

Peel Hall EYFS

Intent:

At Peel Hall Primary school our aim is to create a learning environment and build relationships which support, enhance and invite a child's curiosity, confidence and individual competency to flourish regardless of backgrounds, circumstances or needs.

It is our intent that children who enter our EYFS begin their lifelong learning journey by developing physically, verbally, cognitively and emotionally whilst also embedding a positive attitude to school and a love of learning

To ensure children make outstanding progress in Peel Hall EYFS, it is our intent to take into consideration their starting points and needs of our pupils as they begin their learning journey.

Implement:

At Peel Hall our curriculum is created from **four overriding principles** which our early year's education is based upon:

- **Unique Child** – Every child is unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- **Positive Relationships** – Children learn to be strong and independent through positive relationships.
- **Enabling Environments** – Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.
- **Learning and Development** – Children develop and learn in different ways. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

Our curriculum provides a play-based and experiential learning environment, combined with focussed teaching and basic skills, to ensure children make rapid progress before moving onto Year 1. The children in both Nursery and Reception are provided with ample opportunities accessible in our indoor and outdoor provision. They engage in well planned, focussed activities as well as self-initiated and free flow activities. The learning experiences within our Early Years are linked to the seven areas of learning and development within the EYFS.

Impact:

The children at Peel Hall experience a smooth transition between Nursery, Reception and beyond. Effective communication and collaboration ensure the children leave the EYFS with a solid foundation of learning of which to build upon.

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 at a good pace.

Our assessment judgements have been moderated both in school and externally with local schools and others in our LEA. 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