



Saint Osburg's Early Years Curriculum

“We are a community of love, learning and growing in the image of God”

Intent – Why do we teach what we teach

At St Osburg's we offer an Early Years curriculum that is rich in wonder, discussion and memorable experiences, by providing exciting and stimulating approaches to learning. First and foremost, we ensure that children feel safe and secure, valued and cared for and are ready to learn from their various starting points. We plan learning experiences considering both the children's individual needs and achievements, as well as a range of learning experiences that will assist them to make progress. We strive to foster the development of children's character to ensure they are able to acquire new knowledge, learn transferable skills and gain a curiosity for learning and understanding. We support children to develop the confidence to have a go themselves, ask for support when they need it and mature in independence and resilience to learn by trial and error. We want all of our children to recognise their God given potential, reach for the stars and be the best they can be.



We are passionate about creating opportunities for children to increase their communication and language skills. One of the key drivers of our curriculum is talk. We both strategically and spontaneously provide experiences to promote speech, teach new vocabulary and engage in dialogue. We provide first hand experiences and invest strongly in having high expectations in speaking, listening and communication in order to strengthen children's ability to learn and articulate their learning at a deeper level. We endorse that learning will be fun, engaging and thought provoking. Adults are trained to provide high quality interactions to develop and deepen learning opportunities and to link children's learning experiences together. We additionally endeavour to give the children the Cultural Capital they need for future success and widen their horizons through different life experiences. Our intent in the early years is for children to develop their own unique level of oracy, to positively interact with others and know the importance of talk in and beyond school life.

Rooted in our Gospel values, we believe that all children deserve to be valued as an individual and we are enthusiastic in enabling all children to share the gifts and talents given by God. At St Osburg's, we are equipped to inspire our children and enable a broad and balanced curriculum in order to allow all of children to widen their horizons in each area of learning. Well planned play is a key way in which children learn with enjoyment and challenge during the Foundation Stage. Children deepen their understanding by playing, talking, observing, planning, questioning, experimenting, testing, repeating, reflecting and responding to adults and to each other.



Positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that early year's education has to play in providing firm foundations in order for children to become successful learners. Working in partnership with parents and carers is central to the success of the Early Years Foundation Stage. We work together with families, consulting them about their children's early experiences, provide workshops and presentations to teach them about how their child will learn at school and use our online journal platform, Tapestry, to create lots of home school links.



Many of our pupils arrive well below national expectations for their age and a high proportion come from disadvantaged backgrounds and with complex needs. Therefore, we prioritise the prime areas of learning in the Nursery curriculum. Our enabling environment allows children to play and explore, hold conversations with others and know the importance of self regulation and disposition. As the pupils move into Reception, we invest time and energy into helping children set and reflect on their own goals by aiming high and developing a love of reading, writing and number. This is delivered through a holistic curriculum which maximises opportunities for meaningful cross-curricular links.

Implementation – How do we teach what we teach?

In Nursery and Reception, we meet the welfare requirements stated in the Statutory Framework for the Early Years Foundation Stage. We actively safeguard and promote the welfare of all of our children. We recognise that children will learn most effectively when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults who care for them. We aim to provide a setting that encompasses a safe and stimulating environment, both indoors and outdoors, where children are able to enjoy learning, engage in challenges and grow in confidence and independence.

We ensure that all of our children have a broad curriculum with a good balance of adult led and child initiated activities to ensure the best progressive outcomes for all pupils. Teachers create a classroom climate which is inclusive for all and motivates all children. The timetable is carefully structured so that children have directed teaching during the day. The timetable also changes throughout the year to take into consideration the changing needs of the children and groupings are flexible and responsive. Focused group time enables the staff to systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback, which results in a strong impact on the acquisition of new learning.



Children are provided with plenty of time to engage in 'exploration' throughout the variety of experiences carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas. The curriculum is planned in a cross-curricular way to enable all aspects of the children's development including understanding the world and expressive art and design as well as to promote sustained shared thinking and active learning.

Reading is at the heart of our curriculum. Children follow the rigorous and highly successful Read, Write Inc program faithfully, so that they meet good outcomes for reading with almost all children passing the Year One phonics screening. We also have set key texts that are embedded in our provision through activities, story sessions and are on display for children to access independently. Through this, children begin to internalise new vocabulary, language patterns and begin to retell stories. The inclusion of high-quality texts, which are age and stage appropriate, develop the children's reading and re-telling skills. Children are encouraged to read at home and are listened to regularly in school. In Reception, they are given books that match their phonic knowledge in order for them to apply their learning with the aim of becoming successful, confident and fluent readers. All of the children also have access to a bedtime story bag, open door story times school library books and online phonic reading texts.



High quality learning environments and meaningful interactions with adults, support children in developing mathematical thinking and discussion. Pupils learn through games and tasks using concrete manipulatives and pictorial structures and representations which are then rehearsed applied and recorded within their own child-led exploration. These early mathematical experiences are carefully designed to help pupils remember the content they have been taught and to support them with integrating their new knowledge across the breadth of their experiences and into real life scenarios.



Our inclusive approach means that all children learn together but we have a range of additional interventions and support to enhance and scaffold children who may not be reaching their potential or moving on children who are doing very well. This includes, for example, Nuffield Early Language Intervention, Early Talk Boost, our nurture group with some of our vulnerable children or additional 'catch-up' or 'challenge' provision in key areas of learning.

We value imagination and creativity and seek to create a sense of enjoyment and fascination in learning through a vibrant continuous indoor and outdoor provision, alongside trips, visits and speakers from outside agencies. Our investment in specialist teachers for music, events held in school and visits from inspiring people, mean that children continually receive high quality teaching.

We also support all stages of transition for both children and parents. We prepare children for their new year group with visits to their new class, stay and play sessions, meeting the teacher, ensuring the environments and expectations are similar and story

times. Parents have the opportunity to meet with new teachers and visit their child's new learning environment. They also complete 'moving on' activities with their child throughout the summer term. These aim to support the transition for all.

Impact - How do we know what pupils have learnt and how well they have learnt it?

The impact of the EYFS curriculum is reflected in having well rounded, independent and confident children transitioning into Year 1. The children will have flourished academically, spiritually, emotionally, creatively, socially and physically. Knowledge, understanding and skills will be secured and embedded so that children can continue to attain highly.

We plan to achieve this from our children's varied and diverse starting points. We establish high expectations to ensure that all children make 'expected progress' across all of the areas of the EYFS curriculum. Progress is evident in learning journals, books and data. We strive for children to reach the Early Learning Goals at the end of Reception and to be at least in line with National Expectations.



Measuring and monitoring the impact of our curriculum at St Osburg's takes on many strands. Initially, teachers evaluate each lesson and plan the children's next steps. Assessment for Learning underpins all of the learning at St Osburg's to ensure all children reach their full potential. We use an on-line tool to track pupils and identify any specific needs. This information informs regular pupil progress meetings and is used to support intervention programmes.

Senior Leaders monitor the impact of the curriculum, celebrating the children's achievements in all subjects and working together to plan activities and events to support the children's learning within departments. Subject Leaders monitor their subject throughout the year to reflect the current demands of the curriculum and to inform future planning. Our school improvement plan is what drives areas for development. It is drawn up and agreed annually with all staff and governors when the years achievements are celebrated, and next steps are planned.

Our assessment judgements have been moderated both in school and externally with schools in our cluster group. We also partake in local authority moderation which has validated our school judgements. The impact of our curriculum will also be measured by how effectively it helps our pupils develop. We can judge how well they evolve into



well rounded individuals who embody our school values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens.

We believe our high standards are due to the enriched play-based exploration alongside the

rigour of assessment and teaching the children have as they move through the Early Years – a rich diet of balanced learning experiences is undoubtedly the best way to develop happy, curious children.

At the end of the Early Years Foundation Stage our children will

- Have strong communication skills, both written and verbal, and will listen respectfully and with tolerance to the views of others.
- Know how to problem solve and be able to select from a range of strategies
- Take pride in all that they do, always striving to do their best.
- Demonstrate emotional resilience and the ability to persevere when they encounter challenge.
- Develop a sense of self-awareness and become confident in their own abilities.
- Be kind, respectful and honest, demonstrate inclusive attitudes and have a sense of their role in our wider society