

Abbey Academies Trust



Every Child Matters

EYFS Curriculum Statement

Amended

September 2019		
September 2020		

Every Child Matters within a loving and caring Christian environment

As a RRS (Rights Respecting School - UNICEF) this upholds the following articles from the UNCRC (United Nations Convention on the Rights of the Child):
Article 29: Every child has the right to be the best they can.

Our Vision

We have a vision of a community in which each person is offered the opportunity to fulfil their potential and to understand themselves to be valued for who they are. Through a stimulating and challenging learning environment, we pursue academic excellence and seek the flourishing of all members of the school community. As inclusive and caring church schools, our commitment is to help pupils become thoughtful, open-minded and compassionate human beings who have the knowledge, skills and motivation they need to bring about positive transformation in the world.

“Do all the good you can, by all the means you can, in all the ways you can, in all the places you can, at all the times you can, to all the people you can, as long as you ever can.” John Wesley

Our work and vision is based on five core values of:

- Integrity
- Equality
- Respect
- Care
- Inclusion

We recognise that children are created in the image of God but also value their individuality as they explore their own God given talents and are treated with respect and dignity at all times. We understand that a curriculum is the totality of a child's experience during their entire time at school. It is not isolated to subjects or viewed solely within small timeframes. It is all-encompassing. It is for this reason that our aims and curriculum drivers (outlined below) extend well beyond the individual subjects, showing our commitment to giving all of our children every opportunity to achieve in all aspects of their life. Our mission statement reflects this.

‘Striving for excellence, caring for all’ within a loving and caring Christian environment.

We believe that our broad and balanced curriculum, underpinned by British and Christian values, plays a major part in delivering excellence which permeates through every element of school life.

It is important that teaching, learning, curriculum and assessment do not unduly add to teacher workload. Any monitoring and evaluation of teaching, learning and the curriculum, as well as assessment and record keeping, undertaken should provide us with a valuable picture of the curriculum as a whole, which in turn impacts positively on future next steps.

Why we believe Early Years is important

Early Years throughout Abbey Academies Trust aspires to promote and develop a rich and stimulating Curriculum that considers all children's backgrounds, experiences and starting points and builds upon these through a Curriculum environment that is rich in diversity, explores cultural capital, extends children's knowledge skills and attitudes to enable them to become critical thinkers and problem solvers appreciating the holistic child by providing a wide range of high-quality experiences and opportunities.

We intend for our children to become aspirational life-long learners and we believe Curriculum content and design can change outlook on life based on the opportunities and experiences we provide for them, closing the gap for the disadvantaged through these experiences and through highly-skilled members of staff. For example, we recognise that often our children from country data and entry data need further support with language skills and development to flourish and be culturally respectful. This tailoring of the Curriculum allows for children's application of concepts, knowledge, skills to be challenged and developed in a bespoke way so that all children, regardless of background or ability, achieve their full potential and love their learning journey.

We will ensure the children's mental health and wellbeing needs are met, especially in light of different transition due to COVID-19.

Intent: We aim for our pupils to be:

- Have concrete understanding of core concepts which are embedded through a spiral progression model to support long term memory of their understanding and knowledge where children can practice their skills through learning through play
- The curriculum is designed to ensure that children are provided with a range of first-hand experiences that enable them to learn independently, explore the world around them and solve problems. This can then be practised and assessed through play-based, adult initiated or child-initiated learning throughout the day.
- We aim for all children to be independent and creative learners, think critically and solve problems to ensure they are equipped with the skills for future learning, life and citizenship.
- Meeting the needs of our children, families and communities considering individual children's backgrounds and starting points with a view to closing the gap for vulnerable groups.
- Curriculum to be coherently and consistently planned and sequenced for progression from 2-5 to facilitate our children knowing that they can be the best that they can be
- Identifying our children's needs and ensuring these are specifically planned to enable our children to achieve
- To be exposed to a rich, stimulating vocabulary where words are explored across all areas of learning with a view to closing the gap for those children who have recognised specific speech and language difficulties and from various backgrounds
- To be emotionally well and provide opportunities for children to explore and talk about managing their feelings, coping mechanisms and develop their resilience in a variety of social situations. Our intent from this is that our children will be well equipped to make relationships, have increased self-confidence and self-awareness and also manage and regulate their feelings and behaviour in appropriate ways
- Through identifying children's individual needs early, this allows practitioners to plan personalised provision to ensure the gap is narrowed so they are able to 'keep up not catch up.' Including disadvantaged pupils and SEND
- A systematic approach to teaching phonics, early reading, vocabulary, storytelling, songs and rhyme underpin our pedagogy; daily teaching and learning. We revisit, embed and develop consistency.
- Aspire, lifelong careers, be prepared for future learning. Encourage our children to be aspirational life long learners to give children different experiences to enable them to know what opportunities are available to them in the world
- A systematic mastery approach to Mathematics where the children will revisit, embed and develop consistency of numbers to 10 and apply this throughout their learning of Shape, Space and Measure, supporting their creative and critical thinking

- We aim for when our children leave Abbey Ark children are proficient in the Prime Areas to support them with the specific areas for learning in Reception. Storytelling and rhymes to develop vocabulary and language are at the heart of what we do across the setting including managing of behaviour, social skills and supporting children to excel physically
- We aim for when our children leave Reception that they can at least read simple sentences, have a developed and growing vocabulary with a passion for books and Literacy. A good grounding of basic numbers and the ability to apply these skills through creative investigations that support them to have good communication and critical thinking skills. We also aim for our children to be tolerant and culturally respectful, able to articulate their thoughts and opinions about the world around us past and present.

Implementation: How do we do this? Why then? – Please see our MTP rationales

- Research shows that children learn best through high quality learning through play and when experiences build on existing knowledge and what they already know and providing purposeful exciting learning opportunities that excites, engages and motivates whilst promoting new ideas, concepts and vocabulary
- Regular training for staff to develop their pedagogy and expertise across all areas of learning
- Stories, songs and rhymes are carefully selected and planned for, to support our Curriculum and topic titles and all areas of learning to develop effective knowledge, skills, understanding
- Practitioners are highly skilled in questioning, scaffolding, modelling and challenging children in interactions across their ages and stages of development
- Personalised learning for all children to make progress on their own specific learning journeys
- Assessments are made through Tapestry, our Baseline, Classroom Monitor and tracking grids in order to identify where individual children are at and to support children in their next steps in learning
- Our Curriculum maps and Medium Terms Plans provide evidence of sequenced coverage over time. Termly, Leaders and teachers reflect and evaluate current practice and ages and stages of children to inform next steps for planning
- Ages and Stages are our model of Curriculum progression, presented in a topic-based approach, in line with whole school practice, ethos and vision which we adapt to children's/classes interests daily
- **Phonics and reading – Please see our Rationale for EY Phonics and Reading on our school websites**
- **In our schools we use the Read, Write Inc programme to teach children their initial sounds, blending and decoding skills. We then facilitate this by using RWI books as well as the Oxford Reading Tree scheme**
- **At the early stages of learning to read, reading materials are closely matched to learners' phonic knowledge as well as their blending and segmenting skills**
- Applying mathematical knowledge, concepts and procedures appropriately for their age that are based upon the revisit, embed and develop consistency approach to support their long-term memory and application
- Our Enabling environments are inspirational and coherently planned through a sequenced curriculum with resources chosen to meet needs and promote learning. Our care environment is in line with our whole school 3 R's and ethos, Christian Values, charters, UNICEF and Eco schools
- Focus on managing feelings, self-regulating and management during circle times using a range of books and materials including use of our Charters and Safe Hands. We use care practices to support children's emotional security and development, having strong relationships and bonds with children and parents, adjusting where necessary to support well-being, security and happiness throughout trained mental health first aiders and our Happy Healthy Active and SCARF programmes
- Promoting healthy eating and diet during daily snack times, healthy screen time and e-safety, circle times, healthy week, through love of books, healthy schools and our UNICEF rights
- Risk assessments for indoor and outdoor provision are in place. To be challenged and manage age appropriate risks
- Strong home to school partnerships through parent/school communications of – Initial meetings, 1:1 conversations with teacher and parents, Tapestry, curriculum evening, parent/teacher consultations and family Learning plus our open door policy. **Slightly adapted due to COVID-19 with emails, phone calls and videos**
- **We have high quality remote learning in place during COVID-19 times, using Seesaw, an online learning platform. Our Remote Learning Plan outlines how this will be implemented.**

Impact

- Our children display a positive attitude to learning, are kind, helpful and friendly with good communication skills and an ever-growing repertoire of new vocabulary which they apply when critical thinking and problem solving in real life situations such as eco activities. They have an increasing love of books, rhymes and poems and their emotional literacy and vocabulary grows through the ages and stages to support them on their learning journey, entering to the next ages and stage confident and independent ready for their next set of milestones or next stage in school
- We know our children are learning and achieving because we see their individual progress every day through highly skilled observations and through knowing and children well. Our data and tracking from 4 assessment points shows that children shows progression for all children across the 7 areas of learning. We use our pastoral notes to identify children not making expected progress and attainment to plan provision to close the gap to prepare them for their next stage in their learning. Practitioners are highly skilled in articulating data stories and any specific barriers in learning for personal children's learning journeys
- The Curriculum is designed with the big ideas (goals) at heart using the ages and stages (milestones) to reflect, revisit and embed to develop consistency through learning through play. We assess using the ages and stages and goals through observations of consistent learning through play that has clearly been embedded over time, knowing more and remembering more and application of what they have remembered
- Through regular observations on Tapestry which is monitored by Leaders shows progression and application of skills including children's characteristics of effective learning identifying their next steps
- We monitor and evaluate classroom/environment provision termly- How is the curriculum and the classroom etc preparing children for the next stage of their learning? (embedding/long term memory) e.g Pirates – Peter Pan – Fairy Tale – Year 1
- Our more able are challenged through breadth of vocabulary, SPAG, key questioning and star challenges through lessons, teacher led activities and opportunities and activities through their play
- Careful consideration is given to all aspects of transition throughout Abbey Academies in particular the Early Years by attending Locality Under 5s Meetings, teacher visits, new Reception parents meeting to school, transition visits for children into the setting, individual parent meetings, transition booklets sent to the child for the summer holidays. SEND children also have additional visits and specific transition booklet – individualised to the child. **COVID-19 Update – Use of videos to support virtual transition and zoom meetings**

This is monitored through:

- Book/planning monitoring
- Lesson visits
- Learning Walks
- Pupil interviews
- Summative and formative assessment
- Analysis of data
- Moderation
- Ofsted inspections
- SIAMS inspections

Other relevant documents:

Academy Improvement Plan
Curriculum Policy
Teaching, Learning and Curriculum Policy
Curriculum overviews
MTP Reception Rationales
Rationales – Phonics and Early Reading, Mathematics
SEF
Church SEF