

Intent, Implementation, and Impact Statement- EYFS

CURRICULUM INTENT	Our School Mission					
	Throughout school, from Nursery to Year 6, we will:					
	Create Memories	Nurture Talents	Spark Curiosity	Raise Self-Esteem and Aspirations	Motivate children to adopt healthy and active lifestyles.	Equip all children with the skills and attitudes they need to be happy, successful, and caring individuals.
	Our Golden Threads					
			Knowledge	Spark	Humanity	Team
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	In the Early Years, <i>‘The Characteristics of Effective Teaching and Learning’</i> and <i>‘The Fundamental British Values’</i> underpin all of our golden threads.					
	What do we mean by our golden threads?					
	We want our children to be knowledge seekers and keepers.		We want our children to be imaginative and creative.		We want our children to be respectful and caring.	

In Early Years Foundation Stage at Clapgate Primary School, our curriculum intent aligns with the whole school mission and golden threads. In the EYFS, our ambitious, carefully sequenced, and progressive curriculum provides all our children with the knowledge, skills and understanding that they need to become confident, inquisitive, curious, creative, and independent learners and influences their wider thinking across all seven areas of the curriculum. We believe that providing an education that does all of this gives children the best chance to become successful, well-rounded, happy, and caring individuals, ready to succeed in an ever-changing world.

At Clapgate Primary School, we will make a positive difference to every child's life. In the Early Years, we recognise the importance of giving our children the best possible start to their education by planning and implementing teaching and learning opportunities that support them in reaching their full potential.

Implementation

Our pedagogy at Clapgate Primary School involves a mix of different approaches. Our children learn through play-based experiences, by effective adult modelling, observing each other, and through guided learning and direct teaching. Developing a sense of 'awe and wonder' and fostering a lifelong love for learning is deeply rooted within our pedagogy in the EYFS.

IMPLEMENTATION	Our Pedagogy in the EYFS								
	• Oracy Focused- High Quality Interactions-Sustained Shared Thinking- SHREC Approach • Highly Skilled Adults- Play Based Learning Approach- Child Centred- Following Children's Interests • Inspired by Creativity & Curiosity – Open Ended Resources - Invites to Learn- Awe & Wonder • Outdoor Learning - Risk Taking - Free Flow Access Indoors and Outdoors • Enabling Environments- High-Quality Provision- Purposeful Enhancements- Calm & Inviting Learning Spaces • Experience Rich- Hands On & Practical- Non-Negotiable Experiences- Cultural Capital • Adult Directed & Child Initiated Learning-Effective Modelling - Guided Learning & Direct Teaching • Inclusivity - Positive Relationships- Sense of Belonging- The Unique Child								
	Key Principles for Effective Teaching and Learning:								
	Knowing and supporting all children	High challenge and expectations and developing learning behaviours	Staff CPD and subject knowledge	Rich opportunities and motivating environments	Effective questioning, AFL and feedback	Creativity and innovation	Active approach	The Arts	Oracy
	Developing Learning Behaviours:								
	Relationships	Ready, Respectful, Responsible	Mastery approach	Marvellous mistakes	Independent thinking	Collaboration			
	What is included within each driving theme?								
Awe and Wonder	Outdoor Learning	Active Learning	Parental Engagement Events	Engaging Experiences	Key knowledge/ skills/ vocabulary				

We intend to develop curious, creative, resilient, independent learners who show high levels of well-being and engagement. This will result in deeper level learning and higher rates of progress across all seven areas of learning. Our children make the most progress when they are interested, engaged, fully immersed, and actively involved in their learning. For this reason, our curriculum

is mainly planned from the children's interests; however, we incorporate a range of key themes and non-negotiable learning experiences for all our children, and we recognise the need for a blended approach towards teaching and learning.

When planning for teaching and learning, our staff regularly observe which areas, experiences and interests the children seem most motivated by, gathering possible lines of enquiry. The teachers then reflect on these and collect ideas for a driving theme/topic, ultimately creating a focus for their medium-term planning. When planning a theme, the teachers think deeply about what the children already know, the big questions that they want the children to be able to answer, the key teaching texts that will be used, what knowledge and skills the children will learn, what enriching experiences they will have, what specific vocabulary will be introduced and embedded and how the parents will be involved within their child's learning. Within each theme, teachers also incorporate and ensure that children learn, deepen, and revisit the key skills outlined in the long-term plan each half-term.

How are the golden threads embedded in the Early Years Foundation Stage?

 Knowledge	<i>We want our children to be knowledge seekers and keepers.</i> Our curriculum is heavily knowledge and skills-based, progressive, and effectively meets the needs of all our children. It clearly outlines what the children will learn, know and be able to do during each year in the EYFS. We have detailed long-term plans for Nursery 1, Nursery 2 and Reception which carefully map out and sequence the progression of skills and knowledge the children will need to acquire to meet the end-of-year expectations for each year group. The careful sequencing of the curriculum allows us to revisit learning to help our children know more, remember more, and do more with their knowledge. We teach and provide experiences and opportunities across all seven areas of learning, as well as using strategies to make learning "stick". We encourage children to ask questions and develop a thirst for knowledge. Additional key knowledge the children will be taught each half-term relating to their driving theme or topic is mapped out within the medium-term plans for each year group.
 Spark	<i>We want our children to be imaginative and creative.</i> Our children experience a rich, engaging, and exciting curriculum. We use a range of creative approaches when delivering learning experiences to the children which spark their curiosity and enrich their childhood experiences. We nurture children's ability to think and express their ideas creatively and imaginatively across themes and topics, seeking solutions to problems, exploring ways to tackle questions, and having their own ideas. We harness children's ability to revel in a world of imagination. <i>Links with CEOTL - Playing and Exploring - Children investigate and experience things and 'have a go'.</i> <i>Creating and Thinking Critically</i> - Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
 Humanity	<i>We want our children to be respectful and caring.</i> Developing our children's personal, social, and emotional development is at the heart of everything we do. We are focused on meeting the children's social and emotional needs, taking time to listen to them and responding effectively. We always model positive learning behaviours and have high expectations for all children regarding behaviour and attitudes. We demonstrate and reinforce our values of respect and responsibility and have these at the core of our ethos across the school. We ensure that we give the children opportunities to show empathy, understanding, care and compassion and demonstrate our expectation that they will act to make a positive difference in the lives of others and in the diverse world around them.
 Grit	<i>We want our children to be motivated and resilient.</i> We facilitate children in becoming resilient and independent learners who show high levels of well-being and engagement. Through well-informed, high-quality, engaging teaching and discussion of their progress, we help children to be excited to learn and determined to achieve goals and next steps set for them and by them. We help them to see opportunities to further their learning both when they are successful and when they get things 'wrong' (e.g. marvellous mistakes). A 'can do' and 'can't do yet' approach will be celebrated within the EYFS. <i>Links with CEOTL – Active Learning- Children concentrate and keep on trying if they encounter difficulties and enjoy achievements.</i>
 Team	<i>We want our children to be communicators and collaborators.</i> Underpinning our curriculum in the Early Years is a strong oracy focus. Communication and language underpin children's thinking, learning and development across all areas of learning. As a school, we strive to ensure that children leave the EYFS able to learn through talk and being good talkers and communicators. We provide a range of opportunities for speaking and listening and for developing communication skills, language skills and vocabulary. Through high-quality interactions we help children learn how to work collaboratively, listening carefully to the perspectives of other individuals and groups. A progression in vocabulary is set out in our long-term curriculum plans for all three-year groups in the EYFS and for the different areas of provision within the classroom. Additional key vocabulary that the children will know and be able to use when learning about a driving theme or topic can be seen in our medium-term plans. We also include three specific oracy-based experiences for children to participate in across the academic year. This is in addition to the daily opportunities to develop oracy within the classroom. <i>Links with CEOTL – Creating and Thinking Critically - Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</i>

Impact

As a setting, we are highly aware that all aspects of our EYFS curriculum must meet the needs of all our children, including those who are disadvantaged and those with SEND. Therefore, we spend time observing and evaluating how our children are learning. This is achieved through talking to children, looking at their work, observing their learning experiences and analysing data and progress of cohorts, classes, groups, and individuals. We use ongoing observational assessments to identify children's starting points from which learning experiences are planned to ensure progress. This assessment is tracked three times a year as part of our internal data collection and is moderated accordingly. Closely monitoring pupil progress within the setting allows us to measure the impact of teaching and learning within the Early Years.

From low starting points, children make rapid progress from the beginning of Nursery to the end of Reception. Children, including those from disadvantaged backgrounds, do well, and children with SEND achieve the best possible outcomes. We believe our high levels of progress are due to our rich curriculum offer and the rigorousness of high-quality teaching, learning and assessment throughout the Early Years.

IMPACT	What will we see from our children at Clapgate Primary School?				
	Positive attitudes and behaviour	Good outcomes for all	Healthy and active lifestyles	Skilled staff and CPD opportunities	Good attendance and punctuality
	Engagement of families	Life skills and aspirations	Good development of skills, knowledge and understanding	High levels of confidence, self-esteem, and self-belief	Happiness
	What are the key attributes and behaviours our children will show?				
	Knowledge: Enquirer Lifelong learner Critical thinker Questioner Curious Applies and uses Recalls	Spark: Explorer Link maker Flexible Playful Enterprising Individual Proud Adventurous Passionate	Humanity: Honest Tolerant Open-minded Fair Inclusive Principled Kind Appreciative Global citizens	Grit: Independent Ambitious Risk taking Self-disciplined Perseverant High aspirations Strength Self-belief Self-esteem	Team: Orator Listener Presenter Debater Articulate Confident Sense of humour Works with others

We believe our approach is very successful. Children thrive at Clapgate Primary School, and we most certainly inspire young minds!