



Early Years Curriculum at Alburgh and Denton C of E Primary Academy

Statement of intent

Intent:

At Alburgh and Denton Primary School, we aim to provide a safe, nurturing environment which promotes a high standard of education for our youngest pupils. Our Early Years staff are committed to providing an environment that is rich with possibilities, develops children's independence and encourages curiosity about the world around them

The aims of our EYFS curriculum are to develop young pupils who are:

- Competent learners (through play)
- Resilient
- Capable
- Confident
- Effective communicators
- Independent
- Creative
- Curious and inquisitive
- Self-assured
- Positive thinkers

Implementation:

Our practice is child centred, where children are encouraged to learn following their own interests and lines of enquiry. At Alburgh and Denton Primary we believe that Play is the key to developing confident, inquisitive and creative learners. Parts of our school day does incorporate direct teaching times to introduce and consolidate skills in Phonics, Mathematics and Speaking and Listening activities. We also lead weekly RE, PE and PSHE sessions. Our Phonics is taught following the synthetic systematic Phonics programme Read, Write inc and we follow the 'NCETM' mastery approach for our Maths sessions.

Through our child-centred approach, we aim to plan exciting, meaningful and real life experiences based on the children's interests. We create a sense of awe and wonder through creative ideas which involve the children. We also value the importance of learning outdoors, we are very fortunate that our Reception classroom has its own purpose built

outdoor area. It is seen as an extension of our classroom where high quality learning experiences take place on a daily basis. Our Reception children also have access to our onsite wooded area and take part in Forest school sessions every term.

We recognise that parents play the most significant part in their children's education and we value being partners with them in their child's first year in school with us. We look to forge positive relationships with parents to enable us to support learning both at home and school. We share the children's learning through a range of ways including; teacher/parent meetings (focus child meetings) every term, weekly communication on Tapestry, positive notes/stickers in home school books and an open-door policy.

Children are continually assessed through planned and spontaneous observations, photographs, videos and information drawn from discussions with the children and their parents during 'focus meetings'. These are recorded in the children's files and on their 'special space' on our classroom learning wall. Parents contribute at any time to their child's learning via Tapestry. They can comment on their child's weekly observation or upload their own notes, photographs and videos of their child at home.

Impact

The impact of our EYFS curriculum is reflected by having happy and confident children that transition into Year 1. By the end of the EYFS phase (end of Reception), all children will have had a completed Early Years Foundation Stage Profile (EYFSP) outlining their attainment across the phase, in line with the statutory guidelines. From this it is judged whether children are achieving at age related expectations and have achieved a 'good level of development' (GLD) and if they have met the 17 Early Learning Goals. We measure the children's progress and learning across the year through formative and summative assessment which are based on the teachers/TA's knowledge of the child. Their online Tapestry learning journeys of Photographs, videos and observations play a big role in this assessment process.