



Early Years / Foundation Stage (EYFS) Teaching, Learning & Curriculum Statement

Date approved: March 2024

Date of Next Review: March 2027

Article 28

Every child has the right to an education.



Article 29

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment

This EYFS Teaching, Learning & Curriculum Statement has been adopted in accordance with and pursuant to the Curriculum Policy of the Greenshaw Learning Trust.

It is the responsibility of the local governing body and Headteacher of the school to ensure that their school and its staff adhere to this policy. In implementing this policy school staff must take account of any advice given to them by the CEO and/or Board of Trustees.

This policy is subject to the GLT Curriculum Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict, then the GLT Curriculum Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the CEO should be consulted.

Crown Wood Primary School is part of the Greenshaw Learning Trust. The Greenshaw Learning Trust is a charitable company limited by guarantee, registered in England & Wales, company number 7633634, registered at Greenshaw Learning Trust, Grennell Road, Sutton, SM1 3DY.

INTRODUCTION

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life.
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind.
- Close partnership working between practitioners and with parents and/or carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

OVERARCHING CURRICULUM INTENT

At Crown Wood we aim to provide a rich and varied learning experience allowing children to develop their knowledge, skills and attitudes so they can be 'the best they can be'. Our curriculum and approach to teaching and learning aims to:

- Ensure children achieve the early learning goals (ELGs), are at a 'Good Level of Development' and ready for the National Curriculum by the end of EYFS.
- Develop a 'growth mindset' and support children to become self-regulated learners.
- Develop 'international mindedness'; a respect for their own and other communities and cultures.
- Enable children to become confident; resilient; creative; resourceful and enquiring learners.
- Equip children to work both independently and collaboratively.
- Fosters children's self-esteem and help them build positive relationships with others.
- Encourage children to respect the ideas, attitudes, values and feelings of others.
- Teach children to have an awareness of their own spiritual development, and to understand right from wrong.
- Promote equality and diversity.
- Help children grow into reliable, independent positive citizens who have a positive impact on their community.

OUR UNDERLYING VALUES

Our values are Determination, Responsibility, Everyone Together (Collaboration), Aspiration, Achievement and Mutual Respect. Our curriculum and approach to teaching and learning promotes and develops these values so that at Crown Wood we 'Dare to DREAM'. The table below shows our core values and the learning and other behaviours associated with them.

Core Value	Associated behaviour
Determination <i>(Perseverance)</i>	<ul style="list-style-type: none"> • We will have a go at things even when they are difficult (Resilience) • We will keep trying and not give up easily (Resilience) • We will stick at a task until it is completed (Resilience) • We will try to help ourselves before asking an adult • We will strive to be the best we can be • We will keep improving through sustained effort
Responsibility	<ul style="list-style-type: none"> • We will tell an adult if someone is being bullied • We will solve conflicts with friends and help others to do so • We will be helpful to others; We will volunteer in and out of school • We will consider other people's feelings before doing and saying things • We know right from wrong and do the right thing even when it is hard (Morality) • We will be honest and tell the truth; We will admit when we are wrong (Morality) • We will make good choices
Everyone Together <i>(Collaboration)</i>	<ul style="list-style-type: none"> • We will work, learn and play together • We will cooperate with others and work as a team (Co-operation) • We will be understanding of differences (Co-operation) • We know how to make decisions as a group so that everyone's opinion is heard • We will respect and celebrate the diversity of backgrounds, cultures and religions represented in the school • We will support each other's learning by being good talking partners

Aspiration	<ul style="list-style-type: none"> • We will challenge ourselves and take risks in our learning • We are not afraid to show initiative, be a leader or do things differently or alone • We can cope with unfamiliar situations (Adaptability) • We can suggest new ideas, roles and strategies (Adaptability) • We will take opportunities to follow our interests in art, music or sport • We will use our imagination • We will communicate through our writing, speaking and ICT effectively and responsibly with everyone (Communication)
Achievement	<ul style="list-style-type: none"> • We will concentrate • We will always try to be the 'best we can be' • We will be curious and ask questions (Enquiry) • We can plan and undertake investigations (Enquiry) • We are able to collect evidence and draw conclusions (Enquiry) • We reflect on what we have learnt and know how to improve (Thoughtfulness) • We will listen to and respond to feedback (Thoughtfulness) • We will try new things; We aren't afraid of getting things wrong – we know that we learn from our mistakes • We have the right equipment and know how to organise ourselves and our work
Mutual Respect (Respect)	<ul style="list-style-type: none"> • We will respect our rights and the rights of others • We will be tolerant of others' opinions and ideas • We are welcoming to visitors • Know about and respect the varying needs of other people, other living things and the environment (Respect) • We will earn trust and respect by acting with integrity • We will take pride in our uniform, PE kit and our own and other's achievements • We will be kind

Black: General behaviours and attitudes. Red: These behaviours link to British Values, which the government defines as democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Blue: These link to the International Primary Curriculum (IPC) Personal Learning Goals.

EYFS CURRICULUM INTENT

We are committed to providing the best possible early education for all our children at Crown Wood Primary School and within the Greenshaw Learning Trust.

The unique child

We want our children to be **independent** thinkers and effective **communicators** who are **capable**, confident and self-assured. We want our children to be constantly developing their curiosity and resilience whilst learning to be strong through positive relationships where there is equality of opportunity for all.

Enabling environments

We believe in providing all children with a safe and stimulating environment that builds on each individual's wants, needs and interests. We value the importance of our outdoor and indoor environments and believe that these offer children the opportunity to think **creatively** and **critically** and develop problem solving skills.

Learning and development

Our children have the opportunity to learn through play. Learning will be active, engaging and suitably challenging; recognising that children develop and learn at different rates. Adults provide **high quality interactions**, are role models for learning, teach children skills and provide experiences which ensure their well-being and success now and in the future. Fundamental to this is consistently **high-quality learning opportunities** that develop a rich vocabulary, practise and review skills and knowledge so that what children know, can remember and do is strong. Our children benefit from strong partnerships between all adults and parents/carers.

Characteristics of Effective Teaching and Learning

Through playing and exploring we want children to be given opportunities to investigate activities with a 'have a go' attitude. We expect learning to be active and encourage children to use their own ideas and make links within their learning by creating and thinking critically.

Our curriculum aims to encourage independent, inquisitive and happy learners. We recognise children's prior learning and various starting points, and create a holistic curriculum that maximises cross-curricular links and builds strong foundations for the future.

EYFS CURRICULUM IMPLEMENTATION

Our curriculum is based on the International Early Years Curriculum (IEYC) and Development Matters (2021), the non-statutory curriculum guidance for EYFS. The IEYC uses international best practices, holistic enquiry and play-based approaches that cover all curriculum areas including personal, social and emotional development. IEYC learning units are based around exciting themes that capture children's natural curiosity.

Our curriculum follows eight learning principles essential to children's learning and development:

1. The earliest years of life are important in their own right.
2. Children should be supported to learn and develop at their own unique pace.
3. Play is an essential aspect of all children's learning and development.
4. Learning happens when developmentally appropriate, teacher-scaffolded and child-initiated experiences harness children's natural curiosity in an enabling environment.
5. Independent and interdependent learning experiences create a context for personal development and are the foundation of international mindedness.
6. Knowledge and skills development lead to an increasing sense of understanding when children are provided with opportunities to explore and express their ideas in multiple ways.
7. Ongoing assessment, in the form of evaluation and reflection, is effective when it involves a learning-link with the home.
8. Learning should be motivating, engaging and fun, opening up a world of wonder for children where personal interests can flourish.

In Nursery and Reception classes, **children learn through a balance of child-initiated and adult-directed activities and challenges.** In Reception, the weekly timetable is structured so children have directed teaching themed topics (based on the IEYC), mathematics and phonics every day. There are also regular 'circle time' sessions focussing on communication and language and personal, social and emotional development. Some sessions are taught through group work where children work independently or with a member of staff, allowing them to systematically check for understanding, identify and respond to misconceptions and to provide real-time verbal feedback.

Children are provided with **time to engage in exploration through a variety of experiences** in and outside of the classroom. These experiences are planned to support all areas of children development as well as to promote sustained thinking and active learning. As part of this, children in EYFS regularly use our **Forest School**. This provision particularly supports physical development, personal, social and emotional development and communication and language skills.

Reading is at the heart of our curriculum. We use the Read, Write, Inc (RWI) phonics scheme to support the teaching of reading. Whole class texts are chosen from our [reading spine](#) to link with IEYC themes. Children also enjoy reading and listening to a variety of books and stories through high quality 1:1 guided reading and 'talk through stories' sessions. These help to develop vocabulary and comprehension skills, develop familiarity with high quality texts and provide a model for reading with expression. Children have access to books which are matched to their phonetic ability, but also those which are linked to themes and their interests.

Our mathematics curriculum emphasises the key concepts of number, calculation and shape, space and measures. Children learn knowledge and skills through games and tasks using manipulatives which are then rehearsed and applied during exploration and adult lead activities. **Collaborative and practical mathematics experiences are carefully designed to help children remember what they've been taught and to integrate their new knowledge into larger concepts.**

Our inclusive approach means all children learn together, but if children are not making progress or finding particular areas of the curriculum difficult, additional support and interventions are put in place. This might include access to

the Nurture Team to support with personal' social and emotional development or additional adult support in other areas. Children who are capable are given additional challenge.

EYFS CURRICULUM IMPACT

Our curriculum is designed to help children work towards achieving the overall curriculum aims and specifically, to meet the early learning goals (ELGs) and be at a 'Good Level of Development' by the end of EYFS.

Ongoing assessment is an integral part of the learning and development processes. Teachers and support staff observe and talk to the children while they are learning, playing and interacting with others in order to identify their level of achievement, interests and characteristics of effective learning. These observations are used to both shape future planning and to support or challenge a child 'in the moment'. Parents and carers are involved in the process through the use of 'Tapestry', which allows interaction and the sharing of information between home and school.

Summative assessments are completed half-termly and are recorded on Target Tracker. Teachers use this software to identify gaps in learning and to shape future planning and provision. 'Pupil progress meetings' are held to identify and address underachievement.

The Senior Leadership Team (SLT) regularly monitor the effectiveness of teaching and the curriculum through formal observations, 'drop-ins', data analysis, talking to the children, 'pupil voice' and other activities. The Trust's Director of Primary Education visits the school regularly to quality assure this work. The SLT report to the school's Governing Body and to the Trust's Standards Committee. Governors / trustees ask questions and undertake focussed visits to the school to look at a specific aspect of teaching, learning and curriculum.

WORKING WITH PARENTS

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development through our online system called Tapestry. Parents have the opportunity in Nursery to attend 'stay and play' sessions where they can chat to staff about their children learning and development. In Reception parents have the opportunity to attend two consultation evenings to talk about their children's learning and development. Children receive a written report at the end of the summer term.

The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

In Nursery each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. In Reception children are allocated to a gathering group. These groups are used to support transition into school and at different times of the day for grouping activities.

REVIEW

This statement is reviewed by the governing body every three years.

LINKS TO OTHER POLICIES

This policy should be read in conjunction with:

- Teaching, Learning & Curriculum Statement
- SMSC Statement
- Home Learning - Operational Procedure
- Remote Learning - Operational Procedure
- Special Educational Needs & Disability Policy
- Feedback & Marking - Operational Procedure