

# EYFS at St Cuthbert's RC First School



## Intent

At St Cuthbert's we strive to ensure that our children's first experience of education is a positive and enjoyable one. We aim to provide our children with an environment that is carefully organised and arranged to meet their particular interests and developmental needs; an environment which is nurturing, that sparks curiosity, and that offers sufficient opportunities for independence and challenge.

### We aim for all children...

To feel safe, happy and content.

To show curiosity, excitement and high levels of involvement.

To have the opportunities to follow their interests, their own directions of learning and to have the self-motivation to seek out and enjoy challenge.

To experience success and achievement in all aspects of the curriculum.

## Implementation

At St Cuthbert's we fully embrace the EYFS theme 'A Unique Child'. Our curriculum is based around the principle that 'Every child is a competent learner from birth, who can be resilient, confident and self-assured'. We value the importance of the child at the centre of our curriculum, we allow children to make their own decisions both in what they do and how they choose to do it. We use an objective led method of planning where we seek to enable children to learn, apply and master skills within an active learning environment. Our emphasis is upon child-led learning in which we use our expertise to weave in desired knowledge and skills. Observation and working closely with children enables us to identify what they can do and where their skill gaps may lie. Children regularly receive instant feedback through spontaneous 'in the moment' planning where adults scaffold further learning and next steps within their play. This ensures all children are challenged appropriately and that learning is consistently being moved on.

## Impact

Children settle quickly and build strong relationships with adults and peers. Children become confident in the following of rules, routines and in accessing all areas of play.

Children demonstrate exploration and application of skills; they learn through trial and error and accept that it is okay to make mistakes because it is part of our learning process.

Children show independence in their learning, children can seek to challenge themselves further and are keen to 'share their learning' with others and explain how they have 'challenged themselves'.

We record children's outcomes on the SIMs platform, attainment is entered termly and progress is continuously reviewed. Children make good progress from their individual starting points.