

James Brindley

EYFS Curriculum Intent, Implementation, Impact Statement

Intent

At James Brindley School, our Early years curriculum is designed to support, **NURTURE** and engage children who are temporarily unable to attend their own school or setting. Our priority is to provide a safe, nurturing, and flexible working environment that supports both their education and wellbeing. We create a positive environment for them to explore, **THRIVE**, and succeed. The curriculum provides an inclusive and adaptable educational experience to meet diverse needs.

We aim to:

- Maintain continuity of learning in partnership with each children's home school or setting
- Develop communication and language so children recognise its fundamental role in learning
- Promote personal, social, and emotional development, enabling children to feel safe, secure and ready to learn.
- Provide meaningful play-based learning opportunities adapted to each child's needs.
- Ensure **INCLUSION** and accessibility for all children, supporting them to make progress from their individual starting points.

Our curriculum is underpinned by the EYFS framework adapted to meet the context of hospital education. We believe all children deserve access to high-quality early education and opportunities to thrive, even during times of illness and treatment. Through high expectations, warm relationships, and responsive teaching, our staff help children remain curious, connected, and prepared for the next stage of learning.

Implementation

Staff liaise with children's home school or setting to identify specific topics for learning to ensure continuity for the child. Staff aim to focus on learning activities based on the curriculum provided by the child's own school. This ensures that they are not disadvantaged and missing key learning that is being completed by their peers. Lessons are recorded on Tapestry and can be shared with the next provider upon discharge.

On arrival, children complete a range of initial baseline assessment tasks designed to identify where they are working. This informs the individual teaching pathway. Our aim is to give children the opportunity to experience all 7 areas through planned activities and with opportunities for child-initiated activities.

The prime areas of learning are:

- Communication and Language
- Physical Development
- Personal, social and emotional development.

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The Hospitals EYFS curriculum is intended for short-term and medium-term stay children, although it is available to all our hospital inpatients. This includes:

- Mathematical Development: White Rose
- PSED: Jigsaw
- Phonics: Twinkl Phonics
- Half termly Text Based (Literacy, Understanding the World, Physical Development, Expressive Arts and Design)

Impact

The success of the EYFS curriculum is measured by progress made by children during their stay with us. Progress is tracked from their initial baseline upon entry to their final outcomes. At set points in the year, we assess children's progress towards the 17 early learning goals, using the non-statutory development matters framework indicating whether they are:

- Meeting expected levels of development ('expected')
- Not yet reaching expected levels ('emerging')

All observations and assessments are recorded and can be shared with home school or setting if appropriate.

