Intent	Implementation	Impact

Our curriculum nurtures each child's innate readiness, ability and eagerness to learn. It gives children the best possible start to their school life by developing them socially, emotionally, physically and academically. We develop children who are curious, resilient, confident and independent in their learning. We believe that every child is unique and brings their own experiences with them and our curriculum reflects this. Most of all, our children love to come to school everyday.
 	
Active, Collaborative, Resilient and Reflective.
	Relationships - parents/carers:
	• Induction presentation providing overview of EYFS
	• Constant communication through reading records with parents and constant encouragement to read every day
	• Phonics workshops
	• Reading workshops
	• Maths stay and play open day
	• Parents' evenings three times a year
	• Parents are asked to submit 'Wow' moments which are proudly displayed at our entrance and support assessment
	• Daily home time conversations about:
	   o Learning in class
	   o Reading records
	   o Behaviour
	   o How/what children are eating at lunch
	• Texts home to celebrate learning
	• Sports day
	• Nativity production
	• Parents are actively encouraged to come in and talk about their cultures, festivals, jobs (e.g. about Diwali) or read a book to the class
	
	Relationships - children:
	• Generate topics in the curriculum based around children's interests
	• Birthday display/celebrations
	• Discussions about personal interests, hobbies and activities
	• Circle times to discuss feelings
	• Discussions about home life, home routines, siblings, family members, cultural events and beliefs
	• Reward systems:
	   o Marble in a jar
	   o Dojo
		• Reception – GLD Outcomes, expectation that school ARE will be at least above national
		• Reception Phonics Half termly assessments
		• Target Tracker
		• 2 Simple Observations and Assessment
		• NFER Baseline Sept 2022
		• Borough moderation
		• School Cluster Moderation
		• BARICS
		• ISPs/Communication Passports
		• Initial EAL Assessments
		• Social/Emotional - behaviour monitoring SLT, class behaviour system, engagement in learning
		• Wellbeing [Teachers knowledge of child, Intervention,
		• Parent Surveys
		• Staff Surveys
		• Pupil Voice
		• Progress over time in portfolio's
		• Attendance
		• Targets reviewed

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	o Weekly reading treasure hunt prize for children who read every day o Weekly certificates o Behaviour chart o Stickers and stamps **Relationships - staff:** • Ensuring all staff are aware of needs of children in EYFS: o e.g. lunch staff being aware of SEN children, allergies, children who need support or encouragement eating **Quality First Learning Policy** • Inclusion for all (including interventions and focus groups), Non-negotiables (see guidelines), acknowledgement of reading as a key skill(Bug Club, Reading for Pleasure, Destination Reader, Reading Buddies, Library, Phonics books) • See all policies that relate to QFL (Behaviour, Feedback, Assessment Policy, Subject Policies, SEND Provision, EAL Provision, Staff Handbook) **Pedagogy/Subject Knowledge - CPD and Inset, Sharing Good Practice** • CPD for Reception teachers from Sarah Neno • Out of school moderation • Whole school training days focussing on school priorities and Safeguarding • Weekly INSET focussing on school priorities • Phase Meetings focussed on areas to develop within the phase • ECT weekly mentor support (ECT started Sept 2021) • Year group PPA together • External training • Cluster Group Sessions • Teachers identifying own CPD opportunities	

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	- Observing colleagues in school and within the LA to share good practice - Schemes of Learning (Val Sabin PE, White Rose Maths, NCETM website, Kent Scheme for Science, Kapow for Art and Design Technology, Jigsaw - PSHE) **Rigorous Formative/Summative Assessment - Including feedback** - Baseline taken at the beginning of the year 2 simple observation format, including pupil voice as much as possible - Verbal feedback and encouragement to develop learning in every free flow and as carpet session in order to model redrafting as a skill - All members of EYFS observe and provide insights on the children's attainment - Writing collected in folders to show progression - Day to day assessment for learning (questioning, talk partners, verbal feedback, reshaping questions, annotations to weekly and medium term planning, amending lessons, lesson groupings) - Target Tracker updated termly and use of gap analysis - Use of weekly challenges to extend and assess all learners **Curriculum overviews** - Half termly overviews for parents **Planning** - Long Term Plans, Medium Term Plans, Clear purpose for learning articulated - Weekly plans for continuous provision, phonics, topic, big book, maths, outdoor activities, role-play activities and other classroom areas. - Emphasis on challenge for all attainment levels - Weekly home learning (maths, writing, phonics)	

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	• Support staff allocated to challenge tables/specific children/interventions **Rigorous Summative Assessment** • Monitoring – pupil progress, phase reviews, learning walks, Gap Analysis and impact on planning, Moderation both internally and externally, Parents Evenings 3 times a year, Targets twice a year, role of subject lead, mid-year and end of year report, Target Tracker, reading ages, spelling tests, Phonics, 2 Simple Assessments and GLD, external reporting **Learning Identities** • Active – Figuring things out • Collaborative – Working with others • Resilient – Not giving up • Reflective – Considering your learning **Growth Mind-set** • Children have a language and behaviour for learning and are encouraged to take risks **Pupil Voice** • Pupil survey, subject leader monitoring, SLT monitoring, School Council, prefects and peer mentors, day to day feedback to class teacher	