

# Great Marsden St John's Primary School

Church of England Academy



## Our Vision

Our children will experience love, respect, faith and success as unique individuals within our school community and the wider world, now and in the future.

## Our Mission

“We ask that Christ will live in our hearts through faith making us rooted and grounded in LOVE.”

## GMSJ EYFS Curriculum Policy.

### Intent

At GMSJ we want our 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. Planned spaced repetition translates information into knowledge as the children make links in their learning, these are the building blocks for transition to the National Curriculum in Year 1.

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, technologically and ecologically diverse world.

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 behaviour expectations at all times.

Communication, Language & Literacy skills will be developed through key worker groups. These groups will come together every day to enable children to develop positive relationships with their named Key Worker within our Autumn Term. As we move through the Spring and Summer term these groups will meet twice a week with a specific focus. These smaller groups will allow all children to build in confidence when sharing their ideas and thoughts to others before being expected to work in larger groups.

Developing children's CLL is crucial. For those children who may have additional needs or require enhancing we will use Talk Boost and NELI (Nuffield Early Language Intervention).

Children will listen to a wide range of high quality texts being read to them on a daily basis, as identified on the whole school Reading Spine.

Maths and Literacy will be taught daily. 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, from Autumn Term until the end of Spring Term, teachers will follow the sequence of learning developed through 'Drawing Club' as a way of building up confidence in the children's fine motor and writing skills. 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.

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.

Children will develop their fine motor skills through daily taught sessions, following programmes outlined on the curriculum map. In addition letter formation will be taught through Phonics and Literacy lessons from Autumn term.

Children will complete a daily phonics lesson followed by phonics based activities and games in continuous provision.

A baseline assessment of children's PSED needs will be carried in the autumn term and continually through adult observations. Direct teaching of skills will be planned following assessment. The EYFS, whole school environment and adult interactions 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 or imaginative play, 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. Target Tracker will be used to make observations of children's learning in continuous provision and shared with parents at home. This decision was made to streamline the assessment process, avoid unnecessary paperwork and involve parents in their child's learning experience.

### **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 Target Tracker. 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;

- ★ Formal observations
- ★ Informal observations
- ★ Learning Journeys
- ★ Talking to children.
- ★ Parental input.
- ★ Target Tracker
- ★ Early Years Foundation Stage Profile.

To further develop the EYFS Curriculum we intend to;

- ★ Work with the MAT specialist lead completing an audit and action plan.
- ★ Develop a meaningful outdoor learning environment linked to the curriculum.
- ★ Make the vision for EYFS at GMSJ clear and explicit.