



The Orchards Primary Academy

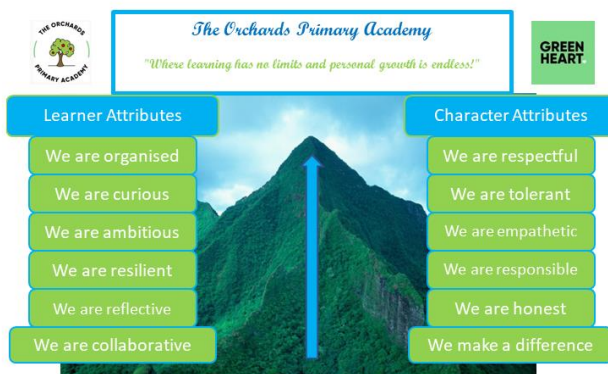
Where learning has no limits and personal growth is endless...

The Early Years Foundation Stage Guidance

Our Early Years Vision Statement- Our Intent

At the heart of our Early Years Policy lies a commitment to fostering an environment of high challenge for all children, grounded in the principles of the Early Years Foundation Stage (EYFS). Our vision is to create a dynamic, enriched, challenging and inclusive early years environment where every child thrives, regardless of their background or abilities. We believe in nurturing a culture of ambition, curiosity, and resilience, laying the foundation for lifelong learning and success.

We hold dear our school's 'Character and Learner Attributes' and these are underpinned and embedded early into our pupils' learning journey.



Key Principles and Objectives:

1. High Expectations: We set ambitious goals for every child, recognizing and celebrating their unique talents and potential. Our practitioners provide stimulating experiences and opportunities that inspire curiosity, creativity, and critical thinking.

2. Inclusive Practice: We embrace diversity and promote inclusive practice, ensuring that every child feels valued, respected, and supported. Our setting celebrates differences and fosters positive relationships, creating a sense of belonging for all children and families.



3. Personalised Learning: We recognize that every child is an individual with their own strengths, interests, and learning styles. Our practitioners tailor their approach to meet the diverse needs of children, providing personalized support and scaffolding to maximize each child's progress.

4. Holistic Development: We prioritise the holistic development of every child, addressing their cognitive, social, emotional, and physical well-being. Our curriculum offers a broad and balanced blend of structured learning and child-initiated play, promoting holistic growth and well-rounded development.

5. Partnership with Parents and Carers: We believe in the importance of strong partnerships with parents and carers, recognising them as the primary educators of their children. Our setting actively engages parents and carers in their child's learning journey, fostering open communication, collaboration, and mutual respect.

6. Continuous Improvement: We are committed to continuous reflection and improvement, seeking feedback from children, parents, carers, and staff to inform our practice. Our setting embraces innovation and best practice, striving to provide the highest quality early years provision.

By adhering to these principles and objectives, we strive to create an Early Years setting that not only meets the requirements of the EYFS but also goes above and beyond to provide a transformative learning experience for every child, laying the foundation for lifelong success and well-being.

Implementation in our Early Years

When focusing on the 'how' we meet our vision outlined above, it is vital to outline how we are driven by the following strategies:

1. Professional Development: We invest in ongoing professional development for our staff, equipping them with the knowledge, skills, and confidence to deliver high-quality early years provision.

2. Enriched Learning Environment: We create a rich and stimulating learning environment both indoors and outdoors, designed to inspire exploration, discovery, and creativity.

3. Assessment and Monitoring: We use a range of formative and summative assessment strategies to track children's progress, identify their strengths and areas for development, and inform future planning.

4. Effective Communication: We maintain open and transparent communication with parents and carers, providing regular updates on their child's progress and involving them in decision-making processes.

5. Collaborative Partnerships: We collaborate with external agencies, professionals, and the wider community to enhance our provision and support children and families with additional needs or challenges.



These teaching and learning principles is a whole school strategy here at The Orchards and our principles of Quality First Teaching ensures our ethos of 'high challenge for all'.

We achieve our curriculum intent by providing outstanding teaching and dedicated support ensuring high quality teaching and learning experiences for all children that are enriched in challenge with oracy and language at the heart. Learning in an environment where everyone is cared for, valued and respected. Our EYFS curriculum develops their knowledge, skills and understanding through a combination of both play-based learning and focused teacher-led sessions. Pupils learn to share, work independently, and play with others.

The curriculum is delivered by following the Statutory EYFS Framework and supported by the Curriculum Guidance for Planning and Delivering Activities across the Seven Areas of Learning.

The Prime Areas:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

The Specific Areas:



- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

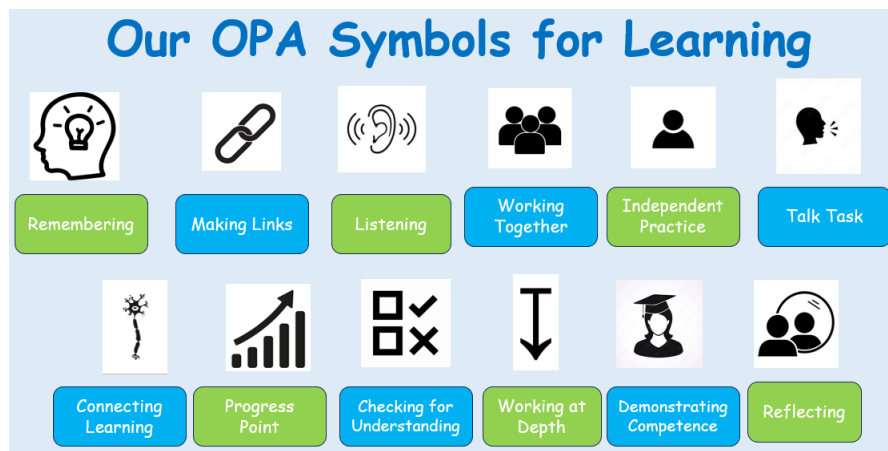
We believe that continuous provision within the learning environment encourages independence and consolidation of skills and knowledge previously learned through enhanced provision the children are encouraged to make choices and initiate their own play, which develops their characteristics of effective learning in order to give the children the skills that they will continue to draw upon throughout their development.

The principles that guide the work in the EYFS are grouped into 4 themes:

- A unique child
- Positive relationships
- Enabling Environments
- Learning and Development

Our learning environments, both inside and outside, are adapted regularly to meet the different and developing needs of the children in our care. We recognise the changing needs and interests of our pupils and we are responsive to this, regularly developing existing topics. We aim to ensure that these areas are always stimulating and exciting and that, importantly, they are accessible to all children, regardless of where they are on their learning journey. The environments are developed to encourage challenge and allow them to access the curriculum independently and confidently with the necessary level of support and challenge.

Our 'symbols for learning' enhance our approach to pedagogy and this underpins our teaching across the school; however, Early Years practitioners expertly plan opportunities for pupils to 'remember', 'make links', 'connect learning', 'demonstrate competence', 'listen' etc.



Within our EYFS Curriculum, children are assessed continuously through accurate and effective observations and interactions. These provide us with information for future planning, not only for our classes as a whole, but also for individual children's next steps in their learning. They enable us, as EYFS practitioners, to ensure learning is embedded and consistent and that all children continue to make good to outstanding progress within our environment.

Systematic Synthetic Phonics is taught daily, following the Read, Write Inc scheme. Reading is at the heart of our curriculum and through a wide range of texts and our Talk for Writing units, we embed early reading to ensure that children receive an excellent start through embedding the mechanics of reading but also the focus on comprehension and developing a love and passion for reading.

At the start of school it is very important that the children are ready developmentally to write (with secure gross and fine motor skills). Writing follows the Talk for Writing structure. For a child to write something, they need to be able to say it first. This is achieved through a programme of rehearsal where young children learn to interact, talk and embed text structures and key plot points within narratives. During the first term of Reception, our main focus is the prime areas by providing opportunities for talk. All children have access to Fine Motor Skills activities which are consistently refined and rehearsed. Further additional fine motor interventions are planned for specific children who require it.

All of these activities are interwoven into the curriculum and continuous provision. This means that children develop independence, routine, self-led learning opportunities and an opportunity for high-quality interactions to move learning on while gaining that depth of knowledge and understanding. We put experiences and quality enrichment at the centre of our curriculum offer to ensure that links can be made with contextual and rich understanding. Social, Moral, Spiritual and Cultural development, including the promotion of British Values is also an important aspect of EYFS at The Orchards. As is our school values, which are at the heart of our curriculum and children are introduced to and follow our behaviour approach.

Tapestry is used within EYFS to record observations and assessments. This shares learning with parents/carers and we encourage them to share learning from home through this platform. Teachers will use Tapestry to invite



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parents/carers to share learning at home, for example they have prompted parents to show their child singing a nursery rhyme and then post it on Tapestry.

Impact

Our children demonstrate high levels of engagement in well-planned activities. They develop their speaking and listening skills, which enable them to access more areas of the curriculum and learning, which they then communicate to both adults and children. They develop knowledge and skills across all areas of the curriculum including literacy, mathematics and physical development using these in different ways and applying them to different areas of learning.

Developing a wider sense of the world around them through their activities, our children can then draw on these experiences when interacting with others and link this to new learning to enable further progression. They will talk enthusiastically about their interests and learning with adults and other children. Our children develop their characteristics of learning and are able to apply their knowledge to a range of situations, making links, explaining their ideas and demonstrating their understanding. Because of this our children have the confidence to take risks and discuss their successes and failures with adults, drawing on their experiences to improve or adjust what they are doing. From their own starting points, our children make good to excellent progress academically and socially, developing a sense of themselves which prepares and supports them in the transition to Key Stage 1.

Our partnership with parents is successful in EYFS, with interim progress reports shared termly and parents informed of their child's learning outcomes via Tapestry and also demonstrated in the feedback we receive via workshops and questionnaires. Important guidance is shared with parents through newsletters and workshops to further their child's learning and progress.

Ultimately, the vast majority of our children are ready to transition to Year 1's curriculum due to attaining a good level of development in EYFS. Good level of development aside, our pupils solidly gain the firm foundations and initial steps securely that enables them to tackle the National Curriculum with confidence, resilience and security.