



EYFS Curriculum Statement

Intent	Implementation	Impact
<p>At Teagues Bridge Primary School, our aim for EYFS is to offer all our pupils a broad and balanced curriculum based on rich, purposeful and real-life experiences that sets them up for a successful education as they move through the school. We aim to ensure that all children engage in high quality opportunities to apply knowledge, skills and concepts that allows them to develop strong and secure skills as a basis for growth as they move onto key stage 1 and beyond. Our curriculum is designed so that children are inspired and actively encouraged to ask questions, solve problems and develop a curiosity, enthusiasm and desire for learning.</p> <p>Throughout the early year's provision, the focus is on engaging children in all areas of the EYFS curriculum through a wide range of engaging learning experiences that are cross curricular. Speaking and listening plays an important role in the early year's provision and this allows children to develop strong communication skills which they are then able to transfer into other areas of learning. As well as this, children begin the read, write, inc. phonics programme and learn initial sounds and how to apply this through assisted blending.</p> <p>Our curriculum is designed to recognise children's prior learning from previous settings and their experiences at home, provide first-hand learning experiences, whilst allowing the children to build resilience, ambition and integrity. Every child is recognised as a unique individual</p>	<p>Our EYFS curriculum is designed to develop the characteristics of effective learning:</p> <ul style="list-style-type: none">• Creating and thinking critically – children have to develop their own ideas, make links between ideas, and develop strategies for doing things.• Active learning – children keep on trying if they encounter difficulties and enjoy their achievements.• Playing and exploring – children investigate and experience things, and 'have a go'. <p>The planning within EYFS starts with a long term plan in conjunction with KSI and the schools cross-curricular themes. Medium term plans are written termly and used by the EYFS teacher as guide for weekly planning. A weekly focus is based on the learning objectives linked to the early year's curriculum and shared with all EYFS staff. We plan first hand experiences and provide opportunities for challenges appropriate to the development of the children.</p> <p>Where possible the children's own interests are used by the adults to engage the children in higher level thinking and deeper learning. Child initiated learning is valued and encouraged. Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult- led and child-initiated activities. The children have the right to the outdoor environment all year round and access to the area is</p>	<p>At Teagues Bridge Primary School, ongoing assessment is an integral part of the learning process in EYFS. Staff observe pupils and these observations are used to plan next steps. We use a paper-based learning journey to record assessments and capture learning for the individual child. We also have individual writing, phonics and maths books to capture learning in these areas.</p> <p>The main form of assessment in the EYFS takes the form of observations of children learning. These observations are using Tapestry and are added in the child's individual learning journey and workbooks. Each child's progress is also recorded against the 17 areas of learning derived from the Early Learning Goals.</p> <p>Termly assessments are carried out using the Cornerstone Tracking grids. The outcomes of each assessment are used to inform planning, next steps for children and to identify where additional support is needed. At the end of the year, all children against the EYFS Early learning Goals, identifying whether they are emerging, expecting or exceeding.</p> <p>At Teagues Bridge we record individual targets for each child in their literacy and maths books. Parents are given these targets at the parent's consultation meeting in the autumn and spring terms and further target booklets are sent home at the beginning of each new term.</p>

and we celebrate and welcome differences within our school community.

available daily throughout sessions, with constant adult supervision and interaction.

Marking is used to address misconceptions, evaluate children's learning and teachers use this to inform their planning. In conjunction with marking, verbal feedback is used to address misconceptions and move learning forward instantaneously.

Child friendly curriculum objectives are in every child's book for literacy, maths and in their learning journeys. Teachers refer to these and highlight when the child has achieved an objective. This allows children to track their own progress and see the big picture of their learning.