



# CURRICULUM

## THE THREE CHARACTERISTICS OF EFFECTIVE LEARNING

**Playing and Exploring** – engagement

**Active Learning** – motivation

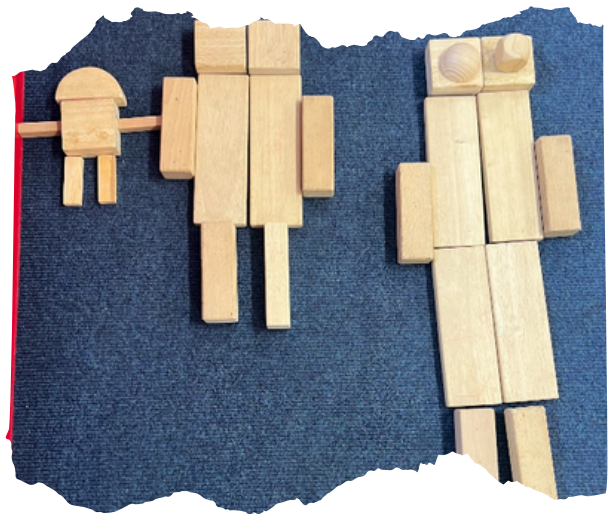
**Creating and Thinking Critically** – thinking

The curriculum is planned in a very practical way and is based around the topics that are of interest and are relevant and meaningful to the children. Adult and child directed activities take place both in the classroom and outside in the secure outdoor learning environment. The Reception children have direct access to the outdoor area which they use throughout the year and are encouraged to decide where they work and learn.



## ASSESSMENT

**Assessment** plays an important part in helping parents, carers and practitioners (teachers and teaching assistants) recognise children's progress, understand their needs, identify gaps in learning and to plan activities and target support. The children will be assessed informally during every interaction with an adult (formative assessment) and also at the end of a term (summative assessment) where a judgement as to the progress your child is making across the areas of learning. On starting school, staff will complete a baseline assessment which demonstrates their abilities, key areas of strength and any weaknesses and at the end of the academic year the children will be assessed against the Early Learning Goals (ELG's). Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved the expected level for the ELGs in the prime areas of learning and the specific areas of mathematics and literacy. This helps teachers and parents to understand broadly what a child can do in relation to national expectations.







**St Joseph's Catholic Primary School,**

**St Joseph's Way,  
Fellgate, Jarrow,  
NE32 4PJ**

**0191 5364311**



**[enquiries@stjosephsjarrow.co.uk](mailto:enquiries@stjosephsjarrow.co.uk)**



**[www.stjosephsjarrow.co.uk](http://www.stjosephsjarrow.co.uk)**



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