



Sutton Park Primary School

Central Region Schools Trust – Early Years Foundation Stage

Vision:

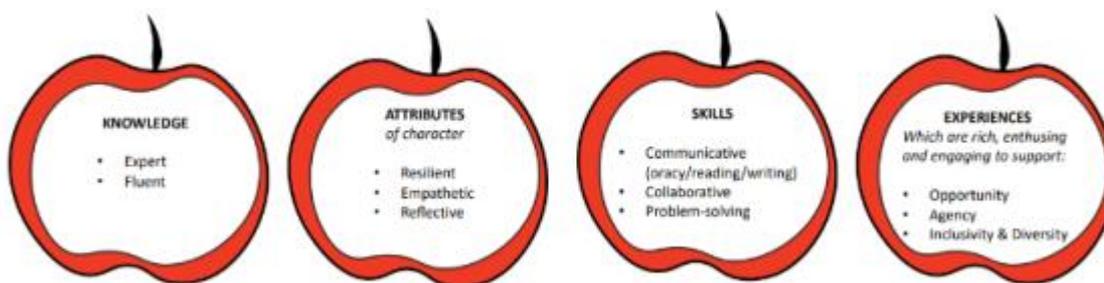
In our CRST schools we offer engaging Early Years environments where children will develop curiosity, independence and a love of learning through purposeful play.

Adults enable children to learn through intentional interactions, and support children to become skilful communicators.

Our nurturing approach builds positive relationships creating a sense of belonging, security and resilience, ready for the next stage in their learning.

CRST Curriculum Intent:

The EYFS curriculum at each of the CRST schools will fulfil the requirements of Early Years Statutory Framework, including all seven Areas of Development and the Characteristics of Effective Teaching and Learning, leading to acquisition of the Early Learning Goals.



Staff will have high expectations for all children and work hard to help them develop the Knowledge, Skills and Experiences that pupils are entitled to at CRST schools. Early Years environments will provide conditions in which our core Attributes of character will be nurtured, as we seek to develop curious, independent and resilient learners who can thrive in an ever-changing world.

The Curriculum Intent will be adapted to meet the needs of each School and individual cohorts within this to determine what bespoke elements will need to be in place for children to make progress and achieve expected outcomes by the end of the EYFS.

Implementation

'Children are powerful learners. Every child can make progress in their learning with the right help. Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other and through guided learning and direct teaching. Practitioners

carefully organise enabling environments for high quality play. Sometimes they join in to sensitively support and extend children's learning. Children in the early years also learn through group work, when practitioners guide their learning. Older children need more of this guided learning. A well-planned learning environment indoors and outside, is an important aspect of pedagogy'

(Principles into Practice, Julien Grenier, 2020)

Approaches to learning in the EYFS embrace a purposeful play-based approach, where curriculum design is influenced each schools' individual characteristics and local community.

Our school's curriculum offer will build on children's strengths and support them to overcome barriers such as deprivation and low levels of language.

The knowledge and skills that children need to enable them to achieve the ELGs are identified in a Progression in Learning Framework ensuring sequential teaching.

All plans are working documents which are flexible in order to respond to any new interests that may arise.

An appropriate mix of adult led, adult-initiated and child-initiated play ensures the best outcomes for pupils. Prime areas are inter-woven within day-to-day routines, so even when not explicitly taught, they remain an important focus.

Whilst ensuring there is a progression of skills throughout the year, there are also regular revisits to gain a deep understanding of the new skills acquired.

To ensure knowledge and skills progression is sequential we use the Progression in Learning Frameworks alongside our medium-term planning.

Approaches to dynamic assessment directly influence the continuous provision and practitioner deployment to ensure that all children who are not making expected progress can receive additional support.

Impact

The impact of the EYFS curriculum is reflected in having well rounded, happy and confident children transitioning into Year 1 who achieve our KASE curriculum objectives.

When our schools evaluate the impact of the curriculum, the focus is on what the children have learned, and the progress they have made in developing their knowledge, skills and learning behaviours needed to meet the early learning goals and to be able to access learning.

We measure progress and children's learning across the year through formative and summative assessments which are based on the teacher's knowledge of the child.

The judgments of our school are moderated with other schools in our Trust. The EY leads from our Trust schools work together across the year to support collaboration and best practice.