



**INTENT**

**Rationale:**

In the Early Years at Buglawton we believe that every pupil is unique. We ensure all pupils have the opportunity to develop and learn in a safe and nurturing environment where play and learning is combined. Through practical learning experiences, we strive to equip pupils with a love of learning and a natural curiosity. We are committed to giving our pupils the best possible start to their school life, teaching them skills which ensure their well-being now and success in the future.

**Ambition:**

Our intent is to:

- establish an environment that is nurturing, bright and exciting and one that is full of interesting and challenging potential for learning to take place.
- develop a curriculum that develops pupil’s interests.
- deliver a curriculum based on entitlement for all, that considers each pupil’s existing knowledge and experiences, and where the pupils can engage in first hand experiences.
- give pupils opportunities to practise, revise and extend knowledge and skills in a consistent and stable environment

**Concepts:**

Our curriculum is designed to develop the characteristics of effective teaching and learning:

- **Creating and thinking critically** – pupils have and develop their own ideas, make links between ideas, and develop strategies for doing things.
- **Active learning** – pupils concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.
- **Playing and exploring** – pupils investigate and experience things, and ‘have a go’.

**IMPLEMENTATION**

- A curriculum which is broad and balanced and which builds on the knowledge, understanding and skills of all pupils, whatever their starting points.
- We follow the Early Years curriculum using Development Matters, topic themes and enrichment opportunities.
- Ensure all pupils get optimum benefit from their experiences in the EYFS through the seven key features of effective practice.

- Provide meaningful learning experiences, developing each pupil's characteristics of teaching and learning.
- Provide high quality interactions with adults that demonstrate and impact on the progress of all pupils.
- Careful assessment through observations, assessment checkpoints and discussions with staff and parents. These are used to inform the next steps of learning and meet individual needs.
- Developing an effective and engaging environment that is set up so that pupils can access all areas of learning both inside and outside at any one time.
- Suggesting home learning opportunities with information about what has been taught, allowing parents to build on their pupil's school experiences, at home.
- Phonics is taught daily through differentiated sessions and the love of real books. Phonics activities are available within provision and are revisited to embed over the year and supported in a range of ways including associating actions with these.

### **IMPACT**

#### **Assessment:**

- We strive to ensure that our pupil's progress across the EYFS curriculum is good from their varied starting points. We also strive for pupils to reach the Early Learning Goals at the end of Reception in order to achieve their full potential.
- Showcase pupil's learning and progress through photographs, floor books and individual books.
- Class teachers use observations to make formative assessments which inform in the moment or future planning and ensure that all pupils build on their current knowledge and skills at a good pace.
- Summative assessment compares pupil's attainment to age related expectations using checkpoints within the Development Matters. This is tracked to ensure pupils are 'on track', including vulnerable groups such as those with SEND or who are disadvantaged.
- Assessment judgements are moderated both in school and externally with local schools. Experienced staff undertake training which helps validate school judgements.