



Our historic schools are nestled in the Cheshire countryside, founded upon the principles of the Church of England, to serve the community, with Christian values at the heart of all we do. We offer pupils a caring, nurturing environment, where we endeavour to inspire and develop each unique child to reach their full potential, encouraging faith, hope and love of God. Our diverse and creative curriculum ensures a love of the world around us, a love of learning and a love of one another

'Love one another, as I have loved you' John 13:34

Early Years Education Policy

Signed by

Lisa Rigby, Chair of Governors or
Chair of Curriculum committee

Rhian Perry, Executive Head

Reviewed Autumn 2024 - Rachel Almond

Annual Review

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.'

Our Early Year's curriculum is based on the 'Statutory Framework for the EYFS' (2021) and Development Matters Document (2021). We assess the children on entry and build on the progress made in the children's previous setting. The curriculum is broken down into seven areas of learning

There are three prime areas which are Personal Social Emotional Development, Communication and Language, and Physical Development. There are four specific areas of Literacy, Mathematics, Understanding the World, and Expressive Arts and Design.

Intent

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

- Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child, including children with additional needs.
- Provide a broad and balanced, relevant and creative curriculum that will set in place firm foundations for future learning and development in KS1 and beyond.
- Provide opportunities for children to learn through planned, purposeful play in all areas of learning and development.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Enable choice and decision-making, fostering independence and self-confidence.
- Ensure that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, have the opportunity to experience a challenging and enjoyable programme of learning and development.
- Monitor the children's progress and act to provide support as necessary.
 - 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
 - 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.

Termly parent assemblies take place where children showcase their learning in a small performance to parents. Parents are invited to view the children's books and share their learning with children during these occasions.

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 Nursery 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.

Parental partnership

- EYFS staff work hard to build up open and productive relationships with parents and carers.
- There are opportunities for parents to chat informally with staff at the beginning and end of each day.
- The school website provides information of activities and learning
- • There are more formal termly parents' evenings for staff to meet with parents and discuss children's learning and progress.
- • Written reports are provided at the end of the school year.