



Curriculum Intent

In Reception at Lady Royd Primary we strive to provide rich learning opportunities to our children in order to prepare them for the next stage of their education. We aim to provide all our children with an engaging, diverse and purposeful curriculum that inspires, motivates, builds their confidence, challenges and excites them. Our curriculum is the cultural capital we know our pupils need to thrive. They can only do that if we embed the right habits for learning through the Characteristics of Effective Teaching and Learning – Play and Exploration, Active Learning and Creative and Critical Thinking.

Our EYFS curriculum is planned to support positive learning habits, confidence in oracy and develop dialogue skills and curiosity in playful enquiry. It is our intention to provide our children with a variety of first-hand experiences. In addition, we ensure that our children have a stimulating classroom environment that enhances their ability to learn and that they are proud of.

In Reception the pupils spend the majority of their day engaged in Playful Learning. This involves them independently accessing a variety of indoor and outdoor resources focusing on the 7 curriculum areas of the Early Years Foundation Stage. The Reception classroom provides a balance of adult-led and child-initiated learning opportunities so that pupils can progress socially, physically and academically while developing a love for learning. Many of our pupils arrive well below national expectations for their age and a high proportion come from disadvantaged backgrounds and with complex needs. Therefore, we prioritise personal, social and emotional development and communication and language in our Reception environment.

Curriculum Implementation

At Lady Royd Primary, our intent is implemented in accordance with the government's document, 'The Statutory Framework for the Early Years Foundation Stage' (EYFS).

The 7 areas of learning are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The EYFS curriculum is underpinned by a play-based approach where children have access to all areas of learning within the classroom and in the outside learning area. Children engage in self-chosen activities, as well as carefully planned adult directed sessions, including phonics. The objective lead planning covers in great detail children's interests and skillfully links all the areas of learning. The children are continually observed and assessed by teachers and support staff so that they progress rapidly towards achieving the 'Early Learning Goals'.

At Lady Royd we value good quality play which is underpinned by the rigor of what our children know, what they need to know and how we will get them there. The staff in Early Years understand that play is a vehicle for learning. We believe that is a physically, natural and a developmentally appropriate way of learning which supports brain development.

At Lady Royd Primary, it is our privilege to ensure that in a safe environment, we continue to encourage every aspect of a child to develop. This is regardless of starting point. We foster this through playful activities and rich learning opportunities which are relevant to all the children's cultures and communities. We ensure they have quality play experiences balanced with quality sensitive warm and effective interactions with adults. We foster high levels of well-being which support our children to have high levels of engagement in their play.

We have a curriculum which is broad and balanced, and which builds on the knowledge, understanding and skills of all pupils, from their individual starting points. We have high expectations of the children at the right stages.

Our themes are driven from child-centred topics based on providing our pupils with 'enticing experiences' which motivate the children and are deeply rooted in the love of stories and reading. A range of educational visits (including our local community) bring 'learning to life'. Subject knowledge of the EYFS curriculum is strong among all staff and is used to plan a broad, balanced and progressive learning environment and curriculum for all of our pupils. Effective continuous provision practice and principles support our children to develop the Characteristics of Effective Learning.

PARENTS

We recognise and value the important role parents play in education as they know their child best. Therefore, we run termly 'Parent Workshops' that help support parents on the EYFS curriculum. This positively impacts each child's development and parents feel secure in support their child at home. We like to create a shared level of expectation. We also run weekly 'stay and play' sessions where parents get to see their children immersed in provision.

TRANSITION

Transition between year groups is an important step for children and we acknowledge that the step from Reception to Year 1 is a significant one due to the expectations of moving from the Early Years to the National Curriculum. There are many elements to ensuring children at The Lady Royd Primary experience a smooth and effective transition, as listed below, however we believe every child is unique, so the transition experience will be tailored to meet the child's individual needs.

Impact

At Lady Royd Primary we analyse and review what we know about each child's development and learning, and then make informed decisions about the child's progress. This is based on ongoing observations of what the children know and can do. This enables us to plan the next steps to meet their development and learning needs. We ensure:

1. Early Years staff have expert knowledge of child development and understanding of play and progression.
2. Children reach the Early Learning Goals at the end of Reception
3. Evidence of children's achievements are recorded on Tapestry.
4. Judgements are moderated both in school and externally with local schools.
5. Children are ready to transition from the Early Years curriculum to the National Curriculum in Year 1.
6. Children demonstrate curiosity, independence, resilience and other characteristics of effective learning.

Formative Assessment

This type of assessment informs everyday planning and is based on on-going observational assessment of each child's achievements, interests and learning styles. Formative assessment may take the form of anecdotal observations, focused observations, other focused assessments e.g. sound/number and harder to read/spell words, annotated examples of independent work and photographs. We plan for observations when undertaking short term planning. Some of these observations and assessments are recorded using an online learning journey, Tapestry. Each child has a profile and the assessments are attached to that child's profile. We understand that high quality interactions between adults and children demonstrate and impact on the progress of all pupils.

Summative Assessment

On-entry Statutory Reception Baseline Assessments are undertaken. At Lady Royd Primary we record our own baselines based upon transition documents from Nursery settings and initial observations of the children. During the year the children continue to monitor children and identify 'concerns' that we have on each child's learning. We will support their progress and track their needs to ensure they are working towards or at an age appropriate level.