

EYFS Curriculum Intent White Hall Academy

	White Hall Academy Values	Be Kind		Be Safe		Be Responsible	
CURRICULUM INTENTIONS	Our Vision	<p>We want all children in School to be:</p> <ul style="list-style-type: none"> 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, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers Children develop and learn in different ways (the characteristics of effective teaching and learning) and at different rates. Our continuous provision should meet the needs of all children in early years setting, including children with special educational needs and disabilities. 		<p>Through a focus for learning on:</p> <ul style="list-style-type: none"> Emotional Wellbeing Core EYFS Skills Basic Skills (literate, numerate and global knowledge) Aspirations and possibilities Values Wellbeing levels of involvement Learning through play Children's interests through the curriculum 		<p>With measurable outcomes:</p> <ul style="list-style-type: none"> Objective led planning using Early Years outcomes and Development Matters Achieving and exceeding National expectations In depth pursuit of interests and passions Attendance Summative assessment using Early Learning Goals at the end of EYFS 2 	
	We will provide	<p>Successful and aspirational learning.</p> <ul style="list-style-type: none"> Learning provision that actively engages all pupils and offers a sense of fulfilment, enjoyment and challenge. Personalised learning that gives enjoyable opportunities for creativity and problem solving. Active learning in which there are rich opportunities for learning across the EYFS environment. A resource rich environment that reflects the needs of the pupils and adults. Pupil involvement in learning with a strong focus on learning to learn and responsiveness to different learning styles. High expectations for learning and behaviour which are manifested in a strong ethos of mutual respect from and for all members of the school and wider community. Communicate effectively with parents and carers to foster a love of learning and supportive environment. 		<p>A curriculum that is responsive to a changing world.</p> <ul style="list-style-type: none"> A strong focus on the individual and SEAL which is embedded in the curriculum. An ICT rich, real and virtual environment with a strategic approach to the development of aspirations. A positive, physical and emotional learning environment which is safe and nurturing. Celebrate diversity and promoting inclusion. 		<p>A supportive environment in which children are open to new experiences and feel able to take risks and celebrate mistakes as learning opportunities.</p> <ul style="list-style-type: none"> We build the foundations to support all members of the community in the continuing skills for life development in order to make a positive contribution locally. A highly inclusive environment where every member of the school community is able to access learning and support. A focus for sustained extended school services and multi-agency support all to support groups to achieve their potential. A strong collaborative ethos within and between the staff, pupils and the wider community which manifests itself in team work, partnerships and learning with and from each other. 	
TEACHING INTENTIONS	Our teaching intentions:	Purpose of the learning is made explicit leading to outcomes	Modelling	Commentary and Questioning	Challenge for all and support where necessary	Continuous formative assessment	Moderation of assessments and judgements
	Our provision is informed by educational research into effective teaching practices, cognition, learning and how knowledge and understanding develops.	Teaching is based on a clear understanding of cognition, learning and emotional wellbeing.	Teachers have deep knowledge of the subjects they teach.	Teachers monitor learning and provide feedback.	The classroom climate created by teachers inspires and motivates all pupils.	Pupil's learning is adaptive to support progress.	Developing strong partnership with parents and carers that influence learning at school and home.

ORGANISATION	Our Early Years school curriculum comprises an entire planned educational experience informed by organisational principles and approaches making full use of opportunities of real world learning.	Educational experiences & Visitors	Mindfulness & Relaxation	Child-led exploration and play	Enhanced continuous provision to embed taught skills	Responding to children's interests	Metacognition	
		Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Mathematics	Understanding the world	Expressive Arts and Design
IMPACT	Our curriculum has an ambition for high achievement of all pupils irrespective of background and starting point. This achievement is represented in three key areas.	IMPACT 1: Standards Children make progress from their individual starting points. They are given opportunities to achieve their individual best through child-led learning, planning-in-the-moment and child-directed play and enquiry. Assessment documents show that knowledge and skills are embedded throughout the Early Years curriculum.			IMPACT 2: We aim for Success Children are independent, confident and successful learners, demonstrating our vision and values.		IMPACT 3: Personal Development Children demonstrate mindfulness and metacognition in their learning and in their behaviour in and around school. Children learn to make the right choices for their personal safety. The choices children make benefit the school and local community.	
		EVALUATION	We regularly review how well our curriculum goals enable achievement.	High Quality Outcomes	Curriculum Content is Responsive and Relevant	Achievement for all	Embedding Knowledge and Skills	Being part of a Family and a Community
<ul style="list-style-type: none"> Has the learning journey supported purposeful interaction and progress? Do children have ownership of the learning? Are there meaningful contexts for high quality outcomes for English and Maths? Are teaching expectations high enough? Are there clear learning intentions/expectations? Are pupils challenged to think and to evaluate their learning? Is assessment purposeful, efficient and used to shape future learning? <p><i>We evaluate through monitoring, observations, interactions, book study, data analysis and learning walks.</i></p>	<ul style="list-style-type: none"> Are pupils able to make links in their learning? Do children experience enjoyment in their learning? Do teachers respond to educational research? Are the rich resources within the local community and environment being maximised? Are tasks adapted to be developmentally appropriate and meet children's fascinations? Is AfL responsive and effective? <p><i>We evaluate through monitoring planning, pupil perception, evaluations and book study.</i></p>			<ul style="list-style-type: none"> At point of learning, is the curriculum sufficiently challenging and appropriate for each child? Are there opportunities to demonstrate Characteristics of Effective Learning? Are there high expectations for all? Is the provision rich and offer open-ended opportunities? <p><i>We evaluate through curriculum outcomes, book study, pupil perception and assessment.</i></p>	<ul style="list-style-type: none"> Do children have opportunities to solve problems and undertake learning at a deeper level? Do children have the opportunity to build on their knowledge and skills throughout the curriculum? Are knowledge and skills carefully planned for in the provision? Do children have opportunities to embed their knowledge and skills in the curriculum? What knowledge and skills have pupils gained against expectations? Is each area of learning planned for discrete and cross-curricular skills? Does each area show progression and continuity from Nursery into Reception? Do children have foundations to transition into Year One? <p><i>We evaluate through Curriculum Assessment.</i></p>	<ul style="list-style-type: none"> Does the curriculum engage pupils to be part of a family of learners? Do children share their learning with others? Do children learn from others? Are children aware of the school rules and how they belong as part of the school family? Do pupils engage with what is happening locally and aware of big national events? (E.g. festivals like firework night, Jubilee) Are pupils able to accept and respect others and relate to them through diversity and inclusivity? (British Values) <p><i>We evaluate through book study, pupil perception, lesson observations and curriculum evaluations.</i></p>		

INTENT	Why do we teach what we teach?	<p>At White Hall Academy, we place great value on the development of children as the 'unique child'. Our staff provide them with the skills, knowledge and understanding they need to prepare them for the challenges ahead. Our aim in the EYFS is to build strong foundations rooted in children's emotional well-being and the development of self-regulation and problem-solving skills. This is to promote the qualities required for our children to go on to be happy, curious life-long learners.</p> <p>All children develop at different rates; this means that when the children arrive in the EYFS, there is a huge range of attainment from the start. We aim to narrow the gap in attainment for our pupils who may be vulnerable or disadvantaged or have additional needs. As such, we prioritise the prime areas/aspects of the EYFS curriculum (communication, personal, social & emotional and physical development) across the provision. These fundamental skills underpin every day, every activity and every classroom routine. Our children are immersed in a language rich environment to support their communication and language skills. This includes offering an emotionally enabling environment and opportunities to develop self-regulation skills and self-expression.</p> <p>Our staff provide positive relationship through warm and skilful adult interactions and attunement. This supports the children as they develop their social, personal and emotional attachments and begin to link learning to their play and exploration.</p> <p>As the pupils' progress through the EYFS phase, we encourage all children to develop a love of reading, writing and number. This is prioritised through staff development and performance management. This is taught in small inputs and followed up through objective led planning and play opportunities. This is delivered/achieved through the delivery of a holistic curriculum which maximises opportunities for meaningful cross-curricular links and learning experiences. These can be offered collaboratively with the children's contributions based on their interests.</p> <p>Children in the EYFS provision are very young. They need to experience the world through a wide range of concrete, first hand experiences/with their whole body, and they need to explore and develop their own interests.</p> <p>We value the development of sustained shared thinking and creativity. Staff seek to create a sense of enjoyment and fascination in learning through a vibrant continuous provision, supported by visitors and other enhancements.</p>
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IMPLEMENT	How does this look across Early Years?	<p>The implementation of our curriculum is based on clear pedagogy, which recognises the Characteristics of Effective Learning through a balance of child-initiated and adult-directed activities. The timetable is carefully structured so that children have rigorous directed teaching in literacy, maths and phonics everyday with regular circle time sessions to focus on personal, social and emotional development (PSED). These sessions are followed by either individual or group work where children work with adults to develop their personal targets.</p> <p>This focused group time means the teacher can formatively assess and provide real-time verbal feedback, which results in a strong impact on the acquisition of new learning. Children are provided with plenty of time to engage in ‘exploration’ throughout the variety of experiences carefully planned to engage and challenge them in the provision. The curriculum is planned in a cross-curricular way to cover the 7 areas of learning as well as to promote sustained thinking and metacognition.</p> <p>Communication, language and reading is at the heart of our curriculum. Children follow the endorsed Supersonic Phonic Friends programme, and Word Aware approach. In Reception, picture books are sent home for the children to share with family members to encourage a love of reading. Phonics homework is also sent home to support the teaching and learning in school. When children are ready, they are given a Phonics scheme reading book that is matched carefully to the sounds they already know. This is checked formatively to make sure children have the correct level book for their reading ability. Across all of Early Years, staff read daily to encourage a love of picture books and all environments have fiction and non-fiction books available to children. Rich texts are used as part of cross-curricular planning to expose children to quality vocabulary and shared on Class Dojo for families to see.</p> <p>In Reception, our maths sessions place an emphasis on studying the key skills of number, calculation and shape so that pupils develop a deep understanding and this supports the acquisition of mathematical language. Both Nursery and Reception use White Rose principles to support children’s foundations of maths skills. Pupils learn through games and tasks, solve simple mathematical problems using concrete manipulatives (physical objects which represent mathematical concepts e.g. counters). That learning is further rehearsed and then applied to wider contexts to deepen and enrich understanding during exploration.</p> <p>Our inclusive approach means that all children learn together. However, staff use adaptive teaching methods to scaffold learning for pupils. Additional interventions are planned for to support or enhance the learning of children who may not be reaching their potential. This includes, for example, Attention Autism; extra Word Aware session; Time to Talk; smaller nurture groups. Staff also are able to challenge, enrich and deepen the learning of children who grasp concepts rapidly, moving on children who are doing very well. This is done through careful planning and encouraging independence.</p> <p>The characteristics of effective learning are viewed as an integral part of all areas of learning and are reflected in our observations of children. We moderate outcomes across the phase, so that every member of our team feels confident in making accurate judgements about where individual pupils are. Staff also have clarity in knowing the next steps for learning for their children. Reception teachers work alongside our Speech and Language therapist, who helps to build subject knowledge of working with children who have communication and language difficulties. Nursery staff are supported by external health agencies.</p> <p>When assessing children, we use the online tracker ‘Insight’. Class Dojo is the family sharing platform where class and individual’s can share achievements and what has been learnt in school. Planning for learning happens both in advance and in the moment to stimulate awe and wonder within the EYFS children. Parents/carers are invited to communicate with staff using Class Dojo. There are also two Termly Learning Conferences through the year to discuss learning and targets, plus an end of year school report.</p>
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IMPACT	<p>How do we know what children have learnt?</p> <p>How do we know how well they have learnt it?</p>	<p>It is vital that our curriculum is designed to meet the needs of our children, including our disadvantaged pupils and those with a special educational need and/or disability (SEND). Staff observe and evaluate how children are learning through the plan, do, assess and review cycle. This is achieved through talking to children, looking at their play/work, observing their learning experiences, and analysing data about achievement and progress.</p> <p>Every member of staff uses ongoing observational assessment to identify children’s starting points. They then plan experiences which ensure children are able to do more, know more and learn more. An important is for children to feel happy and successful and have a positive attitude to learning. At White Hall Academy this is promoted through the Fish Philosophy (Play; Make their day; Be there; Choose your attitude), growth mindset, and the Essex Trauma Perceptive Practice (TPP) approach.</p> <p>This information is tracked on Insight which enables us to identify our starting points and compare these against a national data set. We use this information throughout the school day to plan learning experiences and next steps, so that knowledge and skills are built cumulatively. All staff are accountable for the progress and wellbeing of children. Through effective communications within teams, including LSA’s, MDAs and specialist staff (e.g. SENCO, external agencies), all staff contribute to the ongoing assessment profile of each child. Parents/carers are aware of their children’s key areas of strengths and areas for development. They contribute to the assessment and the learning of their children by communicating through the online platform, Class Dojo.</p> <p>Children in our Early Years, on average, arrive with much lower starting points in comparison to children nationally. During their time in our EYFS, children make exceptional progress against their starting points up until the end of the year. The majority of pupils make good progress toward their age-related expectations before transitioning into Year One. This is also reflected in Nursery transition as they go into Reception from either our school nursery or to other local schools.</p> <p>We believe children’s progress is supported through a flexible adaptive teaching approach. Having secure and inclusive foundations for wellbeing and self-regulation will foster a love of school and positive learning outcomes.</p>
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