

Intent:

At East Ravensdale C of E Primary School we offer a curriculum rich in wonder, joy and belief. We provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning. It is our **intent** that all children develop physically, verbally, cognitively and emotionally. Our children will be confident, independent to believe in themselves and interact positively with others. We ensure pupils are provided with the correct mix of adult directed and uninterrupted child-initiated play, which ensures the best outcomes. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise 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 East Ravensdale C of E Primary School we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children. We prioritise creating a 'language rich' environment through the use of songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. All interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics programme, Read Write Inc. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. Our children become confident mathematicians who can apply what they have learnt to real life experiences.

Our school environment enables children to strengthen their core muscles through many physical play, daily activities, such as, 'dough disco' and 'squiggle while you wiggle'. Pupils in Early Years at East Ravensdale C of E Primary School spend time outdoors in their natural environment, enjoying the local surrounding areas. Children are given exploratory and sensory experiences in our mud kitchen, water play activities and sand trays. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play.

East Ravensdale's EYFS curriculum follows the 'golden threads' of the whole school curriculum; EYFS have a focus book each week to enable us to dig deeper into topics in an exciting and investigative way. Topics are enriched with classroom enhancements, trips and visitors and quality texts. These are chosen carefully to encourage children's speech, language and communication development. All planning however, is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests.

We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school.

As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals. These judgements are made on the basis of accumulative observations and in depth knowledge of the children acquired through on-going assessment. These on-going assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

Impact:

All children join EYFS at East Ravensdale C of E Primary School at varying starting points and our curriculum and its delivery ensures all children make excellent progress. During their time with us children make rapid progress towards the national expectation for a good level of development at the end of the year. Pupils make good progress toward their age-related expectations both academically and socially, developing a sense of themselves, adopting effective learning behaviours before transitioning into Year One.

Children develop their characteristics of learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and failures with peers and adults drawing on their experiences to improve or adjust what they are doing. Our high standards are due to our high expectations, carefully planned environment, enriched play-based curriculum, quality first teaching and the rigour of assessment.