

Ethos and Vision

‘Every child and young person should leave our care able to live healthily, enjoying safe, happy and fulfilling lives, free from poverty and with a desire to continue learning, expand their horizons and realise their ambitions and aspirations.’

To support this our school motto is ‘Enjoy, Believe, Achieve’

We believe that children should enjoy learning, believe anything is possible and achieve the very best they can! We thrive to encourage children to enjoy their education, develop a love for learning, build confidence and always try their best. Together working in positive partnerships, we can support our children and young people to have the best possible start in life.

We look forward to welcoming your child and ensuring that they have a happy and enjoyable start to their Foundation Stage. Your child will have lots of fun, make friends and learn to do many new things.

INTENT:

In EYFS at Normanby Primary School, we follow the ‘Statutory framework for the early years foundation stage’ and have developed a motivating and engaging curriculum based on the statutory educational programmes and the non-statutory guidance from the Dfe document “Development Matters. As part of this broad, balanced, and enriching curriculum we aim to focus on developing cultural capital – providing essential knowledge that children need to prepare them for their future success and giving them the best possible start to their education. At Normanby we pride ourselves on the ability to understand our children as individuals, responding to their individual needs, feelings, and interests through a flexible approach to the delivery of the curriculum.

Across FS1 (Nursery) and FS2 (Reception), we work in positive partnerships to deliver a spiral curriculum that enhances children's learning and constantly develops the knowledge and skills that children have already learnt. Our aim is to provide safe, exciting and challenging learning opportunities to enable each child to become the best that they can be.

We understand the importance of building positive relationships that respond to the child’s needs, feelings and interests. We believe that if a child feels happy, safe and understood within our care, then they will flourish within our EYFS. All staff work together to get to know our children so that we can support their development and learning. We strongly believe in the importance of effective home-school partnerships. We strive to ensure that parents/carers are part of their child’s learning and development by providing support sessions for parents/carers, family-fun sessions, and home-school learning resources. Our online platform, Seesaw, is used to share learning experiences between home and school.

IMPLEMENTATION: How do we teach what we teach?

We strive to create a highly stimulating environment with child-accessible resources to provide rich, challenging learning opportunities through play and imaginative teaching, both indoors and outdoors. We constantly reflect on our practise and adapt it to promote excitement, independence, and challenge. As well as our classroom learning environment, we aim to expose children to real-life experiences which help enrich our curriculum. We enjoy exploring and caring for our local area, meeting people who help us and visiting places of interest.

We provide a balance of adult led, child supported and child-initiated activities experiences to develop knowledge, skills and the Characteristics of Effective Teaching and Learning. The EYFS is about how children learn, as well as what they learn. We provide opportunities to embed positive learning habits where children learn to approach opportunities with curiosity, energy and enthusiasm and encouragement to develop the skill of applying what they have learned to new situations.

Characteristics of Effective Teaching and Learning

Playing and exploring – Children investigate and experience things and are willing to ‘have a go’

Active learning – Children try their best and persevere even when they face challenges

Creating and thinking critically – Children develop their own ideas both independently and in collaboration with others

The development of these positive learning habits will equip the children throughout their educational journey.

Planning is flexible to meet the needs and interests of our children. Reading is at the heart of our curriculum and is integrated through all areas of learning. We provide a range of high-quality texts to encourage a love of books /reading right from the start. Consistency is key and our timetable is carefully structured in Reception so that children have rigorous directed teaching in phonics, English, and Maths every day. Circle time sessions throughout the week focus on PSED, communication and language and any other area. We use questioning to encourage our children to query the world around them and through their own exploration they develop their independence, communication, creativity, and problem-solving skills.

We have a wealth of experience, skills and interests between our Foundation Stage practitioners who will all enhance the children’s learning and development. Each child is assigned a key person who will know them well.

IMPACT: how do we know what pupils have learnt and how well they have learnt it?

Our curriculum needs to meet the needs of all our children, including our disadvantaged pupils and those with SEND. We are continually finding out how children are learning across all areas of learning through talking to children, observing their learning experiences, and through ongoing assessments of their work and responses. Assessments are used to decide which children need consolidation or 1:1/small group intervention to ‘catch up and keep up’.

Assessments at the end of each half term are used to identify next steps, so that knowledge and skills are built cumulatively. During each assessment window: Reception entry, Autumn, Spring and exit, teachers record progress on Sims to track progress which is analysed by the EYFS lead and external data team.

When children leave our EYFS they will have the broad range of knowledge and skills that provide the right foundation for them to start the Y1 curriculum.