



Curriculum Offer:

At Cedars Primary school, teaching and learning is based upon a language rich thematic curriculum where pupils are exposed to a range of experiences to enhance their knowledge, understanding and long term memory.

As a result, pupils at Cedars are confident, aspirational, articulate learners who are ready for the next stage of education.

EYFS Intent

At Cedars Primary School, we aim to provide a safe, nurturing environment which promotes the highest standard of education for our youngest pupils. Our Early Years team is committed to providing an environment that is rich with possibilities, develops children’s independence and puts children right at the centre of their own learning. The aims of our EYFS curriculum are to develop young pupils who are:

- Competent learners (through play)
- Resilient
- Capable
- Confident
- Communicators
- Independent
- Creative
- Curious and inquisitive
- Self-assured
- Accepting and empathetic
- Positive
- Brave

EYFS Implementation

Learning through play underpins our approach to teaching and learning in the Foundation Stage. We embrace the fact that young children learn best from activities and experience that interest and inspire them. Play gives children the opportunity to pursue their own interests, inspire those around them and consolidate their understanding and skills. Children will learn to adapt, negotiate, communicate, discuss, investigate and ask questions. Adults aim to take an active role in child initiated play through observing, modelling, facilitating, teaching and extending play, skills and language. Play is our fundamental principle but alongside this, we also incorporate direct teaching times across each day to introduce and consolidate skills in phonics, language and literacy mathematics and personal and emotional development.

Through our child-centred approach, we aim to plan exciting, enriched activity based on the children’s interests. We create a sense of awe and wonder through creative ideas which involve the children and, as much as possible, are based on real life experiences. We look to provide opportunity to foster children’s preferred learning styles and demonstrate the various characteristics of effective learning. We provide children with the opportunity to be explorers, be actively involved in their learning, as well, creative and critical thinkers through the planning of open ended tasks. We aim to foster curiosity through carefully planned learning environments enabling children to demonstrate those key characteristics of effective learning. We value the importance of learning outdoors and enjoy using our special early year’s outdoor area within our everyday planning.

At Cedars Primary we ensure that our learning environments provide:

- stimulating resources, relevant to all the children’s cultures and communities
- rich learning opportunities through play and playful teaching
- support for children to take risks and explore

We know that parents are children’s first educators and we value being partners with them in their child’s education. We look to forge positive relationships with parents to enable us to support

learning both at home and school. We share the children's learning through a range of ways including; teacher/parent meetings, sharing learning journals and workbooks, positive notes/stickers and an open-door policy. As well as the Nursery and Reception visit days we offer termly sessions to our parents to give them the opportunity to share their child's learning environment, have time to talk informally with the practitioners and to meet other parents. We also offer parents learning workshops to provide advice and information on how they can support their child's learning. Parents are welcomed and encouraged to share information about their child, to ask questions and to discuss their child's learning with the teachers.

At Cedars Primary School we value the importance of the three-way relationship between children, parents and staff, as it enables children to make good progress and to maximise their potential. Children's Learning Journals are shared with parents half termly and at parent's evenings. These give a comprehensive view of each individual child and alongside observational assessments and guided activities; they celebrate children's progress and achievements. With these reports parents receive information about their child's assessment at the end of the year assessment. Formal parents meeting are offered termly, where parents have the opportunity of speaking with the teachers to discuss their child's progress and development, their next steps in learning and to view their child's books. Parents are always welcomed to discuss their children informally at the end of the school day or to book an appointment with a bilingual translator. Parents are sent a termly overview of the curriculum and are given a school newsletter.

Children are continually assessed through planned and spontaneous observations, photographs, and information drawn from discussions with the children and their parents. These are recorded using class books and the children's Learning Journals. Parents contribute at any time to the learning journals by the addition of photographs and/or 'WOW' cards and comments added during visits. This information is used by the class teacher to assess children's attainment against the Early Learning Goals.

At Cedars Primary School we recognise that starting school and moving classes has the potential to be a stressful time for both children and parents. We have established a strong procedure for transitions to ensure that our children and parents are as confident and secure as they can be when facing the challenges of each year group.

Both Nursery and Reception hold meetings and three transition days in the summer term before the children start school. In Nursery all parents are offered a home visit prior to their child starting and in Reception all children who did not attend the nursery are also visited in their nursery setting. This gives children the security of meeting with their teachers in a safe, familiar environment and allows parents time to ask questions and share knowledge or any concerns they have about their child. At the beginning of the school year new Nursery children are given staggered entry days to ensure that they have the time to feel welcomed and to support them in exploring their new environment. From Christmas nursery children attend weekly Early Years Collective Worship in the small hall and visit Reception classes for a shared 'Golden Time'. This helps children to become familiar with the Reception classrooms before starting in September. In Reception children attend school full time and stay for lunch from the first day; however the day is shortened by an hour during the first week to allow children to adjust to a full day in school.

All children will have Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently progress highly from their starting points. PSHE is embedded throughout the Early Years curriculum including British Values and SMSC. We work with children through all areas of the curriculum to ensure they know how to keep themselves

safe, healthy, happy and aware. Experiences are planned into the curriculum to hook children into learning and to ensure that all children have as many wide and varied experiences as possible. This ensures that our children's Cultural Capital is broad ensuring that they are not disadvantaged in any way.

### EYFS Impact

Our EYFS curriculum provides a sustained high quality, well planned and progressive curriculum for the unique child. Because starting points and previous experiences underpin the delivery of our curriculum within the umbrella of the areas of areas of learning, children are able to make a positive start on their educational journey. We ensure that our staff have a good knowledge of child development to ensure this is tracked clearly and everyone has a good understanding of the progress and attainment of our youngest learners.

The positive relationships developed between staff and children ensure that the children are self-confident, with a good degree of self-esteem and resilience. In addition to this the children's level of involvement ensures they are intensely engaged in activities which encourage deep level learning and development. This can be seen through the active learning environment which has a 'buzz' of learning as they 'get busy'.

Throughout the age bands; staff regularly review pupil progress through pupil progress meetings, staff supervision meetings and moderation of children's profiles (both in school, across schools and county). This ensures that all judgments of attainment are accurate and clear. All children's progress is tracked and progress and attainment is closely monitored. By the end of the EYFS phase (end of Reception), all children will have had a completed Early Years Foundation Stage Profile (EYFSP) outlining their attainment across the phase, in line with the statutory guidelines. From this it is judged whether children are achieving at age related expectations and have achieved a 'good level of development' (GLD).

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Review Approval Body:

Date Approved:

Next Review Date: July 2025

Subject Leader: Miss Oxendale