



Be Brave Curriculum

INTENT – IMPLEMENTATION – IMPACT

Early Years

INTENT

We believe in encouraging the children to use their imagination to lead their own learning and become independent and resilient learners. Our pedagogical approach is a mixture of learning through play, modelling by adults, through guided learning in direct teaching, and having a well-planned learning environment. We recognise children's prior learning and various starting points, and create a holistic curriculum that maximises cross-curricular links and builds strong foundations for their future. Our EYFS curriculum is specifically designed and evolves to provide children with important foundational skills and knowledge that will later be enhanced and embedded in KS1.

Children should be provided with opportunities to engage their inquisitive minds and engage in new experiences and gain new knowledge, therefore we provide continuous indoor and outdoor provision, with enhancements that follow the children's interests to support them through the development of the three characteristics of effective learning. Children are encouraged to be brave in their learning, and take risks knowing that God is with us, inspired by our school vision (Joshua 1:9). We work in close partnership with parents and carers throughout the year to support their learning and to encourage children to reach their full potential.

IMPLEMENTATION

- Continuously adapted weekly timetable carefully structured to include adult focused reading, writing and maths, alongside interventions to support needs identified throughout the year, and sufficient time for the adults to be alongside the children during continuous provision time to support and further their learning in their play.
- Pupils learn at Hayfield Cross through a mixture of child-initiated and adult-directed activities and planning.
- EYFS teachers plan carpet time sessions for Literacy, Maths, RE, PSHE, and other adult focused activities each week.
- EYFS team weekly meetings to discuss interventions/ areas of concern/ interests and provision enhancements for the following week. This ensures that the provision follows the children's interests and gives children ownership over their environment and allows depth of learning across all areas of the curriculum.
- Objective led planning to ensure that whole team are aware of needs and next steps for all children, to allow continuous provision to be the most effective.
- Children follow a highly engaging synthetic systematic phonics programme called 'Little Wandle Letters & Sounds Revised' to support them in meeting good outcomes for reading. This includes discrete phonics lessons and guided reading sessions throughout the week. Children are also allocated an e-book consistent with their phonic knowledge and understanding following half-termly assessments to support them to become confident readers. Half-termly assessments allow any gaps to be identified quickly and children will then receive daily individual focused catch up sessions with the class teacher to give them the opportunities to close the gaps and continue their phonics learning with the rest of the class.
- Each half term is themed around a topic and include multiple high quality texts to create an integrated approach to learning from which pupils can experience the full curriculum. Children also enjoy reading a variety of books inside and outside of school, taking home a book from the hub to read for pleasure.
- We follow the 'White Rose' Maths Mastery approach in Reception alongside NCETM Mastering Number.
- The EYFS team receive relevant up to date training and keep up to date with important Government/ Ofsted focuses and initiatives. The team frequently moderate between themselves and through cluster meetings with another group of schools to ensure that all members of the team are confident in making accurate judgements about where individual pupils are and what their next steps are.
- To support our wider curriculum, we provide regular opportunities for parents and carers to come into school and spend time with their child. Parents are kept informed of children's learning opportunities and events through Tapestry. We also offer an open door policy, where parents are encouraged to speak to any of the EYFS team before or after school, or through Tapestry if needed. This includes; stay and play sessions, nursery visits, home visits, parent workshops, mothers/father's day events, reports, parents evenings as well as more frequent informal communication to suit individual families.
- The transition into Key Stage 1 is supported by preparing the children with visits to their new class, story time sessions with the Year 1 teachers, and ensuring that the environments are similar at the end of EYFS and start of Year 1.

IMPACT

- Children's progress and learning is measured across the year through formative and summative assessment, based on the teachers' knowledge of the child following observations during provision time, half-termly assessments and focused activities led by the adults.
- We aim to exceed the National and Local Authority data for children achieving Good Level of Development. We achieved above National Average expectations for Reading, Writing, Maths and GLD in end of year outcomes in 2022.
- As a result of Little Wandle Letters and Sounds phonics scheme being embedded, 96% of children entered Year 1 achieving their Reading Early Learning Goal.
- The judgements of our school are moderated with other schools at several points throughout the year.
- The Early Years Leader has termly meetings with the NNC School Improvement Manager to ensure effectiveness of the curriculum provided and to support a rigorous plan for development each term, supported by the Head Teacher.