

Our school aims for the Early Years.

We aim to provide a broad and balanced curriculum which will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to his/her full potential.

Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

We aim to provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child, including children with additional needs.

Areas of Learning and Development.

The Characteristics of Effective Learning and the prime and specific Areas of learning and development are all interconnected.

Characteristics of Effective Learning.

- Playing and exploring.
- Active learning.
- Creating and thinking critically.

Prime areas:-

- Personal, Social and Emotional Development (PSED)
- Communication and Language (C&L)
- Physical Development (PD)

Specific Areas:-

- Literacy (L)
- Mathematics (M)
- Understanding the World (UW)
- Expressive Arts and Design (EA&D)

We aim to deliver all the areas through planned, purposeful play, with a balance of adult led and child initiated activities.

Assessment, recording and monitoring.

We adhere to the principles of assessment for learning. We analyse and review what we know about each child's development and learning, and then make informed decisions about the child's progress. This enables us to plan the next steps to meet their development and learning needs. All practitioners who interact with the child contribute to the assessment process. The children are also encouraged to assess their own learning, especially in reception. Evidence Me is used to record achievements. Observation reports are sent home each term to parents/carers. Insight files are completed four times a year.

Assessment at the end of EYFS.

In the final term of the year in which the child reaches five, and no later than the 30th June in that term, the EYFS profile must be completed for each child.

The Profile must reflect ongoing observations; all relevant records held by the setting; discussions with parents and carers, and any other adults whom the teacher, parent / carer judges can offer a useful contribution.

Each child's level of development must be assessed against the early learning goals. Practitioners must indicate whether children are:-

- meeting expected levels of development
- if they are exceeding expected levels
- not yet reaching expected levels (emerging).

This is the EYFS Profile.

A written summary of this EYFS Profile is then given to the parents with a narrative on how their child demonstrates the three characteristics of effective learning.

Year 1 teachers will also receive a copy of the EYFS Profile report.