

Basic Principles

We are creating 'Lintonians' for a future that has not yet been written.

A 'Super Lintonian' has sufficient ambition, skill and knowledge to build towards success in an ever-changing world. They have a 'growth mindset' and are resilient, keen to learn, happy and confident in achieving their goals. They understand their wider responsibility as good future citizens and role models.

In our Early Years Foundation Stage our Framework and teaching styles provide all children with the knowledge, skills and understanding they need to be confident, inquisitive, curious, independent learners and influence their wider thinking across all areas of the learning and development.

We recognise that:

1. Learning is a change to long term memory.
2. Our aims are to ensure that we make a positive difference to every child's life. We recognise the importance of giving our children the best possible start to their education by planning and implementing teaching and learning opportunities that supports them in reaching their full potential.

Curriculum Intent Model

1. The Linton Primary School EYFS lets children experience the seven areas of learning through a balance of whole class/group teaching and play based learning. This is through the children's interests, themes, continuous provision activities, and phonics. Learning is carefully planned by the staff to support communication and language development; personal, social and emotional development; and physical development as well as literacy, mathematics, understanding of the world and expressive arts and design.
1. Pupils are given the vital background knowledge and cultural capital required to be informed and thoughtful members of our community.
2. Cognitive science tells us that working memory is limited and that cognitive load is too high if pupils are rushed through content. For students to have a greater depth of understanding they must first master the basics, which takes time.
3. As part of our progression model, we use direct instruction in the early stages of learning and discovery based approaches later.

Implementation

1. Our curriculum design is based on evidence from cognitive science; three main principles underpin it:
 - Learning is most effective with spaced repetition
 - Interleaving helps pupils to discriminate between areas of learning and aids long-term retention
 - Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength
1. Our content covers all 7 areas of learning and development. We make intra-curricular links to strengthen schema.
2. Continuous provision, in the form of daily routines, replaces or supports the teaching of some aspects of the curriculum and, in other cases, provides retrieval practice for previously learned content.
3. Through the experiences our framework offers, our children's ambitions and aspirations are unlocked. These experiences allow them as individuals to develop their own passions and interests and become invested in their learning helping them to achieve their full potential.
4. The children understand the importance of their actions and the part they play in the diverse wider world.
5. In addition to the three principles above we also understand that learning is invisible in the short term and that sustained mastery into the long - term memory takes time

Impact

1. Assessments are used continuously, we look at the practices to determine whether they are appropriate, related to our goals and likely to produce results in the long-run.
2. We use comparative judgement in two ways: in the observations we make and in comparing a pupil's work overtime.
3. We use lesson observations to see if the pedagogical style matches our depth expectations.
4. Children will leave Early Years as compassionate individuals with a developing understanding that everyone should be valued and respected therefore preparing them for life in modern Britain.
5. Because learning is a change to long- term memory it is impossible to see impact in the short term
6. At the end of EYFS children will become more independent, knowledgeable and develop skills to retain in their long-term memory.