

EYFS Curriculum Statement

Intent

Belonging, Excellence, Success and Happiness

At Westbourne Our Early Years Foundation Stage (EYFS) curriculum is designed to meet the individual needs of every child, regardless of their backgrounds, circumstances or needs. We aim to create a community of high performing, independent learners who are able to communicate effectively and build the foundations essential for their future learning.

Our practice is shaped by four guiding principles:

Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;

Children learn to be strong and independent through positive relationships;

Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time;

Children develop and learn in different ways and at different rates.

Implementation

Our play based curriculum is delivered through carefully structured activities which follow the interests and needs of the children and allow children to play and explore, be active learners and think creatively and critically in enabling environments. The children progress whilst being supported by skilled staff, through high quality interactions.

The environments are planned to challenge, engage and motivate the children to become enthusiastic, independent learners for life. Classrooms, both indoors and outdoors, are carefully designed and a variety of high quality, open-ended resources are made accessible to the children, so that they can make thoughtful decisions when playing and exploring. Resources are chosen to meet the children's needs and promote learning. Resources are not restricted and children are encouraged to find new ways to use or combine them. Throughout the environment, there are many opportunities for the children to take risks within their play, supporting them to be active and develop physically.

Adults' observations of children at play lead to identification of teaching moments which are acted on immediately, when they will have the biggest impact on the child's development. The role of the adult is to take the teaching to the child, supporting or extending their learning. This teaching takes many forms, including communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges.

Impact

Through monitoring, lesson observations, learning walks and discussions with staff and pupils, school leaders will ensure:

Children are developing the knowledge and skills required to achieve their full potential;

Pupils are prepared for their next stage of education;

Through purposeful planning, high-quality interactions, formative and summative assessment, teachers will ensure:

Children are highly motivated and are eager to join in. They share and cooperate well, demonstrating high levels of self-control and respect for others. They consistently keep on trying hard, particularly if they encounter difficulties;

Key knowledge and skills are consolidated before introducing new learning;

Assessment of pupils' learning feeds into planning and adaptation of the curriculum;

Children are displaying the characteristics of effective learning;

Children are developing the knowledge and skills required to achieve their full potential in all areas of learning.