

# Curriculum Intent

The Early Years phase at Zouch includes our nursery class (FS1) and two reception classes (FS2). Every child who enters any of our Early Years classes will make progress emotionally, physically, verbally and cognitively whilst developing a lifelong love of learning. Our curriculum is designed to embed our values, recognises children's prior knowledge and skills and takes into account of their personal fascinations and interests.

Through a language rich environment, all children are supported to become skilful communicators so that they achieve at least an 'expected' standard in all 7 areas of learning. Children leave our Early Years phase having developed positive attitudes to learning and they are equipped with the skills and knowledge needed for them to take responsibility for future learning and successes as they continue their learning journey at Zouch and beyond.

# Curriculum Impact

The effectiveness and impact of our Early Years provision is measured using high quality observations and a range of summative and formative assessments. Parents and carers are kept up-to-date with their child's progress and development using Tapestry (online learning journey) with all parents having access to their child's account. Staff address any learning and development needs in partnership with parents and carers in a timely and sensitive manner. If a child has a special educational need or a disability which requires specialist support, then we work closely with parents and carers and support them to access relevant services and agencies as appropriate.

## EYFS at Zouch



# Curriculum Implementation

Our Early Years curriculum is implemented through a practical, playful approach and is designed to be flexible to enable children's personal interests and fascinations to be followed. Children are taught individually, in small groups and as a whole class. A combination of teacher input and continuous provision opportunities develop knowledge and skills through exploration and challenge both inside and in the outside environment. Knowledge and skills are sequenced and progressive from nursery to reception preparing the children for the next stage of their learning journey. Our Early Years environments are well-organised to promote independent learning choices with a range of open-ended resources that are easily accessible to enable the children to be creative, explore and learn safely.

Community involvement is an essential part of the implementation of Early Years curriculum. We develop strong, positive partnerships with parents and carers, relevant professionals and other early years settings within our locality.

# Assessment

The Reception Baseline Assessment (RBA) is completed by each child within the first six weeks of starting in reception.

Summative assessments include observations, child voice and parent feedback.

The Early Learning Goals (ELGs) describe the expected level of development to be attained across 7 areas of learning at the end of reception when a holistic, best-fit judgment about each child's development is made in the summer term.

Our values

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