

EYFS Curriculum- Intent, Implementation and Impact

Intent: Why do we teach what we teach?

At Vaughan Primary School we place great value on the development of pupils as individuals and providing them with the skills, knowledge and understanding they need to prepare them for the challenges in Key Stage One and beyond. Our aim in the EYFS is to build strong foundations rooted in academic success as well as moral and spiritual development, so that ultimately our pupils can be successful, go on to be active citizens of society and happy, curious life-long learners.

Our curriculum is therefore the cultural capital we know our pupils need so that they can gain the knowledge, skills and understanding they require for success. They can only do that if we embed the right habits for learning through the Characteristics of Effective Teaching and Learning – Play and Exploration, Active Learning and Creative and Critical Thinking.

Many of our pupils arrive below national expectations for their age and a high proportion come from disadvantaged backgrounds and with complex needs. We have to teach them how to listen, speak and meet the high expectations for behaviour by working together and being kind. As such, we prioritise personal, social and emotional development and communication and language in the Nursery curriculum. Our enabling environment and warm, skilful adult interactions support the pupils as they begin to link learning to their play and exploration. As the pupils move into Reception, we invest time and energy into helping pupils set and reflect on their own goals by aiming high and developing a love of reading, writing and number. This is delivered through a holistic curriculum which maximises opportunities for meaningful cross-curricular links and learning experiences as well as promoting the unique child by offering extended periods of play and sustained thinking following pupils' interests and ideas. We value imagination and creativity and seek to create a sense of enjoyment and fascination in learning through a vibrant continuous indoor and outdoor provision, alongside trips.

Implementation: How do we teach what we teach?

Pupils learn through a balance of child-initiated and adult-directed activities. The timetable is carefully structured so that pupils have directed teaching in English, maths and phonics everyday with regular circle time sessions to focus on PSED. These sessions are followed by group work where pupils work with a member of staff to develop their individual targets. This focused group time means the teacher can systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning.

Pupils are provided with plenty of time to engage in 'exploration' throughout the variety of experiences carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas. The curriculum is planned in a cross-curricular way to enable all aspects of the pupils' development including understanding the world and expressive art and design as well as to promote sustained thinking and active learning. During these sessions the teachers reflect on three questions: "What do our focus individuals need to learn or are curious about? What embedded learning have we observed in this area? What can be changed to exploit the learning and interests of the pupils/individuals in this area?" In this way, we ensure that the pupils have agency over their environment and that the provision leads to depth of learning across the curriculum.

Reading is at the heart of our curriculum. Pupils follow the rigorous and highly successful Twinkl Phonics program. The themes are based on foundational ideas coming from the EYFS curriculum: from "how to friendships grow?" as part of PSED, to "how can I be healthy?" related to health and self-care. From this, we have chosen multiple high-quality texts to create an integrated approach to learning from which pupils can experience the full curriculum.

We follow the Maths Mastery approach in Reception with an emphasis on studying key skills of number, calculation and shape so that pupils develop deep understanding and the acquisition of mathematical language. Pupils learn through games and tasks using concrete manipulatives which are then rehearsed and applied to their own learning during exploration. Nursery pupils begin to develop these key skills during daily maths meetings where they explore sorting, quantities, shape, number and counting

awareness. These early mathematical experiences are carefully designed to help pupils remember the content they have been taught and to support them with integrating their new knowledge across the breadth of their experiences and into larger concepts.

Our inclusive approach means that all pupils learn together but we have a range of additional intervention and support to enhance and scaffold pupils who may not be reaching their potential or moving on pupils who are doing very well.

We plan regular moderation sessions so that every member of our team feels confident in making accurate judgements about where individual pupils are and their next steps for learning. This is alongside consistent formative assessments and end of term summative assessments. We then have half termly Pupil Progress Meetings where we discuss the progress and attainment of pupils.

Impact: How do we know what pupils have learnt and how well they have learnt it?

Our curriculum needs to meet the needs of all our pupils. We spend time looking at and evaluating how pupils are learning. This is achieved through talking to pupils, looking at their work, observing their learning experiences and analysing data and progress by year group, class, groups and individuals. Every member of staff uses **ongoing observational assessment** to identify pupils' starting points and plan experiences which ensure progress. We use this information on a weekly basis to plan learning experiences and next steps so that knowledge and skills are built cumulatively. Evidence of pupils' learning including observations, work samples, photographs and contributions from parents are kept in 'learning journals' online via Evidence Me.

Our curriculum and its delivery ensure that pupils make good progress. During their time in our EYFS, pupils make rapid progress so that we meet the national expectation for GLD at the end of the year. Pupils also make good progress toward their age-related expectations before transitioning into Year One. We believe our high standards are due to the enriched play-based exploration alongside the rigour of assessment and teaching the pupils have as they move through the early years – a rich diet of balanced learning experiences is undoubtedly the best way to develop happy, curious pupils