



St. Charles Borromeo  
CATHOLIC PRIMARY SCHOOL  
AND NURSERY

# Grow, Learn, Work, Follow

## EYFS

### Intent

At St Charles Borromeo, the EYFS curriculum is designed to recognise children's prior learning, provide first hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers. We aim to provide an exciting, safe, challenging, and rich educational environment whilst giving opportunities for the children to be effective, inquisitive, confident, independent learners who show respect for each other, their communities and their environment.

We aim to give all the children in our care the best possible start to school by building strong foundations for their future learning. We acknowledge each child is unique and therefore we take into account how we provide for each individual, giving them the best opportunities to achieve their full potential.

We prepare our children to achieve the Early Learning Goal's(ELG) at the end of the EYFS and ensure children make good or better progress from their individual starting points.

We believe that these aims can only be achieved with the support and understanding of parents and carers. Close involvement of parents based on a respect for them as the first educators is crucial to the success of the implementation of these aims.

**Our Mission statement is at the heart of everything we do and at St Charles we want all children to:**

**GROW to be confident, inquisitive and reflective learners who take risks and persevere**

**LEARN to be respectful and tolerant children who are kind to themselves and others, so they can be the best that they can be.**

**WORK independently and collaboratively with self-discipline and resilience**

**FOLLOW the example of Jesus to live out our faith and values in an ever changing world**

We place a strong emphasis on the religious, spiritual, moral and cultural development of our pupils, celebrating and welcoming differences and sharing these as a learning experience for all.

### **Implementation**

The EYFS intent is based upon the following principles:

- A unique child – developing resilient, capable, confident and self-assured individuals.
- Positive relationships – supporting the children in becoming strong and independent
- Enabling environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents /carers and the child.

Our Curriculum is devised to develop the Characteristics of Effective Learning:

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

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children’s capacity to learn.

A significant percentage of the children in our setting have English as an additional language and can often arrive with very little English language skills. As a result, within Nursery and Reception, the planned learning opportunities are heavily weighted around the Prime areas of learning, with a particular focus

on Personal, Social and Emotional Development and upon developing pupils' ability to communicate effectively and interact positively. An example of this is our work in developing and promoting all transitions from home to school e.g. home visits made prior to children starting Nursery. Once these foundations to learning are embedded then other areas will be focused upon.

Our EYFS curriculum engages all children and ensures that all children make good progress from their starting points. A number of key resources are used to support the development of the curriculum including Development Matters, Birth2Five, Power Maths, Mastering Number (NCETM) Little Wandle Letters and Sounds, Come and See –Religious Educational Programme, Journey in Love and the Connect PSHE programme.

We understand that play is an integral part of learning. We believe that the skilful mix of purposeful play, adult supported activities and direct teaching supports the best outcomes for all. Where possible the children's own interests are used by the adults to engage the children in higher level thinking and deeper learning.

Our provision has been designed to offer high quality engagement in learning for every child supported through supportive adult interactions, purposeful play, challenging but age appropriate resources and direct teaching. We are fortunate to be able to deliver our provision in a stimulating environment which excites and motivates all children both inside and outside. The children have the right to the outdoor environment all the year round and access to the area is available daily throughout the session with constant adult supervision and interaction. Reception and Nursery work closely with each other to ensure continuity and consistency across the foundation stage. We share our outdoor learning space together as an Early Years unit.

Parents are valued as first educators and every effort is made to inform them of the EYFS curriculum whilst providing them with the tools to continue in learning at home. Parents are encouraged to share their child's achievements through 'WOW' moments and these are celebrated within school. We also encourage parents/carers to share their child's achievements and developments through Tapestry, an online learning journey program.

## **Impact**

Through careful assessments and observations, including information provided by parents and other settings, children's development levels are consistently tracked by:

- Baseline assessment- statutory baseline assessment in the first half term of Reception
- Consistent observations and careful questioning. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded on to Tapestry
- Constant communication and questioning with the children
- Phonic knowledge assessments
- Data collection, which informs our planning and interventions.
- Summative assessment in the final term directly related to Early Years Foundation Stage Profile
- EYFS class teachers to meet near the end of Summer term to communicate children's individual needs and development to ensure continuity and transition
- 2 parent evenings to discuss each child's progress and development
- Yearly Individual Report to parents on their child's attainment and progress

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.