

# Pedagogical approach in EYFS at Cayton School

How our planned curriculum supports learning at for every child at Cayton School.

Our curriculum is focused on a holistic model and being broad and balanced, from entry into EYFS until leaving in Year 6, the whole child; – academic, personal and social emotional development is the priority for us. We try and achieve this with a well-planned, inclusive and bespoke curriculum offer – focused on participation and engagement of all pupils, experiential and purposeful activity, assessment, metacognition and self-learning, knowing each child.

At Cayton School we believe that all children have the right to high quality education helping ensure they are able to reach their full potential and be ready for their future. Within the EYFS we follow a Social Constructivist Approach to pedagogy; believing that learning is a collaborative process, whereby children and teachers work together to achieve the best outcome for all. This is achieved through a balance of both teacher led and child initiated activities. The role of the practitioner is key in providing a balance of both skills and knowledge.

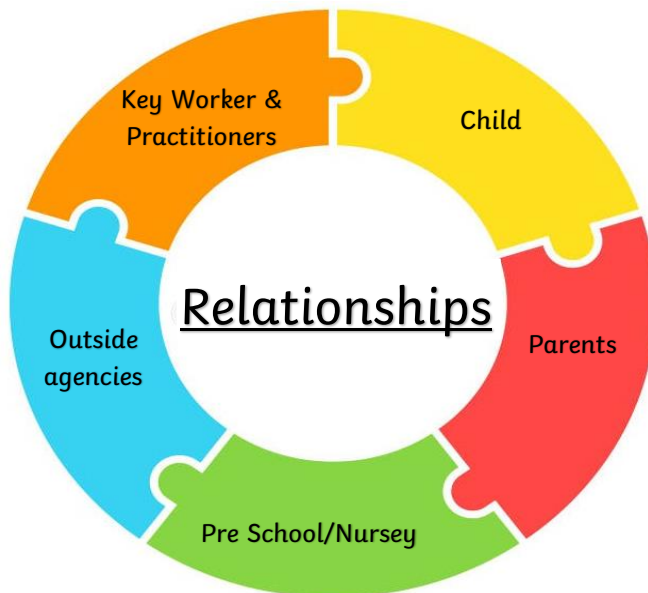
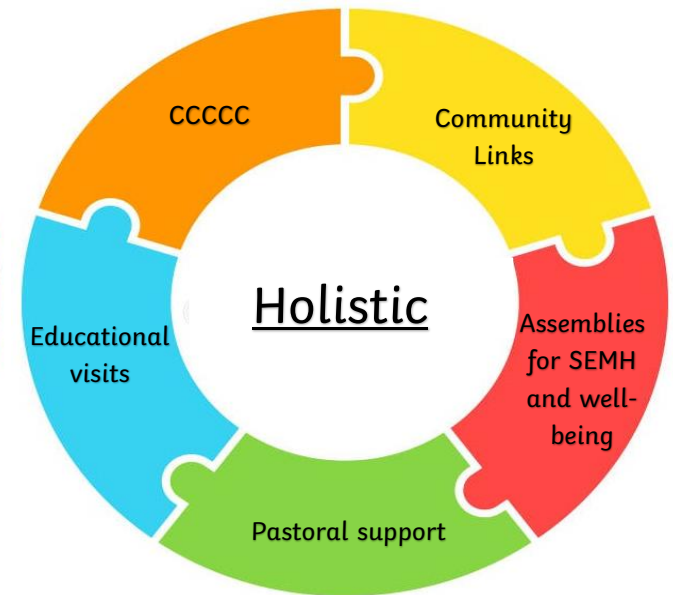
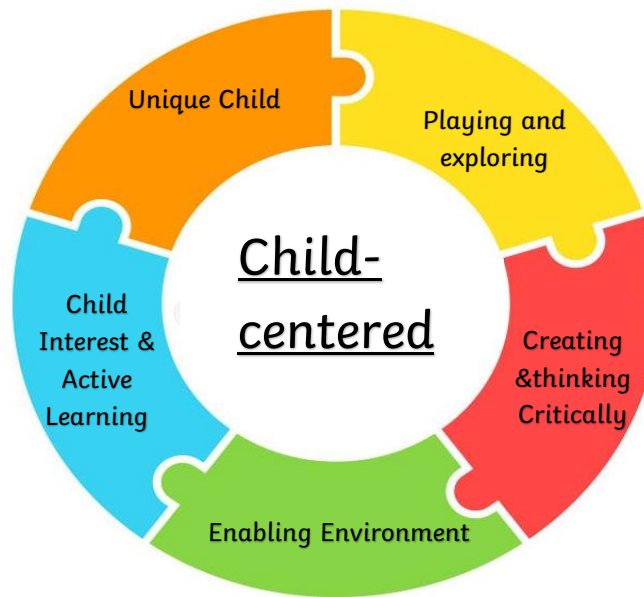
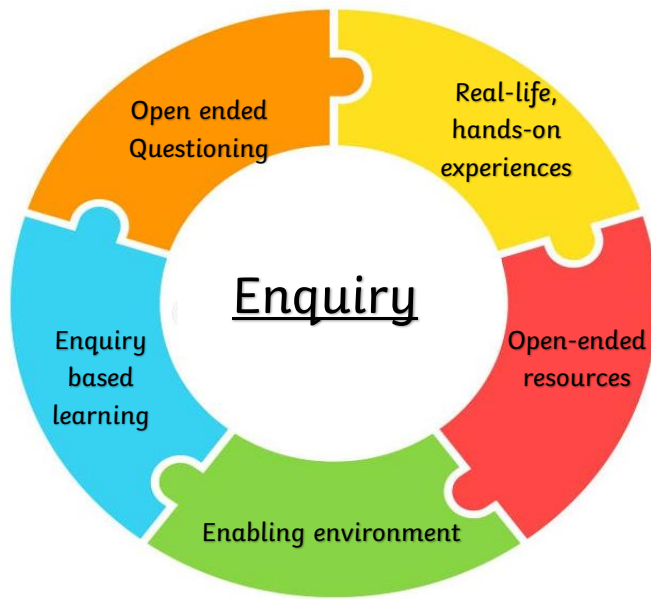
The EYFS curriculum at Cayton is underpinned by the “curriculum development model” which focuses on three key aspects with greater weighting placed on the first two stages. **Continuous provision** a curriculum which has both high quality indoor and outdoor learning environments. **Enhanced provision** a curriculum with resources stimulus, interactive displays, visits and visitors. **Directed activities a** curriculum through focused discussions and group activities.

Within the EYFS a mix of techniques are used to deliver the curriculum, placing emphasis on a holistic approach helps to ensure the prime and specific areas of learning remain at the forefront of the curriculum. Practitioners adopt a child centred approach through the planning and enhancing of provision providing rich experiences which are crucial for child development. Focusing on: playing and exploring (engagement), creating and thinking critically (thinking) and active learning (motivation) helping to prepare children for year 1.

## **Our principles and purpose of our curriculum at Cayton School.**

- Broad and Balanced, each subject has sufficient time to contribute effectively to learning
  - Sequential and Progressive
  - Engaging and Interesting
  - Ambitious and Progressive
  - Every child awarded the same offer
- Prior Learning and Knowledge on Knowledge opportunities
  - Making Life-long Learners
- Reading a priority – whole school reading culture

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