in the autumn term and continually through daily adult interactions. Direct teaching of skills will be planned following assessment. EYFS will foster children's development in building relationships, managing self and self-regulation. Staff will actively celebrate children's birthdays, special achievements and cultural celebrations.

Learning through well planned and resourced continuous provision provides all children with opportunities to experience learning in a range of scenarios which are language rich and foster independent thinking. The provision will reflect societal diversity. Our continuous provision enhancements are skill driven. Enhancements for continuous provision will be planned to allow children to practice and consolidate the learning from adult directed teaching. In addition, assessments which highlight the needs of all the children will be used to plan bespoke opportunities which respond to the interests and needs of the cohort.

Role play, whether in the role play area, through small world play, imaginative play and outdoor learning, will be prominent in our provision. It allows children to develop communication and language skills, to act out and make sense of real-life situations, to explore, investigate and experiment and to develop social skills as the children collaborate with others.

Assessment is ongoing and dynamic using the Assess, Plan, Do, Review cycle. Sonar will be used as a part of our whole school tracking system to show progress as we move through the school year. Examples of writing and maths work will be recorded in individual books and topic based work will be recorded in our floorbooks and then sent home for children to share with their parents.

## Impact

Monitoring takes two forms - curriculum delivery and the outcomes for children that the curriculum delivers.

Monitoring the way the curriculum model is taught and translated into classroom practice will be via professional discussion, drop ins, talking to children, scrutinising learning journeys and peer to peer professional development activities.

Monitoring the achievements and progress of children will be formally undertaken 3 times per year via Sonar. Pupil Progress meetings will facilitate dialogue between the teacher, assessment lead and Head teacher.

Assessment of the children's learning and development will be achieved and evidenced in the following ways;

★ Evidence in individual books and floorbooks.

Professional dialogue with class teacher and EYFS team.

Talking to children.

Parental input during parents evenings.

★ Sonar

★ Early Years Foundation Stage Profile.

To further develop the EYFS Curriculum we intend to;

★ Work alongside the Lancashire Literacy learning team to revise the Literacy curriculum within EYFS.

★ Develop a meaningful outdoor learning environment linked to the curriculum.

★ Make the vision for EYFS at GMSJ clear and explicit.