

## Our Vision

We are proud of our friendly and caring school community where all our children are supported to aim high and achieve their very best.

At Templenewsam Halton we aim to provide an ambitious and exciting curriculum that engages all learners and equips them with all the knowledge and skills to tackle an ever-changing world.

## Our Intent in the EYFS

**Respectful-** Our children are kind and caring individuals who express themselves in a meaningful way. They manage their behaviour positively within the classroom and in social situations.

**Motivated-** Our children lead their own learning which encourages confidence and high levels of engagement. They take risks, explore new ideas, problem solve, make links to learning and thrive on challenge. Real learning opportunities are at the heart of our teaching.

**Safe-** Our children understand that their classroom is key to promoting their curiosity and freedom to learn. We nurture our children providing endless opportunities for our children to make learning choices and to develop their own skills and knowledge.

# Templenewsam Halton Primary School

## Early Years Policy 2022



*“Play is the highest form of research” – Albert Einstein.*



### Shared Input

Literacy, Maths and Phonics is taught whole class three times a day. We use our own school approach when teaching Phonics. The Development Matters and Birth to 5 (2021) guidance is used when teaching Literacy. For Maths, the White Rose scheme and NCETM supporting materials are used to aid planning.

### Adult led focused groups

Short focussed group sessions are planned for Reading, Writing and Maths which immediately follow on from our shared input. These sessions are planned with care and are based upon what skills the children need to develop. Prior learning experiences of the children also influence these sessions as well as following guidance from Development Matters (2021).

## Implementation

We follow the Early Years Foundation Stage Framework which forms the basis for our curriculum. We ensure learning is 'child centred' and is based around key themes and interests of the children. This approach is influenced by the work from Early Years educators and practitioners who have guided and supported our practice in how children learn and how adults can support this. At Temple Newsam Halton Primary school we have a balance between adult led, adult initiated and child led learning. We constantly use a cycle of observation, assessment, planning, teaching alongside structured lessons and guided group work. There are always opportunities for reflection and learning is often adapted on a daily basis to reflect the needs of the children.

### Continuous Provision

Learning opportunities and resources are organised to develop our children's skills. They are linked to current assessment data and individual next steps which have been identified by staff. Resources are carefully selected to meet the developmental needs of all children in order to enhance their learning opportunities and consolidate prior learning. The resources selected reflect a particular theme or interest therefore allowing our children to experiment, discover and explore.

**“High-level attainment comes from high-level engagement.” Alistair Bryce-Clegg (2015).**

|                             | Monday   | Tuesday   | Wednesday  | Thursday  | Friday  |
|-----------------------------|--|---|--|---|---|
| 8:45am                      | <b>Morning Activities</b><br>Children will complete an activity on the carpet (Writing focus)  |   |  |   |   |
| 9:00-9:25am<br>Whole Class  | Literacy<br>Input and 'Plan'<br>followed by focus<br>group activity.   | Literacy<br>Input and 'Plan'<br>followed by focus<br>group activity.                | Literacy<br>Input and 'Plan'<br>followed by focus<br>group activity.                                     | EPA   | Literacy<br>Input and 'Plan'<br>followed by focus<br>group activity.                |
| 9:25-9:55am<br>Focus groups |  |   |  |   |   |
| 9:25am                      | Indoor Child-initiated   |   |  |   |   |
| 10:00am                     | Snack/Review<br>Children reflect on their learning from the morning session.   |   |  |   |   |
| 10:15am                     | Indoor/Outdoor Child-initiated/1:1 reading focus<br>Focus children observation (see provision planning)  |   |  |   |   |
| 11:00am                     | Tidy up time<br>Children tidy away in their tidy teams using pictures to support.  |   |  |   |   |
| 11:05am                     | Phonics<br>Whole class phonics session.  |   |  |   |   |
| 11:45am-12:45pm             | Lunch  |   |  |   |   |
| 1:00pm                      | Maths<br>Input and 'Plan'<br>followed by focus<br>group activity with<br>one group.  | Maths<br>Input and 'Plan'<br>followed by focus<br>group activity with<br>one group. | Curriculum Focus:<br>Maths<br>Input and 'Plan'<br>followed by focus<br>group activity with<br>one group. | ICT/Becky<br>Literacy<br>Input and 'Plan'<br>followed by focus<br>group activity. | Maths<br>Input and 'Plan'<br>followed by focus<br>group activity with<br>one group. |
| 1:20pm                      | Indoor Child-initiated<br>Focus children observation/1:1 reading   |   |  |   |   |
| 2:00pm                      | Outdoor Provision  |   |  |   |   |
| 2:30pm                      | LW Readers (See timetable below)   |   |  |   |   |
| 3:00pm                      | Wind-down time/Review<br>This may be a story, signing, music, dancing, yoga or circle time. Children will also reflect on their learning from the afternoon session. |   |  |   |   |
| 3:10pm                      | Get ready for home...  |   |  |   |   |
| 3:15pm                      | Home time...   |   |  |   |   |

## 'Sample Timetable'



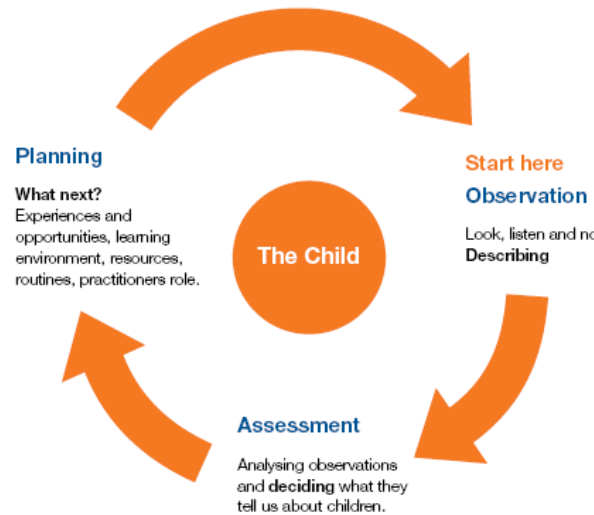
## Assessment

We use a range of different types of assessment within continuous provision.

### Observation

Observation plays a fundamental role in continuous provision at Templenewsam Halton Primary School. Observations and responding to children's thinking informs planning and future learning experiences for the children. It also informs staff on how we create an environment for active learning, thinking and challenge. Assessment enables staff to reflect upon their strategies for learning such as modelling, scaffolding, questioning, discussion and shared thinking.

We use an online learning journal called 'Tapestry' which captures observations and 'in the moment' learning experiences. Tapestry allows staff to record, track and share progress with parents and carers.



The EYFS Assessment cycle is embedded into our provision.

### Summative Assessments

Observations and formative assessments continually enable us to reflect on the best practice and learning for our children. At different points throughout the year we do also carry out summative assessments for phonics, maths and reading. These assessments take place termly and informs future planning.

## EYFS Framework 2021

At Templenewsam Halton Primary School we follow the Early Years framework 2021. Within this framework there are 4 guiding principles.

These are:

1. **Every child is a unique child** who is constantly learning and developing everyday. They are confident, resilient, open minded, independent and self assured.
2. **Positive relationships** build within the setting enabling our children to be confident, respectful and safe individuals.
3. **Enabling environments** allow our children to develop and learn with supportive adults around them. Our adults respond to their individual interests and needs. They help our children to build their learning over time. Children benefit from strong partnerships both at home and in school. We work closely with parents to enable this.
4. **Children learn and develop at different rates.** The EYFS framework covers the education and care for all children in early years provision including children with SEND (Special educational need or disability).



## Our Curriculum

Our EYFS curriculum is designed to ensure progress and achievement of the Early Learning goals by the time our children finish their Reception year.

Our curriculum reflects the needs and interest of all our children and is constantly reflected upon.

It incorporates learning through play, learning by adults modelling, by observing each other and through guided learning or direct teaching. Our plans are flexible to allow us to quickly adapt to our children's learning needs.

Throughout their time in Early Years our children partake in an ambitious curriculum which is designed in a sequential way to ensure progress towards the end of reception goals. These goals are defined as Early Learning Goals (ELGs).

As previously outlined our curriculum incorporates learning through play, learning by adults modelling, by observing each other and through guided learning and direct teaching. It is also important to highlight that our plans are flexible to allow us to respond quickly to children's new interests and/or needs.

## EYFS Curriculum

Our curriculum includes the seven areas of learning and development. These are:

### Prime Areas

These form the foundations of our children's learning.

1. **Communication and Language**
2. **Physical development**
3. **Personal, social and emotional Development**

### Specific Areas

These four areas help our children to strengthen and apply their learning of the prime areas.

4. **Literacy**
5. **Mathematics**
6. **Understanding the World**
7. **Expressive Arts and Design**

### Characteristics of Effective Learning

The Characteristics of Effective Learning are also embedded into our curriculum and play a vital role in our everyday practice.

- **Playing and Exploring** - children investigate and experience things, and 'have a go'.
- **Active Learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.





“When it comes to what we have and where we have it, then nothing should be left to chance”

Alistair Bryce-Clegg, 2015.

## The Role of the Adult

At Templenewsam Halton Primary school the role of the adult plays a vital part in our children's learning and development. Early Years research shows that progress and attainment is enhanced through effective questioning, support and modelling from an adult within a high-quality learning environment.

Within our setting interactions between adults and children will look like this:

- Listening and showing an interest in what the child is saying
- Tuning into what is happening or what a child is saying
- Showing respect for a child's decisions or thoughts
- Inviting children to talk and have a conversation
- Elaborating on ideas
- Recapping on what has happened so far
- Offering personal experience
- Clarifying ideas, offering different viewpoints
- Reminding, speculating “I wonder if....?”
- Using praise

Ofsted (2015) define teaching in the Early Years as:

Teaching should not be taken to imply a ‘top down’ or formal way of working. It is a broad term which covers the many ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities:

**Communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges.**

It takes account of the equipment they provide and the attention to the physical environment as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do as well as take account of their interests and dispositions to learning (characteristics of effective learning), and use this information to plan children's next steps in learning and monitor their progress.

## The Role of the Environment

The support of each adult is important to support progression and learning. However, every child also decides to take their own learning on an independent journey. With this in mind, it is important our environment support this journey and encourages development throughout the year.

At Templenewsam Halton each area of provision and the classroom is informed by assessment and children's interests. As the needs of the child change so does the learning space. We use resources that are open ended, encourage creativity, imagination and high order thinking.

Our timetable allows for long uninterrupted periods of learning and play. This allows the children to reach a deep level of involvement as they engage in play, investigate and talk.



We use an online journal to record, track and document children's learning. Their successes and achievements are shared on Tapestry for parents and carers to view and comment on.

Text, images and videos can be uploaded by parents to share learning and experiences from home via PC, tablet or our mobile app - anywhere there's an online connection. Every entry helps to create a complete story of a child's time at school.

## Parental Engagement

We think of our parents as partners and work very closely with them to so that our children can achieve their full potential.

We include parents and carers by;

Talking to parents about their child before their child starts our school  
Inviting the children to spend time with their teacher in the classroom before starting at school  
Inviting all parents to an induction meeting during the term before their child starts school  
Allocating each child a key worker who can work closely with the child and parent  
Using Class Dojo to keep families updated on our learning in school and share celebrations of children's learning  
Encouraging parents to attend consultation meetings in the first two terms to discuss their child's progress  
Providing parents with a written report on their child's attainment and progress at the end of each school year  
Encouraging parents to contribute observations in their child's learning journey  
Sharing our approach to learning such as Reading, Phonics and Maths  
Stay and Play sessions throughout the year

**Impact** At Templenewsam Halton we;

1. **Tailor practice to the needs of the children** - We have a clear vision of what we want to achieve for the children in our care, and these clear goals inform all areas of our practice.
2. **Invest in skilled and experienced staff** - that support children to reach their full potential.
3. **Operate an open and reflective culture** – our culture is driven by continuous improvement. We seek out other settings and professionals to learn from, share and reflect practice. We recognise the knowledge and expertise of our own staff and value open discussion and staff consultation; and embedded within our school is a culture of self-evaluation as a means of driving continuous improvement.