



Love for EYFS at Leonard Stanley.



Loving and learning for life as Jesus taught us.

Intent

We will ensure that children's personal, social and emotional development are at the heart of what we do to ensure the children feel safe and secure and able to learn. We recognise that children come to our school with varied experiences and all staff work hard to ensure that learning opportunities widen their knowledge and understanding of the world, contributing to their cultural capital and seeing ambitious expectations for all children.

SEND....

We teach an inclusive curriculum that allows children with SEND or who are disadvantaged to have the same opportunities as everyone else. We do this by developing a good understanding of each individual and adapting lessons to ensure that they achieve.

Assessment

Assessment is on-going throughout each lesson with opportunities for misconceptions to be addressed quickly, using key statements in development matters, judging if the children are emerging or expected. These judgements are made based on professional knowledge and observations made of the children in setting. Assessment Data is collated and interpreted using our whole school assessment program, Insight.

Our Curriculum

Our school curriculum is underpinned by our 'EARLY' and 'DEEP' curriculum models, which has been created to reflect both our pupil's needs and the unique community that we are part of.

Our 'EARLY' curriculum begins in nursery and is used throughout Early Years:

- Every Child a Reader
- Active Learners
- Relationship Focus
- Language Development
- Young Learner's Interests

As children begin Year One, the model phases

Implementation

We offer a broad and balanced curriculum that builds on the knowledge, understanding and skills of all children no matter what their starting points. You will see a thirst for love and learning develop by:

- Carefully planning sequences of activities to provide meaningful experiences helping to develop the children's characteristics of learning.
- Provide high quality interactions between adults and children.
- Staff using high quality questioning, checking and addressing misconceptions
- Staff are role models to the children to develop speaking and listening skills.
- Allowing the children to be successful.

Impact

The children will develop concentration, persistence, co-operation and most importantly become willing to have a go. From their own unique starting points, we expect all children, even those at risk of disadvantage, to achieve age related expectations or make excellent progress academically and socially. All children will be given the best foundations to prepare for a life-long learning journey.