

**St Ethelbert’s RCP**

**EYFS Curriculum Statement**

*Love, Care, Share…*

*Love learning as friends;*

*Care for our community as neighbours;*

*Share our faith in Jesus as disciples.*

 **Curriculum Intent**

At St Ethelbert’s RCP, we believe in providing a secure foundation for future learning and development for our children. Our EYFS curriculum emphasises the importance of language development and allows children to develop interpersonal skills, build resilience, become creative thinkers and be confident users of English. We aim to provide a fun, secure, language- rich and challenging educational environment that enables each individual to thrive and grow.

Reception and Nursery staff work closely with each other to ensure continuity and consistency throughout the foundation stage.

Our Mission Statement is at the heart of everything we do.

We place a strong emphasis on the religious, spiritual, moral and cultural development of all our pupils. Our belief in Catholic Social Justice shapes how we behave, what we say, how we build relationships and how we learn. These beliefs are incorporated into every aspect of life at St Ethelbert’s EYFS.

 Every child is recognised as a unique individual and we celebrate and welcome the differences within our school community.

**Curriculum Implementation**

The St Ethelbert’s EYFS curriculum is designed 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’.

We use a Growth Mindset approach to promote positive attitudes to learning, which reflect the values and skills needed to promote responsibility for learning and future success.

Community involvement is an essential part of our curriculum as we celebrate local multi-faith traditions; undertake a variety of trips and welcome a number of visitors.

The EYFS framework includes seven areas of learning and development that are equally important and inter-connected. However, three 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. The St Ethelbert’s 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: *Birth to Five Matters, White Rose Maths, Supersonic Phonic Friends* phonics scheme, *Helicopter Stories, Colourful Semantics* and ‘*Come and See’* (RE) .

Child-initiated learning is valued and encouraged. For much of the time, children’s own interests are used by the adults to engage the children in higher level thinking and deeper learning. Each area of learning and development is implemented through purposeful play, which is planned ‘in the moment’, and adult- led focused activities.

In order to identify weaknesses and track progress in spoken English, children are assessed termly, using Wellcomm in Nursery and the Renfrew Language Scales in Reception. if children fail to achieve age related expectations in speaking and understanding, individual and group programmes are set up to ensure that catch up is expedited.

 At St Ethelbert’s RCP, we believe in the importance of outdoor play and the unique opportunities it offers children to learn and develop. Children have a right to learn outdoors all year round and access to the area is available throughout the day.

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 engagement with ‘*Seesaw*’, our learning platform. Each week, the parental views of our ‘focus child’ are sought. In addition to the use of ‘Seesaw’, parents are also informed of their children’s learning through ‘Stay and Play’ sessions; parent workshops; reading records; postings on Facebook and our open door policy.

 **Curriculum Impact**

Every child in EYFS should have the best possible start to school life so that they are ready to access the National Curriculum in Year 1.

In St Ethelbert’s EYFS, we use the *observe*, *assess* and *plan* cycle, as we work ‘in the moment’ and during focused activities, to ensure that children are constantly learning and progressing on to their next steps. All staff are well versed in child development and *Birth to Five Matters* and are able to contribute to this cycle.

In Nursery, a paper-based learning journey is used to record assessments, which is also shared by parents. In Reception, children have a writing book, a reading record and a maths book. Both classes use ‘*Seesaw*’ to document children’s learning and achievements in all areas of learning and RE.

In October, February and June, assessments for each of the seven areas of learning are carried out using termly ‘end points’, which have been designed in school to ensure that children are on track to achieve Early Learning Goals at the end of EYFS. At the end of EYFS, staff completes the EYFS profile for each child. Pupils are assessed against the 17 Early Learning Goals. In RE, assessments are carried out at the end of a unit of work.

The EYFS team meets weekly and receive necessary training linked to the School Development plan and to keep abreast of current Early Years practice. Staff undertake in- house and external moderations. They also attend termly Pupil Progress Meetings, where the progress of each child is discussed in detail. Children who are at risk of falling behind are identified and receive intervention as required.

The EYFS leads are committed to raising standards by attending relevant CPD, ensuring that each child at St. Ethelbert’s has the best start on their school journey and that the percentage of children leaving EYFS with a Good Level of Development is at least in line with National figures.

**Reviewed October 2023**