 

**St Bede’s EYFS Intent, Implementation and Impact**

**Intent**

At St Bede’s Catholic Primary School, we believe in providing a secure foundation for future learning and development for our children. Our EYFS curriculum allows children to develop interpersonal skills, build resilience and become creative thinkers. We aim to provide a fun, secure, challenging and rich educational environment that enables each individual to thrive!

# Reception and Nursery work closely with each other to ensure continuity and consistency between the foundation stage. Our Mission statement“*‘In St Bede’s we welcome everyone,*

*grow and learn together as God’s family, and use our gifts to serve with love’* is at the heart of everything we do.

We place a strong emphasis on the religious, spiritual, moral and cultural development of all our pupils and learning at St Bede’s is Values-based. We have six School Values; WELCOME – We welcome everyone into our school family through our kind words and caring actions, LOVE – We let the love of God shine in everything we do, INSPIRE – We inspire each other to achieve our very best, RESPECT – We respect each unique member of our family, PATIENCE – We show patience and tolerance towards each other, COMMUNITY – We work together to serve our community with love.

Our values shape how we behave, what we say, how we build relationships and how we learn. They are incorporated in every aspect of life at St Bede’s. Every child is recognised as a unique individual. We celebrate and welcome the differences within our school community

At St Bede’s we intend for all our children to acquire the knowledge, skills and understanding to be effective, inquisitive and independent learners. The principles and purpose of our curriculum are driven by developing the following:

A love for learning

A sense of self

Awe and Wonder

Aspiration and Achievement

and Entitlement and Enrichment

Our hope is that all our children believe in their own abilities, which will allow them to develop resilience along with becoming successful in their own school journey and beyond.

In order to facilitate this, children in EYFS will have experience of the seven areas of learning. The areas are managed and delivered through balanced whole class/group teaching and play based learning.

We intend our EYFS curriculum to be ambitious, endeavouring to give our children the best start in life. We are passionate at St Bede’s about creating opportunities for children to express themselves and to thrive through developing their language and communication skills at a very early age. We place a great emphasis on the development of children as individuals which will prepare them for the challenges beyond the EYFS curriculum. In doing this we build strong foundations rooted in academic success, encompassing the children’s wellbeing along with their spiritual and moral development, whilst also ensuring that they are happy and curious life-long learners.

**Implementation**

The St Bede’s EYFS curriculum is designed to develop the characteristics of effective learning:

● Creating and thinking critically – children have and 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’.

We use a Growth Mindset approach to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success.

Community involvement is an essential part of our curriculum as we celebrate local traditions, learning new skills to enable the children to take an active role in events throughout the year.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children’s capacity to learn.

The St Bede’s EYFS Curriculum engages all children and ensures that all children make good progress from their starting points. A number of key resources are used to support the development of the curriculum including Development Matters, The Cornerstones Maestro Curriculum, White Rose Maths, Little Wandle Letters and Sounds, Come and See, ‘The Way, The Truth, The Life’ and Talk Boost.

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.  At St Bede’s Primary School, we believe that the whole curriculum can be covered in a well-planned outdoor environment, and that there is some learning that can only take place outdoors. The children have the right to the outdoor environment all the year round and access to the area is available daily throughout the session with constant adult supervision and interaction.

Parents are valued as first educators and every effort is made to inform them of the EYFS curriculum whilst providing them with the tools to continue in learning at home. Parents are encouraged to share their child’s achievements through ‘WOW’ moments and these are celebrated within school. Each week we have focus children where parental contribution is key to observing and planning children’s next steps. Strategies to include and inform parents include ‘Stay and Play’ sessions, phonics workshops, reading records, WOW moments, class pages on the website, open door policy and class liturgies.

Our EYFS curriculum recognises prior knowledge by providing first hand learning experiences along with having a child-centred approach.

At St Bede’s, we ensure that we are aware of each child’s individual interests in order to support their learning.

Each area is planned to ensure that there is a broad, balanced and progressive learning environment and curriculum.

Planning is flexible allowing children to use and to develop their skills.

Children develop their independence along with their enquiry and problem-solving skills through working independently and collaboratively with their friends and members of staff.

Observations and discussions allow staff to identify next steps to ensure that progress is evident.

Stimulating environments both inside and outside of the classroom provide engaging activities which children can access independently.

At St Bede’s we use all environments to ensure each child’s needs are met through continuous and enhanced provision and each child’s interests.

Reading and oracy is at the heart of our curriculum. Phonics is taught on a daily basis. The children’s reading books reflect the phonics stage that they are at. Children are encouraged to read aloud each day and to identify letters/signs in their learning environments. Displays and role play areas are language and number rich to invite each child to work with their peers to include reading during their independent play. Our inclusive approach means that all children learn, play and progress together.

**Impact**

We want each child to get the best possible start in life and to be ready to thrive in KS1. At St Bede’s we do this by ensuring ongoing assessment is an integral part of the learning process. Staff observe pupils and these observations are used to plan next steps.

We use a paper-based learning journey to record assessments and wow moments which is also shared by parents. We also have a whole class floor book and Reception has individual RE books.

At the end of EYFS, staff complete the EYFS profile for each child in Reception. Pupils are assessed against the 17 early learning goals to ensure year one readiness.

The EYFS team meet for regular meetings and receive necessary training linked to the SDP.

Teachers attend in house and external training and moderations and attend regular pupil progress meetings to ensure progress is being made for each individual child.

The EYFS lead is committed to raising standards by attending relevant CPD and ensuring each child at St Bede’s has the best start on their school journey.

In providing a broad and balanced curriculum the individual needs of every child are met including our disadvantaged, SEND and EAL pupils.

Every member of staff uses ongoing observational assessment to identify children’s starting points and to plan experiences which will ensure progress. As a school we believe that our high standards are due to the enriched play-based exploration alongside the rigour of assessment with a rich diet of balanced learning experiences.

At St Bede’s we strive to ensure that our children’s progress across the EYFS curriculum is rapid and achievable from their starting points and aim for children to achieve year one readiness by the end of Reception.

The impact of our curriculum is also measured by assessment procedures which allow us as a school to measure outcomes against all schools nationally ensuring that our children carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens. Ultimately, we endeavour at St Bede’s for all of our pupils to become Year One ready, embedding the school values by the time they leave Reception.

Our children make strong progress academically, emotionally, creatively, socially and physically. Knowledge, understanding and skills are secured and embedded so that children attain highly and are fully prepared for their new year group.

At the end of EYFS our children;

· have strong communication skills, both written and verbal. Our children also listen respectfully and with tolerance to the views of others,

· take pride in all that they do, always striving to do their best,

· demonstrate emotional resilience and the ability to persevere when they encounter challenge,

· develop a sense of self-awareness and become confident in their own abilities,

· are kind, respectful and honest, demonstrate inclusive attitudes and have a sense of their role in our wider society.