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| **School: Werrington**  |  |
| Completed by a School Leader/ Key Stage Leader: Kelly Castle (Class teacher) | K.Castle 1/9/22 |
| Shared with Curriculum Leaders: Jonny Phillpotts/Jan Buckthought | J. Philpotts: 1/9/22 |
| Monitored by Curriculum Leader: Jonny PhilpottsTo ensure subject coverage and weighting.  | J.Philpotts: 1/9/22 |
| **Overarching Principles****Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured. **Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. **Enabling environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.**Learning and Development:** Children develop and learn at different rates. We must be aware of children who need greater support than others. **Characteristics of Effective Learning** **Playing and exploring:** - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning **Active learning:** - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.**Creating and thinking critically:** - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions. **EYFS Curriculum - Intent, Implementation and Impact****Intent – Why do we teach what we teach?**As each child joins our school family he or she is embarking upon the first part of “formal” education and we want this to be a very happy and fulfilling journey for both parent and child. At Werrington Primary School we place great value on the development of children as individuals. Our over-arching ethos in the early years is a strong ‘Personal, Social and Emotional Development” curriculum. Our early year’s expertise means that everything we focus upon enables each child to become a successful learner, a happy, resilient, self-assured and confident individual and a child who is ready to become a responsible member of our society. 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 practice this through the Characteristics of Effective Teaching and Learning – Play and Exploration, Active Learning and Creative and Critical Thinking. Children in our Nursery and Reception class follow our EYFS curriculum and the Development Matters objectives. All children have to study the curriculum created by the Government but this forms only part of the learning which children will undertake whilst they are with us. We ensure that our children learn what we are legally required to teach but in a way that is exciting, magical, memorable and accessible and appropriate for them. The way in which our curriculum is planned, the organisation of each day and the methods that are used to teach are in response to our knowledge of how young children learn best. We keep up to date with research and, when appropriate, we put this into place in what and how we teach. We believe that each of the following elements impacts upon the other and will achieve the highest standard in learning: placing the child at the heart of all we do, surrounded by the most effective teaching and learning of a progressive, a relevant and challenging curriculum and the the highest standard of behaviour. We use the children’s previous knowledge, their curiosity and their fascinations to build learning that is led by the children and which fires their imagination; we believe this results in life-long, memorable learning. Our focus is upon ensuring the best progress for each and every child. This means that there is an emphasis upon children developing and improving skills, knowledge and understanding, whilst recognising that there is a need for appropriate consolidation and practice. Most importantly, we develop children’s independent skills so that they can apply what has been learnt in a variety of different situations and with skills, knowledge or understanding used in different combinations. We know that children learn best when there is a consistency and continuity in our approach. Our staff have common expectations of practice, understand the rationale behind how we work and challenge and support each other to ensure that high standards are in place throughout the whole school for each and every child. We believe that our children are entitled to high quality teaching that brings out the best in their academic and social attainment. All children in our Nursery and Reception class will: * Be engaged in an active curriculum by doing, thinking, explaining, exploring and experimenting, constructing, combining ideas and developing different ideas, reflecting, questioning and responding to questions, discussing, investigating and being curious.
* Plan and evaluate their own learning.
* Develop their creativity and imagination.
* Be able to recall their learning, enabling connections between prior and current knowledge and skills.
* Be provided with ‘real life’ experiences which make learning memorable.
* Understand that hard work brings results and that making mistakes is how we learn and so we must persevere.

We offer equal opportunities for all of our children whatever their age, gender, ethnicity, ability, educational needs or background. We believe that every child has unique characteristics, abilities and learning needs. We are flexible and creative in how we adapt our curriculum to meet the needs of all children and ensure the highest achievement for all.**Implementation-How do we teach what we teach?**Whilst acknowledging the current national curricular we have a creative and focused based approach to learning which is not merely based upon children acquiring content but rather in developing the long lasting and transferable skills, attributes and attitudes that each child needs to become a lifelong learner and equip them for a rapidly changing world. Our curriculum consists of exciting themes which enthuses both boys and girls. Each theme is introduced to the children through an exciting and magical ‘Wow Moment’ which is led by the ‘magic wand.’ These Wow Moments spark children’s interests, inspire and engage the children. Throughout each theme, a range of objectives in several curriculum subjects are taught, as well as ‘in the moment’ planning. This content is sequenced to ensure that components of knowledge lead to conceptual learning. Opportunities to practise knowledge and skills are built into the curriculum to secure deep understanding of what has been taught. Children are provided with a range of opportunities in which they will learn; this consists of-* Small group learning
* Whole class learning
* Individual support
* Independent learning
* Plenty of time to engage in play (busy learning) throughout the carefully planned environment which is designed to engage and challenge them in their continuous provision
* Inside and outside learning- equal importance is given to learning in both areas.

Our small class size enables the teachers to 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.Observers will see* Children’s learning that clearly links towards the specific end points identified in the EYFS curriculum.
* Staff with knowledge and expertise in the subjects that they teach.
* Staff who practically implement their understanding of child development.
* Children recalling and applying what they know to current learning and in a range of contexts.
* Independent and guided practice of new knowledge and skills so that they can be recalled automatically.
* Learning environments which enable children to gain confidence in themselves as independent learners, explorers, discoverers and critical thinkers.
* Learners who are engaged in open ended learning situations which enable them to show independently, what they have learnt.
* Learning activities that are designed and arranged to help all learners, through appropriate scaffolds and challenges.
* Learning activities that are ambitious and carefully selected to remove barriers and ‘lift the lid’ to maximise children’s learning.
* That we endeavour to place learning in every day contexts with realistic experiences that involve children in making decisions about their own learning.
* Teachers who use day to day assessment effectively to address misconceptions and accurately identify next steps.
* Reading is prioritised with focused daily teaching of reading and phonics. Children are explicitly taught to apply reading across the curriculum.
* That we fit the curriculum to the child and not the child to the curriculum.

Managing, regulating and expressing feelings and emotions is a big focus in our Early Years setting. Children are supported to recognise and express their feelings in the Early Years Foundation stage through our well picked themes and planning. Throughout the day, children use our ‘feelings pots’; they are encouraged to recognise their feelings throughout the day, when appropriate, and move their lolly-pop stick into the different pots which name each feeling. Children are supported to recognise the feelings of others too. Communication and language is another big focus in the Early Years Foundation Stage; we use Makaton to support children with their communication skills. We introduce a Makaton sign of the week and our Early Years teacher creates 2 Makaton videos a week to share with children and parents/carers; 1 for our sign of the week and 1 to re-tell a traditional story using Makaton signing. Reading is at the heart of our curriculum. Children follow the rigorous and highly successful Read, Write Inc program so that they meet good outcomes for reading. Both Nursery and Reception follow a half termly theme (which are adapted and evolve with the children’s interests). From this, we have chosen multiple high-quality texts to create an integrated approach to learning from which pupils can experience the full curriculum ensuring that all children leaving the Foundation Stage are ready to start the KS1 curriculum. All of the overarching themes have resources and activities ready to use in the enhanced provision. Specific concepts are introduced with a good quality storybook or age appropriate non – fiction text. Using books in this way teaches children that books and reading form the basis of all learning. During each theme, children are exposed to ‘WOW words’; these are topic words which expand children's vocabulary and word meaning. Each week children take part in a whole school ‘Reading Challenge’ and a ‘We Love to Read’ time 3 x weekly to instil a love for reading. We use Mastery of Maths to support children in their number skill, as well as our own planning 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 short daily maths sessions where they explore sorting, quantities, shape, number and counting awareness. These early mathematical experiences are 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 children learn together but we do provide additional intervention and support to enhance and scaffold children who may not be reaching their potential. This includes, for example, additional adult-led sessions, speech and language interventions and ‘catch-up’ provision in Maths. The characteristics of effective learning are viewed as an integral part of all areas of learning and are reflected in our observations of children. **Impact-How do we know what children have learnt and how well they have learnt it?**We understand that re-capping prior knowledge is the key to life-long and memorable learning. Before a daily teaching input; children take part in a ‘I see, I think, I know’ session which takes 2-5 minutes. A variety of pictures are shown and, through questioning, children are encouraged to talk about their prior knowledge. Our curriculum and its delivery ensure that children make good progress toward their age-related expectations before transitioning into Year One from their individual starting points. It is designed to meet the needs of all our children, including our disadvantaged pupils and those with SEND. We spend time looking at and evaluating how children are learning.  This is achieved through playing with children, talking to children, looking at their work, observing their learning experiences and analysing data and progress. Every member of staff uses ongoing observational assessment to identify children’s starting points and plan experiences which ensure progress. We use the Development Matters checkpoints to establish whether children are on-track. We use this information on a weekly basis to plan learning experiences and next steps so that knowledge and skills are built cumulatively.   During each assessment window, three times a year, teachers update the progress children have made onto ITrack which allows us to assess the impact of teaching. Evidence of children’s learning including observations, photographs and contributions from parents are recorded using Class DoJo. Other evidence such as independent work samples and teacher annotations are recorded in the child’s paper ‘learning journey’ which children use to reflect on their progress through pupil voice.  |

