

# Abbey Academies Trust



## EYFS Curriculum Statement

Amended

September 2019	September 2023	
September 2020		
September 2022		

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.

*"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 ever you can." John Wesley*

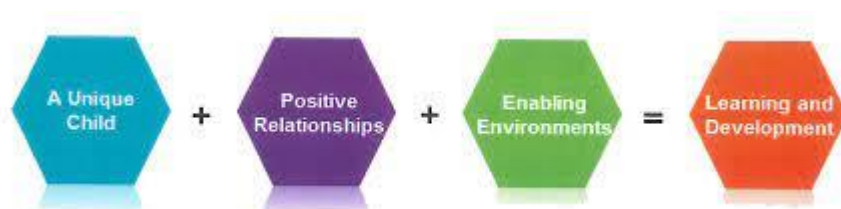
## Our Early Years Vision

The Early Years within Abbey Academies Trust aims to foster and cultivate a diverse and engaging curriculum that considers the various backgrounds, experiences, and starting points of all children. Our goal is to build upon these foundations by creating an environment that celebrates diversity, explores cultural experiences, and expands children's knowledge, abilities, and attitudes, enabling them to become critical thinkers and effective problem solvers. We value and develop the holistic and **unique child** by providing a wide range of high-quality learning experiences and opportunities across the curriculum.

Our objective is for our children to evolve into ambitious and lifelong learners who have a passion for books and reading. In pursuit of this goal, we believe our parents are partners. We work closely with them to ensure that all children are making progress toward achieving their ambitious goals, while also addressing any gaps in their learning, growth, and well-being. Our pupils learn to be resilient and self-reliant, cultivating **positive relationships** both within their homes, at school, and within the larger community.

At the heart of our ethos is purposeful play and outdoor learning. We strive to continually enhance and refine our learning areas to ensure our children always receive the very best **enabling environments** where they can develop their learning and skills in an age appropriate, safe and secure setting. All children have access to free flow outdoors during learning time with the adult and child-initiated activities are carefully planned across the 7 areas of learning with the level of challenge reflected both indoors and outdoors.

We believe curriculum content and design can change children's life outcomes and outlook, based on the opportunities and experiences we provide for them. Through high quality, enriching learning experiences and highly skilled members of staff we are able to close the gap for disadvantaged pupils. For example, we recognise through our baselines that often our children need further support with language skills and development to flourish. Tailoring 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 and development**.



### Intent:

### We aim:

- For children to develop concrete, embedded understanding of core concepts through a spiral progression model which supports long term memory of new understanding and knowledge.
- For children to consolidate and practice knowledge and skills by learning through purposeful play.
- To deliver a curriculum which 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.

- For all children to demonstrate the Characteristics of Effective Learning by being independent and creative learners, think critically and solve problems to ensure they are equipped with the skills for future learning, life and citizenship.
- To meet 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.
- To deliver a curriculum that is 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.
- To identify our children's needs and ensure that these are specifically planned to enable all children to achieve.
- For all children to be exposed to rich, stimulating language, where vocabulary is 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.
- For all children and staff to have positive mental health and wellbeing and to provide opportunities for children to explore and talk about managing their feelings, coping mechanisms and develop their resilience in a variety of social situations.
- For all children to be well equipped to make relationships, have increased self-confidence and self-awareness, and manage and regulate their feelings and behaviour in appropriate ways
- To identify children's individual needs early (including disadvantaged pupils and SEND allowing practitioners to plan personalised provision to ensure the gap is narrowed and they are able to 'keep up not catch up.'
- To deliver a systematic approach to teaching early reading through phonics (Read Write Inc), vocabulary, storytelling, songs and rhyme which is regularly revisited and embedded.
- For all children to have ambitious aspirations, life-long careers and be prepared for future learning.
- To provide all children with rich, wide-ranging experiences which encourage them to be aspirational, life-long learners who know what opportunities are available to them in the world.
- To deliver a systematic mastery approach to Mathematics where children will revisit, embed, and develop understanding of numerical concepts supporting their creative and critical thinking
- For children leaving Abbey Ark (BAPA Nursery) to be ready for Reception. They are confident, articulate, and independent learners with excellent social and emotional skills and deeply embedded Characteristics of Effective Learning.
- For children leaving Reception to be secure in, or working beyond, the Early Learning Goals. They have a developed and growing vocabulary and express themselves effectively with a passion for books. We intend for all children to have strong social, emotional, and spiritual development which enables them to form positive relationships with other children and adults.
- For all children to be tolerant and culturally respectful, able to articulate their thoughts and opinions about the world around us.
- For all children, regardless of background, to make excellent progress, achieve academically and holistically and be ready for the next step of their education.

### Implementation:

- Research shows that children learn best through high quality learning through play and when experiences build on existing knowledge and what they already know. Therefore, we provide purposeful, exciting learning opportunities that engage and motivate whilst promoting new ideas, concepts, and vocabulary.

- We provide training for staff (including support staff) to develop their pedagogy and expertise across all areas of learning.
- Our reading diet is carefully selected and planned for to support our curriculum, topic areas 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.
- We implement personalised learning for all children to make progress on their own personal learning journeys.
- Initial assessments are made through Reception Baseline Assessment and internal baselines across all areas of development. Children are then reassessed termly in all areas of developments and recorded on tracking grids and visual maps to identify where individual children are at and to support children in their next steps in learning.
- Our curriculum maps and medium-term plans provide evidence of sequenced coverage over time. Each term, leaders and teachers reflect and evaluate current practise and development of children to inform next steps for planning.
- Development Matters provides our model of curriculum progression, presented in a topic-based approach, in line with whole school practise, ethos and vision which we adapt to children's/classes interests daily.
- Phonics and reading – Please see our Rationale for EY Phonics and Reading
- We provide opportunities for children to apply mathematical knowledge, concepts and procedures appropriately for their age, 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 take care environment is in line with our whole trust 3 R's and ethos, Class Charters, UNICEF and Eco Schools.
- Our curriculum is underpinned by British and Christian values which are central to our trust ethos.
- We focus on managing feelings, self-regulation and self-management during circle times using a range of books and materials including use of our class Charters and Safe Hands. We use care practises to support children's emotional security and development, having strong relationships and bonds with children and parents and making adjustments where necessary to support well-being, security and happiness. We utilise trained mental health and wellbeing first aiders, Jigsaw, National Online Safety and Inspire Plus programmes.
- We promote healthy eating and diet during daily snack times, healthy screen time and e-safety, circle times, healthy week, texts, healthy schools and our UNICEF rights.
- Risk assessments for indoor and outdoor provision are in place, allowing children to be challenged and manage age appropriate risks.
- We offer strong home and school partnerships through parent/school communications. For instance:
  - Initial meetings, 1:1 conversations with teacher and parents, Tapestry, curriculum evening, parent/teacher consultations and Family Learning plus our open door policy.

## **Impact**

- Our children display a positive attitude to learning, are kind, helpful and friendly. They have 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 developmental milestones to support them on their learning journey, 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 the children well. Our data and tracking from 4 assessment points shows that children show 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 Development Matters to reflect, revisit and embed to develop consistency through learning through play. We assess using Development Matters and Early Learning 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.
- Observations on Tapestry show progression and application of skills in forms of 'key highlights' including children's Characteristics of Effective Learning.
- We monitor and evaluate classroom/environment provision termly, reflecting on how the curriculum and the classroom environment are preparing children for the next stage of their learning.
- Our higher attaining pupils are challenged through breadth and complexity of vocabulary, key questioning and star challenges through lessons, teacher led activities and opportunities in their independent play.
- Careful consideration is given to all aspects of transition throughout Abbey Academies Trust. For instance, in the Early Years we offer: 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 and a yearly parent questionnaire in the Autumn to reflect on their views on transition. SEND children also have additional visits and specific transition booklet – individualised to the child

### **Planning, Assessment and Observations:**






Teachers collaborate throughout the Trust to maintain consistency for all children and to be considerate of the workload for the staff. This task is carried out during PPA time, usually the week prior, to ensure that current gaps are effectively addressed. Whilst we have a detailed and planned curriculum to ensure coverage teachers infuse their distinctive creative touch into the sessions, ensuring that each lesson is purposeful, captivating, and involving. Where necessary individual teachers may adapt their lessons to suit their classes needs including SALT, SEND and PP groups. Children's outcomes are recorded in their books and observations of 'key moments' are recorded in their Tapestry. This is a shared document between parents/carers where we can share highlights of their learning and development across their learning journey in EYFS.

### **Assessments take place in the following form:**

- Book monitoring of Literacy, Mathematics, RE and floor topic books
- Lesson visits
- Learning walks across EYFS to ensure consistency of age-related provision including use of outdoor classrooms
- Pupil interviews
- Summative and formative assessment including DFE baseline

- Analysis of data at entry, AP1, AP2 and AP3. A comprehensive end of year data report is created in line with DFE data
- Moderation
- Tapestry in FS1 and FS2
- Key Worker drop ins in KS1
- Supervisions in FS1
- 2 Year check in FS1

#### **Additional Supporting Documents:**

-  Academy Improvement Plan
-  Curriculum Policy
-  Teaching and Learning Policy
-  Curriculum overview, MT and ST planning
-  Rationales – Phonics and Early Reading, Mathematics

#### **Legislation**

- DfE (2021) 'Statutory framework for the early years foundation stage'
- DfE (2021) 'Early years foundation stage profile: 2022 handbook'
- DfE (2021) 'Development Matters'