Lister Primary School

EYFS Rationale

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At Lister Primary EYFS, we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that allows all pupils to fulfil their potential regardless of race, creed, gender or ability and to develop a sense of their own worth and respect for others. Producing lifelong learners with the necessary skills and knowledge to succeed in this culturally rich world that we live in. "Respect for All, Learners for Life".

Within the EYFS, we understand that babies and young children are powerful learners, reaching out into the world and making sense of their experiences with other people, objects and events. As they explore and learn, children are naturally drawn to play which is why play and engagement is at the heart of our EYFS curriculum. We believe that the correct mix of adult directed and child initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children; consistency and routine; and strong relationships with parents are all features of the day to day practice that supports wellbeing. Our staff have high expectations for all children and work hard to ensure they develop the skills and knowledge to grow into respectful, independent, resilient and creative leaners.

The Development Matters document along with the Foundation Stage Early Learning Goals set out end of Reception year expectations for children by the end of the Foundation Stage. Lister Primary School, Nursery and Little Treasures' nursery recognises the crucial role that Early Year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

Implementation

At Lister Primary School we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage. We actively safeguard and promote the welfare of all of our children. We recognise that children will learn most effectively when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults who care for them. We aim to provide a setting that encompasses a safe and stimulating environment where children are able to enjoy learning and grow in confidence that helps them to achieve their fullest potential.

We prioritise creating a 'language rich' environment through the use of songs, nursery rhymes, stories and providing time for adult/child and peer to peer interaction. We understand high quality adult/child interactions is essential, as is encouraging home learning and the quality of parent/child interactions through activities and reading at home. Highly trained staff in language development ensure that every interaction is positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators ready for their next stage of learning.

The curriculum is taught through topics, topics expertly planned to ensure children gather the required vocabulary in order to be confident, fluent communicators. The topics were designed with a Speech and Language Therapist to ensure children acquire the required vocabulary to support their language development age appropriately. In Reception, the topic is led by a leading enquiry question and is enriched with classroom enhancements, trips and visitors. We find this approach encourages a real thirst for learning and provides strong cross curricular links. This mirrors the Key Stage 1 curriculum approach in order to support transition and ensure children are ready for their next stage of learning.

In Nursery, the topic is introduced to the children with a real focus on vocabulary. Visitors and enhancements are planned for as a starting point to bring the learning to life, make it relevant and enjoyable.

In Little Treasures', each child is planned for individually with parents and the key worker. This allows for partnership working and is tailored to suit the child's needs.

All planning is flexible and responsive to children's needs so plans can be changed and adapted dependent on the children's interests. Practitioners plan adult-led activities with awareness of the children in the setting and of their responsibility to support children's progress in all areas of learning. They will build on what children know and can do, and often draw on interests and use materials or themes observed in child-initiated activities. As with child-initiated activities, the practitioner actively uses a range of effective interaction strategies to support learning in the adult-led context. We teach children individually, in small groups, in key worker groups and in whole classes. Through a combination of teacher input and continuous provision opportunities, learning is planned to encourage children to develop their learning independently through exploration and challenge.

We aim to provide children, with a well-structured, safe, active learning environment both indoors and outdoors. This enables children to develop the skills, attitudes and understanding that will form the basis of lifelong learning and encourage them to become useful, active members of a diverse and constantly changing society. Children have daily opportunities to access the outdoor environment which also enables them to increase their levels of physical activity. Children's learning is enabled within the outdoor learning environment which is seen as an extension of the classroom within which children are encouraged to use and apply their newly acquired knowledge and skills through outdoor learning opportunities that also engages all pupils in a positive way with their local, natural environment.

Throughout the EYFS years as part of the learning and teaching process, children will be assessed in relation to their progress towards Development Matters and the Early Learning Goals. These judgements are made on the basis of accumulative observations and in depth knowledge of the children acquired through ongoing assessment. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year. End of year assessments are finalised during the summer term or when they exit Little Treasures', summarising each child's development at that point against the Early Learning Goals and Development Matters.

We have strong relations with our parents and encourage families to be a part of school life and their child's learning. Parents receive topic webs to inform them on what their child is learning each half term and to explain how they can support learning at home. We also offer a range of parent workshops to support learning in a variety of subjects and hold demonstration lessons for families to observe learning in the classroom. Parents are provided with ideas of how they can support learning at home to further develop their child. Parents are invited to attend class assemblies, sports days, Nativities and whole school assemblies such as Sing Up and Harvest assembly. We hold fund raising events such as bingo, a Christmas and summer fayre and family quizzes to support our school and encourage parental involvement in school life. We hold parent reading sessions to encourage reading for pleasure as we know children who read for pleasure are likely to achieve better in school and develop their vocabulary range. Parents also complete questionnaires to inform how our curriculum is designed and implemented to ensure their voice is heard.

Impact

The impact of our curriculum is measured by how effectively it helps our pupils develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens. We endeavour for pupils to be Key Stage 1 ready and have our school values embedded by the time they leave Reception, preparing them for their future

A child at Lister Primary School

- Has a love of learning and enjoys a challenge.
- Shows respect for themselves and others, has good manners and follows rules.
- Is an independent learner who perseveres and is resilient.
- Has good relationships with adults and peers and co-operates as part of a team
- Has a sense of wellbeing and can lead a safe, fulfilling and healthy life
- Is a motivated, confident, determined and ambitious individual
- Is literate and a good communicator
- Is responsible and respectful to the environment and to property
- Is tolerant and challenges stereotypes and is morally and spiritually aware
- Has secure values and beliefs and has a strong sense of self
- Knows how learning fits in to the real world and is prepared for the challenge of society

The school is proud to report that the implementation of the EYFS curriculum has produced above National expectations in key outcomes for the last four years, showing that the curriculum ensures the children are ready for the next stage of their learning.

The School is proud to hold many awards in a range of areas and subjects showing our dedication to delivering an exciting and engaging curriculum accessible to all. (Please see the awards list).

Our curriculum is reviewed annually to ensure relevance and to ensure the voices of our pupils, parents, staff and governors are heard.