



## Our EYFS at Ashleigh

At Ashleigh, the Early Years are crucial years for our children, within which they learn to develop a secure base and establish the foundations for future learning. We believe we are all different, all equal, all learning. We are committed to the children at Ashleigh developing a positive attitude to learning and developing the skills of our Guiding Stars; responsibility, empathy, safety, perseverance, engagement, confidence and teamwork.

### We believe:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- In facilitating children's early learning to support their holistic development so that they become independent, life-long learners.
- Children learn to be strong and independent through positive relationships. Children are given a named key worker to support them in building these positive relationships. All of our EYFS staff are committed to getting to know each and every child and their family.
- 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.
- Outdoor learning is an essential element of a child's early learning experiences. We believe it has a positive impact on a child's health, wellbeing and holistic development. Every child has access to our high-quality, engaging and exciting outdoor provision throughout their day.
- Children are always learning and we highly value our partnership with families and the wider community.
- In ensuring our staff are highly-skilled to identify the individual needs of each child, to enhance and further their learning through planning, high quality interactions and scaffolding. This includes early identification of additional needs and the commitment we have to inclusive practice, ensuring every child and family receives the support they need.
- In having high expectations of every child, where they receive the perfect amount of support for them; no more, no less.
- That the positive inclusivity of Ashleigh and the trust that is built between all stakeholders ensures a successful foundation for the children at Ashleigh.

We **support** children's **learning** by giving them time to:

- Develop and become deeply involved in their own ideas
- Make plans and return to them
- Test their theories and ideas
- Learn through trial and error
- Think about what they have been taught
- Share their ideas with their friends
- Work alongside and with other children
- Engage in imaginative play
- Develop social skills
- Recognise and manage their emotions
- Make their own choices and decisions

We **scaffold** children's learning by:

- Observing them to understand what they already know
- Talking to them to hear their ideas
- Helping them to develop their ideas
- Offering help when they need it
- Modelling play and showing them how things work
- Observing play to ensure continuous provision extends their learning
- Helping them to consolidate what they have learned and make progress
- Using praise to affirm their understanding and what they can do



We **teach** children by:

- Offering new experiences for them to explore
- Provoking new ideas
- Identifying next steps in their learning
- Developing their thinking skills and concentration
- Enabling them to get the most from the resources we provide
- Giving opportunities to link new learning with things they already know
- Showing them how to use new resources to support their learning
- Helping them learn to listen to the ideas and experiences of others

### The EYFS Curriculum

The seven areas of learning and development are inter-connected and we ensure that careful planning allows full coverage and exposure to each aspect of the curriculum. We believe these are crucial for igniting a child's curiosity and enthusiasm for learning, and are the building blocks to creating their capacity to learn, form relationships and thrive.

At Ashleigh, each area of learning is taught in a practical, progressive and interactive way with support and challenge from adults. This will be delivered through discrete teaching sessions, small group sessions and individual work. The combination of discrete 'teacher-led' sessions as well as the vast variety of continuous provision opportunities ensures all learning styles and needs are met.

Underpinning all of this, and at the heart of our EYFS Curriculum at Ashleigh, are the Characteristics of Effective Learning. We develop the key characteristics of 'Playing and Exploring', 'Active Learning' and 'Thinking Critically'. These give the children crucial skills to draw upon throughout their time at school and turn them into creative, resilient learners.

We create a curriculum that is forever evolving and responsive to a child's interests; a curriculum which allows a child to gather knowledge and skills. We ensure that these skills and knowledge are taught in a progressive way from our Nursery provision, into our Reception provision, and then into Year 1. We provide topics which are directly linked to a child's interests, to inspire and create curious learners. Vocabulary underpins all the topics we teach, as our intent is to ensure every child is exposed to a wide range of vocabulary they can draw upon and revisit throughout their time at school.

### **The EYFS Curriculum – Prime and Specific Areas of Learning**

We ensure our Curriculum provides Ashleigh pupils with a secure base for developing skills and knowledge in a progressive way as they move through Ashleigh Primary. To do this effectively, our areas of learning are linked to specific Subject Areas within the National Curriculum for KS1 and KS2.

- Personal, Social and Emotional Development: Linked to PATHS and RSHE
- Communication and Language: Linked to all subject areas but specifically to English (Speaking and Listening, Drama and Oracy)
- Physical Development: Linked to PE and Science
- Literacy: Linked to English
- Maths: Linked to Maths No Problem Approach and Science
- Past and Present: Linked to History
- People, Culture and Communities: Linked to RE, RSHE, History, Science and Geography
- The Natural World: Linked to Science and Geography
- Creating with Materials: Linked to Music, Art and DT
- Being Imaginative and Expressive: Linked to Music, English, DT and Art

We ensure the children are exposed to a variety of projects and experiences, relevant to their interests, which cover a wide variety of subject areas. Through these opportunities the children can develop life-long skills and retain knowledge which they can draw and reflect upon in future years, as they make links with their prior learning.

Phonics is taught discretely every day using Read Write Inc, with Phase 1 (listening skills) underpinning all aspects of teaching Phonics. We believe this provides all children with the greatest opportunity to complete Reception being able to read short sentences and write for a purpose. All children will be taught a progressive Foundation Maths No Problem curriculum which is accurately linked to the Maths No Problem approach used from Year 1. The skills and knowledge our children will acquire from this approach will ensure they can fully access the Maths curriculum as they move through Ashleigh Primary.

**“Tell me and I forget, teach me and I may remember, involve me and I learn” – Benjamin Franklin**

### **Assessment – Tracking and Next Steps**

‘Assessment plays an important part in helping parents, carers and practitioners to recognise children’s progress, understand their needs and plan activities and support.’ EYFS Framework 2021

Staff get to know the children individually and their level of achievement, they respond to observations about children’s progress and reflect on the knowledge children have gained. They use high-quality questioning to assess understanding and respond with further scaffolding and support to move learning forward.

Children are encouraged to take ownership of the next steps in their own learning and identify what they think they can do to improve and progress. They are supported to develop metacognitive skills; learning to learn and thinking about thinking.

Assessment is proportionate to its impact and is only recorded where it provides valuable feedback to parents so that they can support development at home or forms part of an ongoing picture to instigate further support and professional input.



## Parents as Partners

Working in partnership with parents is a key principle of our effective practice.

We have clear systems for ongoing dialogue based on a two-way flow of communication: Seesaw, Tapestry, informal / formal conversations at the beginning / end of the day, stay and play sessions in Nursery, new parent meetings, parent/teacher meetings and family learning events. Learning is shared on Seesaw each week for Reception and Nursery. The purpose of this is for parents to know what has been taught and how they can support their child's learning at home.

We report progress and children's achievements throughout their time with us on Tapestry and at termly parent/teacher meetings. Parents have regular updates of their children's achievements and have the opportunity to respond with comments, as well as recording learning at home too. Parents are encouraged to contribute home events and activities to their child's Tapestry or Seesaw accounts.

Parents receive an end of year report for both Nursery and Reception. At the end of the Reception year assessments are made against the Early Learning Goal outcomes which are shared with parents.



## Transition

It is essential transitions are managed with care, consideration and thoughtfulness because of the impact they have on children's well-being and learning.

Transitions are carefully planned and time is given to ensure continuity of learning.

We acknowledge the child's needs and establish effective partnerships with those involved with the child, including Nurseries and childminders.

Visits to Reception are planned for the summer term where the children can meet the staff, get to know other children who will be in their class and begin to familiarise themselves with the setting and expectations.

Children are given a transition booklet which includes photographs of key staff and the environment, as well as providing space for the children to share things about themselves.

In the summer term Nursery staff meet with the receiving teacher to discuss progress and development of the child. In Reception, the child's receiving Year 1 teacher will meet with the Early Years staff and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion aids the Year 1 teacher in planning an effective, responsive and appropriate curriculum that will meet the needs of all children.

We hold a Parents Information meeting for families before their child starts Nursery or School. This gives parents the opportunity to meet staff, get to know routines and become familiar with school expectations.

Transition meetings take place at Nursery for every child starting our Nursery setting. These take place during stay and play sessions, where the child has the opportunity to visit the setting whilst their families can share key information about their child.