



At Garlinge Primary School and Nursery we believe that early childhood is the foundation on which children build the rest of their lives. Our aim is to provide a caring and stimulating environment where every child feels empowered to develop as an independent learner.

Our practitioners will provide opportunities that build upon children's experiences and interests to enable all children to reach their potential in every aspect of their development.

We recognise that starting in a nursery and school can be a stressful time for both the child and the parent. To support the smooth transition into our nursery and school we plan to meet the needs of child and their family through an induction programme to enable a happy entry into the Nursery, Reception and beyond to ensure ongoing well-being.

We embrace the Revised Early Years Foundation Stage (2023), its principles and commitments. The Revised Early Years Foundation Stage is a statutory document that details the standards for learning, development and care for all children within the Foundation Stage. At the end of the Early Years Foundation Stage (EYFS) the children's learning and achievement will be recorded by completion of the EYFS assessments in line with The Early Years Outcomes document (2013)\*

#### **A Unique Child**

We place high importance on developing children's physical and emotional well-being, through early observation our skilled practitioners create an environment in which all our children can thrive.

We recognise that children arrive with a wide range of skills, abilities and particular interests. We understand that each child is a competent learner and start with the children, finding out about them, before planning experiences to intrigue, challenge and extend their learning.

Our Inclusion Leader works closely with the foundation stage practitioners and families to develop awareness of equality of opportunity and ensure that, where appropriate we celebrate individuality.

It is the class teacher's role to ensure that all new entrants are made aware of important issues such as fire drills, first aid and safety rules. Extra assistance may be needed for some children but all practitioners will seek to promote and to develop the children's independence. Many issues will be approached through the topic activities during the Foundation Stage.

#### **Positive Relationships**

At Garlinge Primary School and Nursery we model and foster respect, empathy and caring relationships. We encourage understanding of self and a responsibility to others.

Foundation Stage practitioners will compose class code with children. For example; so that we can play and learn safely and happily at Garlinge Primary School and Nursery we will:

- Be kind to each other
- Look after each other
- Try to listen to one another

We recognise the huge contribution parents and carers make to their child's learning and we work hard to develop and sustain links with families. We actively encourage families to be fully involved in the life of the school, offering regular opportunities to visit their child's class and support the learning taking place. This may include helping children with reading, playing alongside them or sharing a particular interest/expertise and contributing to their learning and assessments.

We operate an open door policy and encourage parents and carers to speak to their child's teacher, or key person, to share any celebrations, concerns or worries.

### **Observations and Assessments**

As part of our practice we observe and assess children's development and learning, using both formative and summative means, to inform our future plans. All Foundation Stage staff contribute and both formal and informal discussions about the progress of learners takes place. Emphasis is placed upon working with and playing with the children to further their learning, rather than writing excessive amounts of paperwork. Observations are carried out on every child to show that a significant amount of progress is being made. In addition to this photos are taken regularly to record the child's learning journey as well as learning recorded in books and the class floor book. These ongoing observations are also used to inform the termly tracking of the EYFS Profile/ Early Years Foundation Stage Guidance and contribute towards final judgements of whether children have attained Emerging or Expected in the Early Learning Goals at the end of the year. We will provide parents/carers with verbal reports on how their child is progressing at various set times throughout the year as well as an annual written report. Parent/carer views on their child's progress are invaluable to us and they will be part of the overall assessment process throughout a child's educational journey. Parents will be asked to contribute to the records of assessment that we hold for each child and are able to use the child's scrap book to record this. The children's books and records will be available for parents to look at and add to whenever they wish to. At the end of the EYFS the children will be assessed against the Early Learning Goals.

### **Enabling Environments**

We aim to provide a rich and varied learning environment as we know this will evoke the children's curiosity and increase their motivation to investigate, explore and to become involved; extending their ideas and experiences. The learning environment will comprise of the inside and outside areas. Both, which are of equal importance, will be available to the children and resources will be reviewed regularly in order to make the best provision for the children's learning and development. Children will have the freedom to move from one to the other during their child-initiated activity.

### **Learning and Development**

At Garlinge Primary School and Nursery we believe children learn best through real experiences and active learning. We know children learn at their highest level when at play; therefore, we do not make a distinction between play and work. We provide a daily routine for the children, which provides for teacher directed, teacher initiated and child initiated learning opportunities. We support children's learning throughout the

child initiated and planned play activities and in doing so we ensure children have opportunities to engage and thrive in all aspects and areas of learning.

The statutory identified seven areas of learning comprise:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

We believe that it is vitally important for adults to support children's learning through play. Learning should be personalised by building on the child's interests and involving them fully in reflecting on what they have learned and how they may build on their skills. Children will be intrinsically motivated to be lifelong learners.

At appropriate opportunities, the adults will:

- Question, respond to questions and engage the child in extended conversations that support sustained shared thinking
- Extend vocabulary, knowledge and skills
- Encourage independence
- Add resources that stimulate, motivate and engage the learner
- Demonstrate / model and work alongside
- Help children to see links in their learning
- Support and encourage
- Encourage children to be problem solvers , problem setters and investigators
- Re-direct the play if necessary
- Help children to learn how to negotiate and resolve conflict
- Promote children's well-being
- Observe and assess learning
- Record judgments and plan for next steps in learning
- Provide feedback to child/parents and carers/other adult
- Ensure the environment is safe and secure and that the Welfare Requirements are in place