Much Birch Vision Statement (Intent)

We will flourish and reach our God-given potential.

I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit. John 15:5

All members of our whole school community are able to realise their God-given potential, enabling them to become equal, caring and active citizens whilst upholding true Christian values. We treat others, as we would like to be treated, with dignity and respect. Everyone is encouraged to flourish with hope and high aspirations.

Our vision underpins all that we do in school. This vision, supported by our Christian values, allows us to serve our community within the context of Christian belief and practice.

Key Curriculum Drivers within EYFS	**Possibility**	**Diversity**	**Community**	**Communication**
	For our learners to understand that anything is possible. To have high aspirations.	To have access to a creative and inspiring curriculum exploring a range of cultures and for all pupils to have equal access. To explore the 'cultural capital' experiences of the children, building on the opportunities for all children to become educated citizens.	To feel a sense of belonging as part of the school community.	To provide a language rich environment developing and extending vocabulary. To promote speech through role-play, stories, sharing news, songs and nursery rhymes, circle times as well as many other opportunities.
School Values	**Friendship**	**Hope**	**Humility**	**Perseverance**
	Friendship is a fundamental part of the EYFS. It is one of the principles of the EYFS and this thread interweaves throughout the curriculum and learning environment.	**Hope** is promoted as a key process in learning. Engaging, fun, kinaesthetic learning methods are used to inspire and develop successful learners.	**Humility** is explored through developing confidence and strategies that enable pupils to understand that each child will progress in a different way. Pupils support and encourage each other.	Pupils are encouraged to **persevere** to reach their full potential in ability. Positive reinforcement and extrinsic rewards are used alongside intrinsic rewards to encourage pupils to **persevere** and succeed.
Overarching principles (Implementation)	**A unique child**	**Positive relationships**	**Enabling environments**	**Learning and Development**
	Curriculum reflects a wide range of cultures and abilities. Resources reflect a range of cultures and abilities such as books, dolls, costumes, role-play equipment. To celebrate each and every child's individual achievements at home and school. To understand that each child has its own special skills. To believe that what they cannot do today they may be able to do tomorrow. To value and respect all children. To know that what makes them different makes them special.	Develop trusting and caring relationship with adults. Adults to respond sensitively to each child's needs, interests and feelings. Consistent routines to develop child's confidence and independence. Clear consistent boundaries. Stimulating activities and conversations. Circle times to 'get to know' child. Links to home promoted.	To provide a rich, varied and safe space in which children can play, explore and learn. Opportunities for trial and error, exploration, questioning, invention and experimentation. Resources and materials accessible to all. Opportunities indoors and outdoors to discover, practise and consolidate learning. Ownership of learning. High quality resources. Open ended resources to inspire creativity and problem solving.	Covers all seven areas of learning. Provide a range of kinaesthetic learning methods. Reading is at the heart of the curriculum. The specific areas of Literacy and Mathematics are timetabled daily. Routines are part of the learning process, for example- washing hands and reasons. Hands-on experiences such as cooking and building. Visits to library and local farm. Visitors to school- fire engine, police etc Physical activity and role-play to promote learning. Use of games to develop mathematical skills and problem solving.

Impact	**Quality of Education**	**Behaviour & Attitudes**	**Personal Development**
	Highly qualified staff who know about child development and how they learn. Holistic curriculum. Follows progressive plans for phonics, maths and English. Timetabled activities ensures all subjects covered. Engaged, happy, settled children. Effective home/school systems in place. Children develop their 'Characteristics of Effective Learning', making links and seeing patterns, communicating their ideas and understanding. From starting points children make good progress.	Children well-behaved and keen to learn. Clear boundaries and reward systems in place promoting understanding and compliance of rules. High quality texts and resources stimulate curiosity. Home/school communication reinforces learning and behaviour expectations.	All children make good progress. Children given feedback about their achievements and feel a sense of pride. Children regularly assessed and given support through booster or interventions, individually or in small groups. Children are curious and are keen to learn. Extrinsic rewards for behaviour, promoting school values and work are given and intrinsic motivation is developed.

Evaluation & Review	**High quality outcomes**	**Innovation**	**Communication**	**Developing Staff**	**Improving & changing**
	Learning is clear, explicit & purposeful. Books & data show progress.	Teaching & learning is reviewed in light of current thinking & research. New EYFS framework Bold Beginnings report	Learning is reviewed regularly with the whole school community	Professional development meetings. Shared practice across federation. Cluster EYFS meetings.	Teachers review practice regularly. Keep up to date with current thinking / new initiatives.
Monitoring support	Learning walks, Parent/pupil surveys, Data review	Regular meetings with staff to update new innovations. Cluster meetings.	Termly parent meetings with targets.	Weekly meetings.	Regular review cycles.