



# EYFS at Gwladys Street Community Primary and Nursery School



*'Golden Opportunities for Achievement and Learning'*

Intent	Implementation	Impact
<p>In EYFS we would like children to develop a life time love of learning through effective relationships and a stimulating and effective learning environment. We would like children to have acquired and developed skills in all areas of learning to enable them to reach ELG ensuring that they are year one ready enabling them to successfully access National Curriculum and therefore ensuring Year One readiness.</p> <p>We aim to do this by:</p> <ul style="list-style-type: none"> <li>Providing a challenging and stimulating learning environment which takes account of children's individual interests.</li> <li>Provide high quality interactions which support and develop children's natural curiosity and desire to explore and make sense of the world around them.</li> <li>Asking a range of questions which support children to problem solve and find out answers to their own questions.</li> <li>Support and extend vocabulary and model new vocabulary effectively</li> </ul>	<p>We will implement our EYFS curriculum by;</p> <ul style="list-style-type: none"> <li>Supporting and developing the Characteristics of effective learning and the Leuven scales of well-being and involvement.</li> <li>Through adult directed whole group teaching sessions.</li> <li>Through adult Led small group and adult Led independent activities.</li> <li>Through child-initiated activities: Open ended self-chosen activities.</li> </ul> <p>The timetable is carefully structured so that children have rigorous directed teaching in English, maths and phonics with regular circle time sessions to focus on PSED.</p> <p>Children are supported to extended their knowledge and understanding through high quality interactions. Children will be supported to know more and remember more throughout the variety of experiences carefully planned to engage and challenge them in the provision.</p> <p>Classroom resources and enhancements will be organised to ensure progress. Enhancements will link to a theme or a fascination but will evolve over the term</p>	<p>Our curriculum will meet the needs of our children, including our disadvantaged pupils and those with AEL and SEND, so we spend time looking at and evaluating how children are learning. This is achieved through talking to children, looking at their work, observing their learning experiences and analysing data and progress by class, groups and individuals through moderation processes.</p> <p>We assess children on entry alongside the National Baseline Assessment (Within FS2) and Nursery transition information to identify children's starting points alongside home visits.</p> <p>During each assessment window, three times a year, teachers update the progress children have made which allows us to assess the impact of teaching and identify those children needing intervention. Evidence of children's learning may include observations, work samples, photographs and contributions from parents which are recorded on a focused plan. Our curriculum and its delivery ensure that children make good progress. During their time in our EYFS, children make good or better progress so that continue to close the gap and we strive to meet the national expectation for GLD at</p>



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and in context through learning opportunities. Build upon prior knowledge and experiences. Our curriculum is the cultural capital we know our pupils needs so they can gain knowledge, skills and understanding they require for success. Children can only succeed if we embed the right habits for learning through the characteristics of effective teaching and learning -Play and Exploration, Active Learning and Creative and Critical Thinking. Our enabling environment and warm, skilful adult interactions support the children as they begin to link learning to their play and exploration. In Reception, we invest time and energy into helping pupils set and reflect on their own goals by aiming high and developing a love of reading, writing and number. This is delivered through a holistic curriculum which maximises opportunities for meaningful cross-curricular links and learning experiences as well as promoting the unique child by offering extended periods of uninterrupted play and sustained thinking following children's interests and ideas. We value imagination and creativity and seek to create a sense of enjoyment and fascination in learning through a vibrant continuous indoor and

allowing the children to steer their own learning improving levels of engagement, motivation and improving and impacting upon behaviour. Teaching will support the learning process, not product.

Focused and personalised planning systems enable us to identify next steps immediately for individual children. These moments will often be unplanned spontaneous moments starting from the child.

The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas. The curriculum is planned in a cross-curricular way to enable all aspects of the children's development including understanding the world and expressive art and design as well as to promote sustained thinking and active learning.

the end of the year. Children will become happy and successful and develop strong characteristics of effective learning in order to support them to become effective lifelong learners. Children's scales of well-being and involvement will continue to improve throughout their EYFS learning journey and we believe a rich diet of balanced learning experiences is undoubtedly the best way to develop happy, curious children.



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outdoor provision, alongside trips, visits and gardening sessions.		
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