

“Love one another, as I have loved you.” John 13:34



## The Federation of Antrobus St Mark's and Great Budworth CE (A) Primary Schools

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### Early Years Education Policy

#### Overview

We aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable experiences that enable children to become confident and independent learners. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

As outlined in the EYFS 'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.'

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- **Children develop and learn in different ways and at different rates**

#### Intent

Through the teaching of EYFS the Federation of Antrobus St Marks and Great Budworth CE (A) Primary Schools intends to:

- Nurture the whole child.
- To plan and deliver and exciting inputs and themes.
- To place equal weight across all 7 areas of learning.
- To encourage children to learn and develop through the characteristic of effective learning; playing and exploring, active learning and creating and thinking critically.
- To ensure all children have access to the curriculum and their stage and not age of development
- To create an exciting, stimulating, vibrant, safe and happy environment for all children.

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- For all children to form positive relationships with both the children and staff in the class and rest of the school.

### **Implementation**

Our children learn through a creative and child centred curriculum.

We plan an exciting, engaging and challenging curriculum based on our observation of children's needs, wants, interests and stages of development. The school day is split into both adult led and child initiated periods where the children are encouraged to take forward the learning they have had during a structured input and take it into their play independently.

The classroom environment is carefully planned and subdivided in the 7 areas of learning expected in the statutory framework and development matters documentation. All resources are photographed, labelled and positioned in a low accessible place for all children to reach independently. The same is replicated outdoors where at Antrobus we have a large, well resources outdoor area for the children to learn through exploration.

We value all areas of the curriculum and provide carefully planned opportunities for children to apply and practise skills across all seven aspects.

All displays in the classroom are relevant showing the children and any visitors to the room what our current topics are. All children's work is celebrated on the walls within the classroom and is clearly labelled.

At both schools' parents are encouraged to share weekend news and photographs to their child's wow books and these will be shared in class as part of the daily 'show and tell'. This helps the children feel valued and allows the parents to input into learning journals with any 'wow moments' from home.

### **Inclusion**

We value all our children as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies.

### **Assessment**

#### **Formative assessment**

In EYFS the main form of assessment is formative. This is the daily and ongoing assessment of children through evidenced based learning. We use learning journeys for wow moments but this is not compulsory, this enables our staff to spend more time in continuous provision with children and extend their learning in their play. Assessment encompasses all areas of learning and it is the child's journey through their EYFS years working towards the early learning goals.

#### **Summative assessment**

At both schools we use insight an online assessment system throughout the whole school from Reception to year 6. The learning objectives from birth to early learning goal are available and each half term objectives are highlighted as emerging, expected, exceeding. This then shows which aspects

of the curriculum are the strongest and weakest from individual children, class, gender, SEND, ethnicity etc.

### **Transition**

Each year the transition from EYFS to KS1 is carefully planned and delivered depending on the needs of each cohort and individual child. From the beginning of summer term children begin to visit the next class and become familiar with the new environment, staff and move from a play-based learning approach to a more formal one. The transition continues up until Christmas of Year 1 with role play and access to toys and some play still being offered for the first term for children who find the move into KS1 more challenging than others.

Parents are offered transition meetings where they can ask questions and meet the new teachers and classroom.

### **Impact**

The impact of the EYFS curriculum is evidenced in the attainment and progress of the children, as well as the happy, well-mannered, whole child that we develop and nurture here at our school. Children are fully prepared for the next stage of learning and life.

### **Review**

Signed:..... Chairman of Curriculum Committee

Signed:..... Headteacher

Date:.....

Review Date: Every 3 years

Reviewed by: Rachel Almond

Reviewed: November 2023