

The Intent of our EYFS Curriculum

At Baines Endowed school, our Early Years Foundation Stage curriculum is designed to support all our children to develop into confident, happy and independent learners. We aim to provide each child with the best start to their education, that enables them to fulfil their full potential. We recognise that all children are unique individuals, who begin their school journey with varied starting points and backgrounds. We celebrate and welcome these differences within our school community and our inclusive curriculum reflects this. Following the cohort's personal interests and individual needs, allows us to plan and provide opportunities throughout our EYFS curriculum to support learning and development. Which in turn, helps our children to achieve their next steps. We strongly believe in learning through play and champion our children to follow their imagination and creativity. Our intent is to secure solid foundations for education, based upon the three characteristics of effective teaching and learning:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

We strive to promote a lifelong love for learning, build positive relationships and create a nurturing and safe environment that enables each child to begin Year 1, excited for the journey that awaits them.

The Implementation of our EYFS Curriculum

We have implemented a child-centred Early Years curriculum that aligns with the Early Years Foundation Stage (EYFS) framework. The curriculum is carefully planned and sequenced to ensure a broad and balanced range of experiences and opportunities for our young learners. It incorporates active and play-based learning, where children are engaged in purposeful, hands-on activities that develop their skills across the 3 prime and 4 specific areas of learning.

Our daily timetable ensures children have access to uninterrupted child led learning as well as opportunities to take part in adult guided activities. The children have free-flow access to both indoor and outdoor provisions. PE is taught twice a week and children enjoy weekly outdoor learning activities, in a forest school environment. The characteristics of effective learning are explicitly taught, we want for our children to have a 'growth mindset' and develop a deep understanding of the skills they need to learn and solve problems.

At Baines Endowed, we want all children in EYFS to develop the ability to communicate effectively. Our daily story time provides an opportunity to teach rich and exciting vocabulary. Focus texts are carefully mapped out and ensure there is a balance of fiction, non-fiction and rhyming books. Children are exposed to stories by new authors and classic authors and by reading high quality texts on multiple occasions, story language is retained and may be used in writing as the children progress through school. We promote a love of reading through visiting the library weekly, inviting reading areas with engaging, high-quality texts, Year 6 'reading buddies' read to the younger children beginning in the Autumn term and our

classroom doors are open for weekly 'Read with us' sessions, inviting friends and families to share the joy of books with us too.

Children access daily phonics lessons based on our chosen systematic, synthetic phonics scheme, 'Little Wandle'. Through this, children learn to read and write with accuracy, fluency and automaticity. The scheme provides support for parents and staff are trained and monitored regularly to ensure a consistent and successful approach. We provide effective and focused intervention for those children who are finding learning challenging and are not on track to meet expectations at the end of the year. This will be provided in an inclusive way and support from parents is also enlisted at an early stage to ensure that the children have every chance to achieve the Early Learning Goals.

Maths is taught daily in EYFS, using the scheme 'NCETM Mastering Number'. Maths is embedded through daily routines and within continuous provision. Follow up activities in small groups are also implemented where appropriate to consolidate learning. Staff quickly identify which children need extra support and deliver targeted intervention both in directed focus groups and 1:1 during independent learning time.

Children's progress is carefully monitored through ongoing formative assessments, which inform next steps and allow for differentiation to meet individual needs. The EYFS team collect evidence of children's learning through work completed in their books, observations, photos and videos. Assessments also provide opportunities for dialogue and collaboration with parents, so that they are actively involved in their child's learning journey. We keep parents up to date with ways to support learning at home through our online platform 'Dojo' as well as providing sessions for parents held at school. We believe working in partnership with parents can help children to grow in confidence and develop to their full potential.

By the end of the year, we provide opportunities for children to increase their independence in recording their work as appropriate to ensure they are well prepared for the move to Year 1. We also ensure that the pedagogy in Year 1 reflects the independent learning skills children have gained in Reception. School staff at Baines work tirelessly to ensure that children are surrounded by a kind, caring and happy environment which helps them develop their own personalities in their journey through school. It is a positive place to be where resilience, perseverance and successes are celebrated, and every child feels valued and respected.

The Impact of our EYFS Curriculum

The impact of the EYFS curriculum is reflected in having well rounded, happy and confident children transitioning into Year 1. Our children are often amazing role models for others in school. We measure progress and children's learning across the year through formative and summative assessment which are based on the teacher's knowledge of the child, observations recorded with photographs and videos, evidence in the children's books and filed in their learning journeys.

We expect all our children make more than the expected steps progress from their starting points. The judgements of our school are moderated internally and with other schools. This means judgements are secure and consistent with government guidelines. The EYFS coordinator also attends local moderating events.

The teaching and pedagogy are reviewed and evaluated regularly through monthly team meetings in Year R. These have an agenda and actions which are then reviewed in the following meeting. We ensure that the areas we discuss and develop are reflected in changes and developments in our classroom practice. The Early Years provision features in all areas of the School Development Plan and has a rigorous plan for development each year. This is monitored and evaluated by the EYFS Lead, the Head teacher and designated governor.