



Early Years at Manor Park Primary Academy

Intent

At Manor Park Primary Academy our aim is to create a learning environment which develops children's curiosity, confidence and individual competency to flourish regardless of backgrounds, circumstances or needs. We aim to work collaboratively with parents and carers to encourage independent and enthusiastic learners who reach their full potential. It is our intent that children who enter our EYFS begin their lifelong learning journey by developing physically, verbally, cognitively and emotionally whilst also embedding a positive attitude to school and a love of learning.

To ensure children make outstanding progress at Manor Park Primary Academy, it is our intent to take into consideration starting points and needs of our pupils as they begin their learning journey. Every child has access to a broad, balanced and differentiated curriculum which prepares them for now and for the future in terms of opportunities and experiences. Planning that takes into consideration children's personal interests and individual needs, allows us to plan and provide opportunities throughout our EYFS curriculum to support learning and development and achieve their next steps.

At Manor Park Primary Academy, we aim to:

- Provide a curriculum that offers children a wide range of learning experiences which enables to children to make rapid progress from their starting points
- Provide accelerated support to diminish gaps in learning
- Provide opportunities to try new challenges and have high expectations
- Encourage children to develop perseverance and self-belief so that they can problem solve and achieve more than expected
- Provide a learning environment that helps children achieve their potential and support those who need additional help in order to maximise their chances in all areas
- Provide children opportunities to develop their sense of wellbeing and ability to regulate their feelings so that they feel confident in our community
- Equip children with all the tools they need to transition to Year 1 effectively
- Develop the skills and expertise of staff working in EYFS through regular and comprehensive professional development

- Develop competent and creative learners, who are curious about the world around them
- Develop secure and confident children who enjoy coming to school, learning new skills and building on their existing learning
- Develop skilful communicators, who connect with others through language and play

Implementation

At Manor Park Primary Academy we follow the Early Years Foundation Stage framework. This is made up of four overriding principles:

- Unique Child – Every child is unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- Positive Relationships – Children learn to be strong and independent through positive relationships.
- Enabling Environments – 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 carers.
- Learning and Development – Children develop and learn in different ways. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

The curriculum provides a play-based and experiential learning environment, combined with focussed adult led activities, to ensure children make rapid progress before moving onto Year 1. The curriculum promotes and supports children's emotional security and development of character enabling them to take risks in a safe and secure environment. The learning experiences within the EYFS are linked to the seven areas of learning and development. The areas are split into three prime areas and four specific areas. The three prime areas are those which the children should develop first and are considered most essential for the healthy development of our children. These are Personal, Social and Emotional Development, Communication and Language and Physical Development. Once ready, children are supported to develop skills within the four specific areas. These are Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

Staff draw on their knowledge of the child and use their professional judgement through discussions with other practitioners and parents/carers. Prior to children starting Nursery or Reception, staff spend time speaking to children's families and previous settings to gain an understanding of the holistic child. During the first half term in Nursery or Reception, staff use on-going assessments, observations and conversations to develop a baseline assessment (This is in addition to the national RBA). This identifies each child's individual starting points to ensure learning is personalised and appropriately challenging. This allows staff to support children make excellent progress from their starting points and Assessment is used effectively to inform planning and next steps. Leaders ensure that assessment does not involve prolonged periods of time away from children or increase workload. Our aim is for children to 'keep up' rather than 'catch up' where possible. As a result of careful planning and effective use of assessment, staff are able to put in place interventions to ensure children make rapid progress from their starting points.

Children in both Nursery and Reception are provided with opportunities for indoor and outdoor provision throughout the day and engage in planned, focussed activities as well as self-initiated learning. Children also benefit from meaningful learning across the curriculum and staff plan resourcefully for opportunities for communication, sustained shared thinking and physical challenge to build on existing skills. Children are given rich first-hand experiences (visitors and school trips) to widen experiences and add awe and wonderment. New vocabulary and concepts are introduced through reading and used to excite and engage all learners, as well as promoting the love for reading. In addition to this, staff use effective questioning to scaffold learning and promote higher level thinking.

Staff support children to be active and to develop physically, including giving clear messages to children about why it is important to eat, drink and exercise. Phonics are taught vigorously and systematically using RWI. Staff are competent in delivering high quality phonics and move children's learning forward. Maths activities are carefully planned using the White Rose scheme and revisited often to ensure learning is embedded.

Impact

Children at Manor Park Primary Academy experience a smooth transition between Nursery, Reception and beyond. Effective communication and collaboration with families and carers ensure that children leave the EYFS with a solid foundation of learning. Children make excellent progress from their starting points. When children leave the Early Years, the majority are working at age related expectations and achieve a good level of development (GLD).