

# ST. BERNADETTE'S CATHOLIC PRIMARY SCHOOL

Early Years Foundation Stage



*Learn to Love, Love to Learn*

Miss Finnegan 2020/2021



## **Intent**

St. Bernadette's Catholic Primary School is a beacon of hope and a place that offers children an education rich in wonder and memorable experiences. We believe all children deserve an education that allows their natural curiosity and creativity to flourish, alongside the purposeful acquisition of skills and knowledge. We want our children to succeed in our ever-changing world, we hope our education gives our children the best chance to become happy and well-rounded individuals, reaching their full potential and foster our school motto, 'Love to Learn, Learn to Love'.

At St Bernadette's School, we are committed to the Catholic faith, recognising and valuing every individual as special and unique, created in the image and likeness of God. We welcome and celebrate differences and our curriculum is designed to recognise children's diverse range of experiences and prior learning from their previous settings and their home environment. We know the crucial role that early years education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

It's our intention to provide an enriched, rounded, safe and stimulating learning environment, where children can work with adults and peers in a climate of mutual respect and trust. We work in partnership with parents and carers to encourage independent, happy learners who thrive at school. Our curriculum is driven by our four fundamental EYFS curriculum drivers:

### **EYFS Curriculum Drivers**

**Learn to Love, Love to Learn** We want children's curiosity and creativity to be nurtured so their love for learning is ignited. Through developing learning behaviours such as playing and exploring, active learning and creating and thinking critically, we want children to be autonomous with their own learning and resilient. We want them to plan, implement and review this process and do it with integrity and become successful, lifelong learners.

**Communication** Communication and language skills are the cornerstone of learning. We want our children to be able to speak clearly and process speech sounds, express their ideas and to understand and interact with others. We want them to develop an enriched vocabulary and a love for reading. Communication is the vehicle for learning, making friends and succeeding in life.

**Community** We want our children to develop a sense of pride in themselves and respect and tolerance for others in their immediate and school community, as well as the world that is beyond their immediate environment. They need opportunities to experience the richness of our diverse community and show they care about its management and sustainability. We want to cultivate partnerships with families and engagement in their child's lifelong learning journey. We want children to develop a sense of citizenship in line with British Values. We follow the Values and Virtues from the Archdiocese of Birmingham's Catholic Schools' Pupil Profile, we see them in action in our lives and in the lives of others and we work on how to encapsulate these values in our lives.

**Possibilities** We are passionate about broadening the horizons of our children, providing rich learning opportunities and experiences to develop imagination, curiosity, creativity and ingenuity. Our children cannot aspire to things that they have never encountered, we want to expand their knowledge of the world in which we live.

## **Implementation**

At St. Bernadette's Catholic Primary School, we follow the Early Years Statutory Framework for the Early Years Foundation Stage. The framework specifies the requirements and development in the EYFS. All areas of the EYFS

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curriculum are followed and planned for to ensure there is a broad, balanced and progressive learning environment and curriculum. The children will learn new skills, acquire new knowledge and demonstrate understanding through the seven areas of the EYFS curriculum:

- Personal, Social and Emotional Development
- Physical Development,
- Communication and Language,
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Our curriculum is judiciously balanced, with a focus on the knowledge and skills children need to flourish. It is based on wonder and awe, delivered through topics which engage the children. Each half term, children will cover a new topic. Topic overviews are created which stipulate real life experiences, key texts, rhymes and poems, parental involvement, Cultural Capital links, key festivals and events, as well as key skills and knowledge that will be covered during the topic. However, our children are given the opportunity to influence and plan the direction of their own learning by identifying what they already know, understand and would like to know about each new topic of work. Each topic is then flexibly delivered, incorporating an initial 'Sparky Start' to 'hook' the children's imagination in their new topic. At the end of each topic of work children are given the opportunity to evaluate their learning and celebrate their achievements and this celebration is often shared with parents and carers through 'Book Looks'. We ensure that we build solid relationships with the children, so we know their interest and likes to support learning.

A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This gives children the opportunity to use and develop taught skills throughout the year on a daily basis. Continuous provision supports children to develop key life skills such as independence, innovation, creativity, enquiry, analysis, and problem solving, as well as social and communication skills.

During the school day, children will have an opportunity to work independently, work collaboratively with their friends and with members of staff. Daily guided activities are also planned to cover different areas of the EYFS curriculum and allow children to develop their next steps in learning. Through observation and discussion, next steps are identified for all children to ensure good progress is made. There are also a range of stimulating and engaging activities which the children can access independently and a variety of opportunities for child-initiated play. In planning and guiding children's activities, we reflect on the different ways that children learn and reflect these in our practise. Termly, we assess where the children are, using Development Matters and then ensuring our planning, adult interaction and learning environment; including continuous provision, support children to reach their next steps, while also recognising that Development Matters is not a tick list. These judgements are made on the basis of accumulative observations and in depth knowledge of the children acquired through ongoing assessment. End of year assessments are finalised during the summer term, summarising each child's development at that point against the Early Learning Goals. We will include interventions for groups or individuals if and when necessary.

Children in EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. Our outdoor areas are used all year round and in most weather conditions. We ensure activities support the Characteristics of Effective Learning to ensure learning takes place. These are:

**Playing and Exploring** – children investigate and experience things, and have a go;

**Active Learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;

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**Creating and Thinking Critically** – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

We provide regular opportunities for parents and carers to come into school and work with their child, share their work and celebrate successes. We keep parents informed and we meet regularly with them to ensure children's transition into school and through the EYFS is happy and allows them to reach their potential with the support needed. This includes transition days, nursery or home visits, stay and play sessions, parent workshops, open week, Bedtime Story Sessions, Book Looks, Proud Clouds, Friday Reading Sessions, reports and parent consultations as well as more frequent informal communication to suit individual families. We also support the transition into Key Stage 1 for both child and parents. We prepare children for Year 1 with visits to their new class, meeting the teacher and ensuring the environments are similar at the end of EYFS and the start of Year 1.

### **Impact**

At St. Bernadette's Catholic Primary School, our children have varied starting points, often lower than age related expectations. However we strive for our children to reach the Early Learning Goals at the end of Reception and strive to be at least in line with National Data. The last two academic years we have been just slightly below National Data for a Good Level of Development, 2018 – 70.1% and 2019 – 70.5%. The impact of our curriculum is measured by assessment procedures which allow us to measure outcomes against all schools nationally. We measure the percentage of pupils achieving age related expectations throughout the academic year, put supportive interventions in place if and when needed. Class teachers use observations to make formative assessments which inform future planning and ensure that all children build on their current knowledge and skills. Summative assessment compares children's attainment to age related expectations using month bands in Development Matters. Our assessment judgements are moderated both in school and externally with local schools in our Sursum Corda Cluster. We also partake in local authority moderation which has validated our school judgements. The impact of our curriculum will also be 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.

With the successful implementation of our judiciously enriched and balanced curriculum and a well-structured, safe, active and challenging learning environment, both indoors and outdoors, our children develop the skills, knowledge and understanding that enables them to be successful, lifelong learners. They are fully prepared for the next stage of their education as they transition from Foundation Stage to Year One. Children are actively engaged in learning and their enjoyment of this learning is apparent to all. All children experienced a curriculum that provides, exciting and enriching learning experiences and opportunities to learn through educational visits and hands on experiences. Children fully appreciate and understand the world around them, experiencing, through our topics, different cultures, music, dance, art and history. Children actively ask questions about the world around them and their learning experiences and they never fear making a mistake but instead see this as an opportunity to learn. Children can make links with their learning and develop their skills as they are able to use and apply skills learnt within their learning across the curriculum. Children are aware of the world around them, developed tolerance, compassion and an understanding of their rights and the rights of others in an ever evolving world. Children at St. Bernadette's catholic Primary School 'Love to Learn, Learn to Love' and are successful, lifelong learners.

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