

Curriculum position statements – September 2023

Early Years Foundation Stage

Historical

I have been the EYFS lead for the last 4 years. During this time we have implemented a new phonics system and continued to develop the EYFS curriculum. The new curriculum was shared with all teaching staff to ensure that they had an understanding of the new expectations. Documents were given to subject leaders for their area of the National Curriculum to be able to start to show progress from Foundation Stage through to the end of KS2. However, the EYFS approach to learning is still an exploratory and play based curriculum through child initiated and teacher led tasks.

The school completed a successful Ofsted in October 2022 where EYFS was judged to be good. It is commented in the report about how the learning of vocabulary in context is important 'This commitment to learning new words begins in the early years. For example, when the teacher in the Reception Year was reading, 'The Tiger Who Came To Tea' to children, they explained that the correct word for a tiger's foot was paw.'

Current

We implemented the New EYFS curriculum during 2021-2022 using a book and topic-based approach. The progression and skills aspect of the curriculum has been developed and monitored throughout the year to ensure that full coverage is met. The curriculum overview for EYFS is constantly being reviewed and adapted to ensure there is coverage for all areas of learning.

The children transition into school from various settings and during the summer term these are visited by staff to try and ensure a smooth transition. The parents are welcomed into school to have a tour and meet the staff. The children then transition into school by the use of stay and play sessions with and without parents. During the Autumn term the main focus is PSED and giving the children the skills to begin their learning journey. The baseline is completed by staff during the first few weeks and reported to the DfE.

Phonics is taught consistently throughout the year and children learn their single letter sounds by the end of the Autumn term. Reading books are matched to the child's phonics skills and a reading for pleasure book is also sent home.

Data

The GLD for 2022-2023 was 72.7%

There is still a gap between PP and Non-PP children was closed but is an ongoing focus. The PP children receive extra group and individual sessions to meet their needs.

Future aspiration

- To ensure the curriculum has a consistent progression of skills and knowledge including identifying key vocabulary and knowledge organisers. To continue to make new vocabulary explicit on MTP plans and develop this with knowledge organisers.
- To embed the new phonics scheme including guided reading.
- To close the gap further between PP and Non-PP children in Literacy and Mathematics.