

















EYFS Curriculum

At St Anne's we aim to nurture children within a happy, caring and positive environment. We support and scaffold their learning, allow them to make mistakes and help them to overcome challenges. We aspire for all of our children to develop a love of life-long learning.

	INTENT	IMPLEMENTATION		IMPACT
 <p>Alignment to EYFS Curriculum</p>	<p>Seven areas of learning and development shape education in early years. All are important and inter-connected. Prime areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These are Personal, Social & Emotional Development, Physical Development and Communication & Language Development.</p>	 <p>Pedagogical Philosophy</p>	 <p>Approach to Assessment</p>	<p>Through observation and interaction we continuously assess children's interests, stages of development and next steps for learning, and plan an environment which includes challenging, achievable activities and experiences to enable children to progress quickly. This continuous cycle promotes children's well-being, learning and development.</p>
 <p>Sequencing and end points</p>	<p>Practitioners ensure that every child is included and supported through equality of opportunity and anti-discriminatory practice. We work as a whole-school team to support children in making the best possible progress ready for the next stage in their education. Children's profile at the end of EYFS gives a holistic measure of their attainment and attitude as a learner.</p>	 <p>Teacher's Expert Knowledge</p>	 <p>Performance Data</p>	<p>The EYFS profile is a statutory assessment of children's development at the end of the early years foundation stage (known as a summative assessment) and is made up of an assessment of the child's outcomes in relation to the 17 early learning goals (ELGs). It is intended to provide a reliable, valid, and accurate assessment of each child's development at the end of the EYFS.</p>

 <p>Communication Aims</p>	<p>We understand that every interaction is a learning opportunity and from birth communication is a crucial skill. We recognise that behaviour is communication especially in young children and skilled practitioners aim to support children to build the vocabulary to allow them to express themselves effectively through speech or alternative systems.</p>	 <p>Promoting Communication and language</p>	<p>Practitioners know that children communicate through their actions, play, drawings, relationships and talk. Through sustained shared thinking practitioners narrate, model talk, introduce vocabulary and ask open ended questions to facilitate quality exchanges with and between children.</p>	 <p>Pupil's Work</p>	<p>Widely accepted by educators, play contributes to the cognitive, physical, social, and emotional well-being of the child. Our practitioners are skilled in identifying teachable moments within children's self-directed play and evidencing learning & progress through close observations of children, their drawings, their talk & their actions.</p>
 <p>Addressing Social Disadvantage</p>	<p>Our equality of opportunity and anti-discriminatory practices, ensure that every child is included and supported. We aim to empower our children to aspire to a future without limits and to have the confidence and self-belief to follow their dreams and reach their full potential.</p>	 <p>Developing skills, knowledge and understanding</p>	<p>Teaching in Early Years promotes active hands-on learning through real-life experiences. Practitioners plan time and opportunities for rehearsal and practice in order to embed emerging skills and developing knowledge.</p>	 <p>Monitoring and Evaluation</p>	<p>When planning and guiding children's activities, our practitioners monitor the stage of development children are at rather than their age to enable maximum progress to be made. Regular audits of the learning environment, the latest EYFS research & training and reflecting on our practice allows us to evolve continuously and strive for outstanding practice.</p>

 <p>Local Context</p>	<p>Our hugely successful Buddy system pairs our Reception children with a Year 5 friend with whom they build a trusting bond. This relationship lasts throughout their time at St Anne's and offers mutual benefits; responsibility, communication, nurture, friendship & fun.</p>	 <p>Teacher Assessment</p>	<p>As well as assessing learning, practitioners look for evidence of the extent to which children :</p> <ul style="list-style-type: none"> ● investigate and experience things, and 'have a go' ● concentrate and keep on trying if they encounter difficulties, and enjoy achievements ● have and develop their own ideas, make links between ideas, and develop strategies for doing things. 	 <p>Actions</p>	<p>We continue to develop communication friendly spaces both inside and outdoors.</p> <p>We continue to embed our maths teaching practice & childrens' fluency in maths through the use of the mastery curriculum designed by the National Centre for Excellence in Teaching Maths.</p> <p>WELLComm assessments pinpoint each child's strengths in communication and provide support in rapidly addressing any gaps.</p>
<p>Enrichment</p> 	<p>We offer our children opportunities to access as many real-life experiences as possible including managing risk. We have weekly swimming lessons from Reception in our own pool and regular forest school activities. For increasing numbers of children some experiences are the very first time they have visited local parks, a working farm, a beach, a museum, a library and our parish church. We include quality texts with ambitious vocabulary to spark imagination and build on the language that children entering our setting have.</p>				