



Early Years Foundation Stage

Curriculum Statement





Intent

At Loxdale Primary School, our EYFS curriculum is designed to enable all children to develop into resilient, confident, motivated and happy learners, developing the skills, knowledge and attitudes necessary for their own successful future learning. We provide a structured, secure, caring and well-resourced learning environment; both inside and out which meets all the individual developmental needs of children as 'young learners'. We develop independence and individuality, whilst fostering respect and tolerance for others irrespective of ability, race, creed, gender or background. In EYFS children will experience the 7 areas of learning through a balance of whole class/group teaching and carefully planned play based activities. Learning is planned to support early reading, writing, mathematics and language development as well as important social skills. We work in partnership with parents and carers to encourage children to reach their full potential from a range of starting points.

Implementation

At Loxdale Primary School, we passionately believe that all of our children should have equal access to a broad, balanced and fun curriculum both inside and outside. Our children will learn new skills, acquire new knowledge and demonstrate understanding through the seven areas in the EYFS curriculum:

Personal, Social and Emotional Development

Physical Development

Communication and Language

Literacy

Mathematics

Understanding the World

Expressive Arts and Design.



These 7 areas are used to plan children's learning and activities. Planning for this curriculum is designed to be flexible so that a child's unique needs and interests are supported. We identify children's next steps so good progress is made. We encourage children to demonstrate their attitudes and behaviours. We provide a range of opportunities and experiences allowing children to develop communication skills, build resilience and become creative, critical thinkers who will begin to challenge themselves.

We believe that our school has a responsibility to develop cultural capital and therefore we provide rich learning experiences that take place beyond our classroom walls. Children will go splashing in muddy puddles, make their own bread, visit a farm and develop a sense of how to be physically and mentally healthy. We ensure activities support the Characteristics of Effective Learning. These are:

- Playing and Exploring - children investigate and experience things and 'have a go'
- Active Learning - children concentrate and keep on trying if they encounter difficulties and are proud of their achievements.
- Creating and Thinking Critically - children have and develop their own ideas, make links between ideas and develop strategies for doing things.

Staff in our EYFS team make regular observations of the children's learning to ensure individual children's next steps are met. These observations are collected in each child's EYFS profile. We regularly assess where the children are using the Development Matters framework and then ensure our planning, interactions and environment encourage continuous learning.

Impact

We strive to ensure that all of our children's progress across the EYFS curriculum is good from their varied starting points. We believe that our children should be provided with the best possible start to their school life and then develop the knowledge and skills to reach and exceed their potential in KS1. Through our exciting curriculum our children develop and nurture strong, positive attitudes where they become proud and respectful of themselves, others and their environment. They are tolerant, caring individuals with a strong moral conscience.

We also aim for our children to reach the Early Learning Goals at the end of Reception. Our children will have evidence in their profiles which support all areas of the EYFS curriculum, showing good quality learning and teaching. All of our EYFS practitioners will use observations as an assessment tool. Class teachers will use these observations to make formative assessments which inform future planning and ensure that all children build on their current knowledge and skills at a good pace. This assessment

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will then compare children's attainment to age related expectations using month bands described in Development Matters framework. Staff will track each child ensuring rates of progress including vulnerable groups such as those with SEND or who are disadvantaged. Our assessment judgments are moderated by senior staff and the local authority.

Our children are encouraged to dream big and have high aspirations fostered by the belief that with determination and hard work anything is possible.