



Our EYFS at Ashleigh

We believe:

- 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
- Outdoor learning is an essential element of a child's early learning experiences and every child at Ashleigh has access to the Farm and Forest School areas
- Every child should be taught the skills of collaboration, resilience and perseverance



We promise to **support** your child'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 promise to **scaffold** your child'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 promise to **teach** your child 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 careful planning ensures full coverage and exposure to each aspect of the curriculum. The three Prime Areas of Learning are crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive: Communication and Language, Physical Development, Personal, Social and Emotional Development.

There are also four Specific Areas, within which the three prime areas are strengthened and applied: Literacy, Mathematics, Understanding the World, Expressive Arts and Design.

Phonics, Number and Topic are taught in discrete sessions in both Nursery and Reception. Children are encouraged to participate in activities which build upon the skills they have been taught in the discrete sessions.

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 topics 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.

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

Observation and Assessment

- We observe and assess children’s development and learning to support assessment and inform future planning.
- We record observations using photographs, children’s comments, significant moments and WOW moments!
- Significant observations of children’s achievements which directly link to meeting aspects of the EYFS curriculum are uploaded to Tapestry, our online learning journal.

Tapestry is monitored half termly to ensure curriculum coverage and quality of observations for each child.

We do not stipulate how many observations a child should have each week; however, staff are given regular feedback on Tapestry checks to ensure all children are being observed consistently across the year groups.



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, family learning events.

Learning is shared on Seesaw each week in Reception and via a weekly newsletter in 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 a frequent report 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.

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 parents/carers 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 parents/carers can share key information about their child.

