



Holway Park Community Primary School EYFS Curriculum Statement

Intent

At Holway Park our EYFS curriculum is designed to develop motivated, curious and independent learners. Understanding children's prior experiences and starting points is key in planning for a broad curriculum that promotes holistic, cross-curricular learning and strong foundations for the future.

We recognise that every child is a competent learner who can be resilient, capable and confident. We know that children develop at their own pace and in their own ways, and we value children's interests and learning styles as part of the planning process. We provide children with the opportunity to develop the foundations for learning through the prime areas of the EYFS curriculum and building upon prior skills and knowledge with our focus on the specific areas. All learning opportunities take into consideration children as individual learners with individual interests, learning styles and next steps for progression, and we strive to promote a lifelong love of learning.

We support children in developing as learners with a well-rounded approach to the curriculum, ensuring the learning environment allows for provision in a variety of indoor and outdoor contexts and with a wide range of resources to facilitate learning and development. We work closely with parents and carers throughout the year to give and receive feedback about learning and progress and to plan as a team for next steps in learning. We liaise with the wider school team to consider transition and how to best support each learner as they leave the EYFS and move into learning with the National Curriculum.

Implementation

Children learn through a balance of child initiated and adult led opportunities within the indoor and outdoor classrooms. The school day is carefully planned to allow for guided teaching of Literacy, Phonics and Mathematics daily, with continuous and enhanced provision designed to encompass all curriculum areas and to allow children to apply and consolidate learning. Guided learning led by the class teacher focuses on further developing previously taught skills systematically and based on individual needs and learning levels. Teachers can address any misconceptions, check for understanding and work with children to consider and plan for next steps in learning.

We know that children learn best when given time to fully engage with learning opportunities, and so we strive for quality, cross-curricular experiences that promote greater depth exploration when planning our provision. Children and the wider EYFS team are active participants in the planning process, allowing teachers to find ways to follow the interests of the children whilst ensuring curriculum coverage.

Our inclusive approach ensures children have equal access to the curriculum and resources, in ways that suit individual needs. The EYFS adults model, scaffold and challenge children accordingly to help them move forward in their learning, and relevant interventions are implemented where required.

At Holway Park, ongoing assessment is embedded in the learning process. The EYFS adults work closely with the wider school team and outside agencies where required to support children in their learning and development, using developed tracking systems and regular moderation opportunities to ensure we make accurate judgements about where children are in their learning before planning effectively for next steps.

Impact

We strive for all children to succeed in working towards, achieving or exceeding the Early Learning Goals, with all children making good progress based on individual starting points. We use rigorous assessment procedures to ensure all children have a positive and successful start to school and are supported in reaching their full potential in the EYFS and beyond. Children leave the EYFS independent, motivated, enthusiastic, resilient and creative problem solvers, prepared for their transition into Year 1 and beyond.