

How do we know that our curriculum is having the desired impact in EYFS?



Teachers

Evidenced through teacher interviews, informal conversations, lesson drop ins, Pupil Portfolios and planning

- Plan in response to children's needs which have been recognised through transition, observations and quality interactions.
- Consider stages of learning which come before typical age related expectations to ensure progress for all.
- Plan and model key vocabulary to ensure a language rich environment which is promoting progress across the EYFS unit.
- Become more knowledgeable.
- Have higher levels of confidence in delivering all areas of the curriculum.
- Can give senior leaders and subject leaders feedback about what is working well and what the next steps are.
- Are aware of how children are progressing with the taught content.
- Teach consistently well and use the ingredients of quality first teaching outlined in the teaching and learning agreement.
- Regularly encourage pupils to use and understand the effective characteristics of learning.
- Adapt lessons to meet the specific and bespoke needs of all pupils in their class.

Pupils

Evidenced through pupil interactions and lesson visits

- Are calm, happy and able to follow routines safely.
- Can access various areas of provision safely.
- Are inquisitive, enthused and interested in a wide range of curriculum areas.
- Are becoming more confident to talk about what they have learned.
- Are becoming more confident in using the correct terminology and vocabulary.
- Demonstrate many of the characteristics of effective learning in self-chosen and adult led learning.
- Can all access, enjoy and make progress within the curriculum – regardless of their starting points, or any additional needs they may have.
- Are inspired and motivated to access different areas of provision both indoors and out.
- Can take what they have learnt during discrete teaching and apply it in their play.
- Will have taken part in different experiences which are in addition to the requirements set out by Educational Programmes. E.g. trips.

Pupil's work and other outcomes

Evidenced in individual portfolios, Class Dojo and displays

- Children will demonstrate Characteristics of Learning through both self-led play and teacher directed tasks.
- Individual work will be stored in their portfolio. This will show a coherent teaching sequence and show learning built on previous knowledge.
- Whole class learning and group work will be evidenced on Class Dojo. This will demonstrate progress and learning shared with parents/carers will encourage them to take pride in what they have produced.
- Photographs and other methods of recording children's learning will show curriculum drivers, where appropriate, and provide additional content to the Educational Programmes.
- Insight will provide data and additional information e.g. Bespoke Learning Opportunities (BLOs) alongside pupil context.
- Subject Leader data will capture children's learning over time and BLOs will evidence targeted support and achievement.

Observation

- Observations will be shared between staff and used to plan next steps. Observations should not involve prolonged periods of time away from the children or excessive paperwork and can be verbal, informal or recorded on BLOs tutoring records.
- Some evidence of children's learning will be uploaded to Class Dojo or stored in a child's portfolio.
- Parents/carers are also encouraged to upload comments, videos and pictures to support class teachers understanding and awareness of each child.

Parents and Carers

- Give us positive feedback and are confident knowing their child is happy to come to school each morning.
- Share examples of learning taking place outside of the school environment through Class Dojo.

