

Stoneraise School Curriculum Statement



Subject: Early Years Foundation Stage Curriculum

Subject Leader: Linzi Jones

Overarching Curriculum Statement

At Stoneraise School, our vision statement is, 'Living and learning together to care for each other and our world.' Our curriculum has been designed to focus the children's learning on this statement. We are based on the rural outskirts of the historic city of Carlisle and the majority of our pupils travel from local housing estates within the city. We try to make the very most of our beautiful surroundings at every opportunity. From Hadrian's Wall to the mountains of the Lake District, we ensure that our children gain an awe of the majestic landscape on our doorstep. Developing friendships, keeping ourselves safe and preparing our children to be the 'citizens of tomorrow' are all key parts of our curriculum as we follow the journey on our 'Pathway to Success'.

Our curriculum ensures excellent coverage of the National Curriculum (Years 1-6) and Foundation Stage Early Years Curriculum (Reception children). We have fully embraced the higher expectations set out in both curriculums and have devised our own units of work for each subject area so that we can ensure a sound progression of learning. We also have a core team of specialist teachers who are passionate about their curriculum area; these teachers work with different groups of children each year. Our team includes PE, music, art and computing specialists.

Our 'Sticky Knowledge' approach is used to help children to be aware of what they will learn through each unit or topic and help staff and pupils to make an assessment of what has been learned. We share key knowledge that we would like to 'stick' in the children's long-term memory, present vital vocabulary they will come across to encourage the children to expand and develop their use of a wide range of words. Sticky notes (which include word banks, diagrams and other important information) are often used to support the children in the short term in their learning.)

Subject Curriculum Statement

Every child deserves the best possible start in life and the support that enables them to fulfil their potential.

At Stoneraise School we believe in giving the children the best possible start in life. We believe that all children deserve an education rich in wonder and memorable experiences that allow children's natural creativity and curiosity to flourish, alongside the purposeful acquisition of skills and knowledge. We believe that an education that does all of this gives children the best chance to become well-rounded, happy individuals, ready to succeed.

Intent

At Stoneraise School we recognise the importance of giving our children the best possible start to their education by planning and implementing teaching and learning opportunities that supports them in reaching their full potential. Our EYFS curriculum is designed to allow children to develop the knowledge and learning behaviours that they need to succeed in life. Children's learning is led through a balance of discrete, adult-led sessions and carefully planned continuous provision where children have the opportunity to investigate and apply their learning using our stimulating indoor and outdoor environments.

The Development Matters document along with the Foundation Stage Early Learning Goals set out end of reception year expectations for children by the end of the Foundation Stage. Stoneraise School recognises 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.

It is our intention to provide a broadly enriched, rounded and stimulating learning environment where children can work with adults and peers in a climate of mutual respect to develop our vision: 'Living and Learning together to care for each other and our world'

Implementation

At Stoneraise School we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage. We actively safeguard and promote the welfare of all of our children. We recognise that children will learn most effectively when they are healthy, safe and secure, when their individual needs are met and through building positive relationships with the adults who care for them.

It is our aim that children will leave the EYFS as confident, independent and reflective learners. Through building positive relationships, we aim to develop the characteristics of effective learning in every child. Children are encouraged to become well-regulated and sociable through the modelling of positive interactions and language at all time. Play and exploration is fundamental within our Early Years.

The curriculum for the Early Years Foundation Stage in our school is taught in line with those outlined in the statutory EYFS Revised Framework and the Development Matters framework. These cover the knowledge, skills and understanding which the children should acquire by the end of the Reception year, the educational programmes covering the matters, skills and processes taught and finally the assessment arrangements to ascertain their achievements.

EYFS is made up of seven areas of learning:

Three prime areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Four Specific Areas:

- Literacy
- Maths
- Understanding the World
- Expressive Arts and Design

We take a holistic approach to delivering the curriculum and the areas are not taught in isolation. They are equally important and depend on each other. All areas are delivered through a balance of adult-led and child-initiated activities which change throughout the year, depending on the needs of the pupils. In each area there are Early Learning Goals (ELGs) that define the expectations for most children to reach by the end of the EYFS. At Stoneraise, our carefully planned creative curriculum allows for lots of investigations, and these are often derived from the children's developing interests and individual experiences.

At Stoneraise we strongly believe that all children can achieve their full potential and we develop this through having high expectations of all children. We recognise the unique practice of nurturing the learning of young children with specific needs and we are aware of the importance of early intervention for children facing specific developmental/learning challenges. Parental engagement is very important to us at Stoneraise School and communication with parents is facilitated through reception open evenings, induction play sessions, parents' evenings twice a year. We also use Seesaw in Reception, this is a secure online platform that allows us to share your child's learning through photos and videos, the children are also encouraged to use this and share work they are proud of. It is also a platform that we use to communicate directly with parents.

CPD and Training

- Read, Write Inc. Phonics and Spelling training
- WRM training
- Speech and Language training
- EYFSP training with LA
- Inset sessions
- Staff meetings
- NPQEYL training

Assessment Strategy

- In Nursery we use 'The **observation checkpoints**' which can help us to identify whether a child is at risk of falling behind.
- The Reception Baseline Assessment (RBA)

- [Assessment at the end of the EYFS](#) – the Early Years Foundation Stage Profile (EYFSP)
- Insight tracking each half term
- Read, Write Inc. assessment each assessment
- Seesaw
- Children's books
- Questioning with class

Inclusive Curriculum

At Stoneraise School, we believe that every child can make progress and achieve. We ensure that our curriculum and the teaching and learning opportunities provided meet the needs of all of our pupils. We respond to pupils' diverse learning needs, and seek to identify potential barriers to learning quickly. We support parents through EHCP needs assessments and work closely with specialist teachers to ensure our curriculum is accessible. Targeted support through our Assess Plan Do Review cycle and resources are then used to ensure all pupils are engaged and confident learners. Pupils with SEND are monitored regularly and communication between pupils, parents, staff and external specialists underpins their success.

The role of governors

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are used optimally to support teaching and learning;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management
 - both promote good-quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches
 - through the school's self-review processes, which include reports from the headteacher, senior leaders and subject leaders, and a review of the continuing professional development of staff.

Monitoring and review of this curriculum document

Senior leaders monitor the school's curriculum planning and implementation so that we can take account of new initiatives, research or any changes in the curriculum. We will therefore review this policy every three years or sooner if required.