



Est. 1954

תלמוד תורה פרדס

Pardes House Primary School

Moshe Bude House, Hendon Lane, London, N3 1SA
T: 020 8343 3568 E: office@pardeshouse.com W: www.pardeshouseprimary.com

בס"ד

Founding Principal:
Rabbi E Halpern רבי'ל הרצל
Menahel:
Rabbi S Roitenberg שליט"א
Headteacher:
Rabbi J Sager MA B.Ed NPQH FCCT

EYFS Curriculum – Intent, Implementation and Impact

Intent: why do we teach what we teach?

At Pardes House Primary School we place great emphasis on the child as an individual. Our curriculum is broad and aims to provide children with the tools, skills and understanding to prepare them for their future learning in school and life in the wider community. We aim to create a challenging learning environment that fosters each child's learning journey and allows them to achieve their full potential. Our holistic curriculum has high expectations with the intent that every child should make at least good progress from their starting point. We want our children to be happy, inquisitive and develop a love for learning.

We aim to make a positive difference to every child's life and for them to succeed. We believe that Early Years Education is important in its own right and part of our intent is to embed good learning habits through the Characteristics of Effective Teaching and Learning (COEL). These are: Play and Exploration, Active Learning and Creative and Critical Thinking.

Implementation: what do we do every day to ensure the progression of our children?

In our school, we recognise that young children learn best through when they are active. We understand that active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. Therefore, we believe that Early Years education should be as practical as possible and our EYFS setting has a serious emphasis on learning through play.

Phonics is taught daily through a directed teaching session. We use the Twinkl Phonics scheme to ensure a systematic and consistent approach. Twinkl Phonics has been validated by the Department for Education.

We recognise the importance of children's play. It is an essential and rich part of their learning process, supporting them in all areas of development. Play is a powerful motivator encouraging children to be creative and to develop their ideas, understanding and language. Play is also flexible and able to suit the preferred learning style of the child. It can provide multiple ways for children to learn a variety of different skills and concepts.





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In our EYFS, staff provide both structured and unstructured play opportunities inside and outside. These activities are designed to engage children in practical, first-hand experiences which will support children to discover, explore, investigate, develop their personal interests and areas of curiosity, and help to make sense of the world around them as they begin to understand specific concepts. Play opportunities are also set up to provide children with opportunities to apply newly acquired knowledge, demonstrating their skills and level of understanding. In providing these active learning opportunities through play we understand the central position of play within the EYFS framework.

Impact: how do we know what we do is making a difference?

Prior to starting Reception, we gather information about the children from their parents and previous settings. During the first half term of Reception we carry out the RBA (Statutory Reception Baseline Assessment) which focuses on 'Language, Communication and Literacy,' and 'Mathematics'. The purpose of this is to show the progress children make from Reception until the end of KS2.

Ongoing observations are made of the children to inform EYFS staff of the children's progress and next steps. Each child has a 'Learning Journal' to record progress over the year. Samples of work, including photographs and quotes from the children are included in these. We also use 'Floor Books' which are books showing samples of work from a variety of children in Reception to evidence our curriculum and the impact it is having.

Phonics assessments are completed at the end of each phonics phase, which we use to identify children not making expected progress and enable us provide interventions.

We assess the children continuously in all the areas of development and update it at least once a term on our school assessment tracker 'Insight'. At the end of the Summer Term, the EYFSP (The Early Years Foundation Stage Profile) is completed. The teachers judge whether children have met the 17 ELGs (Early Learning Goals). The children will be assessed at either 'emerging' or 'expected'.

