

Intent

In the Early Years at Hazlewood Community Primary School our school vision is embedded.

“At the heart of our school, all individuals have the opportunity to thrive in their own unique ways. By igniting passion and embracing difference, we can unlock limitless potential for all in our community. Through nurturing and trust we can open the doors to exciting new adventures, challenges and experiences to spark dreams for every child.”

Our Aims

Limitless potential - We raise achievement through a commitment to high standards, expectations and high quality teaching. Recognising children's prior learning and experiences and building from these points. Our coherently planned and sequenced curriculum allows children to embed skills and consolidate learning. Our enabling environment both indoors and out encourages the children to play and explore, offering children opportunities which allow them to be active learners and to be creative, critical thinkers. We give children time in the continuous provision to revisit, rehearse and extend skills, enhancements support children's interests and skilful staff through quality interactions and following children's interests support children in their learning and next steps. There is a sharp focus on ensuring our children acquire a wide vocabulary, communicate effectively and, in Reception, secure a knowledge of phonics, which gives them the foundations for future learning.

Ignite passion – We inspire and create new learning adventures for all our children. We strive to give each child opportunities and experiences inside and outside the classroom, with an ambitious and exciting curriculum providing hands on, engaging and challenging opportunities across the prime and specific areas of learning and development. Our curriculum and provision is centred on the concept of personalised and bespoke learning, with a mix of adult led and following children's interests, catering for the needs of each individual child, to provide them with opportunities to follow their imagination and creativity. It is built on the foundations of play-based learning combined with specifically planned learning opportunities within the environment that are designed to engage children and develop their knowledge, skills and understanding in seven areas of learning and development set out in the Early Years Foundation Stage Framework to enable children to fulfil their potential.

Embrace difference- We place great value on every child is unique and children develop and learn in different ways. We believe that every child must be provided with opportunities to develop socially, emotionally, academically and physically to achieve the highest possible standards. We are an inclusive learning community that is forward thinking, innovative, confident and committed to ensuring that all of the children in our care are happy, enthusiastic and purposeful learners. We create an atmosphere where each child is valued as an individual, enabling them to develop a positive self-image, self-discipline and respect for others. Through getting into children's play, making quality observations and working collaboratively with parents and carers all staff get to know each individual child, which enables us to celebrate each child's cultural capital, diversity and to ensure equality of opportunity at all times, so that each child is given appropriate support and enrichment. We create an inclusive learning community which challenges and enables every learner to flourish, prosper and develop aspirations for a successful future.

Implementation

Unique Child- Children bring their own experiences, culture and personal characteristics to their play/learning and our skilful and thoughtful staff respond to each child's individual differences in every aspect of their learning and development. We understand the characteristics of effective teaching and learning are viewed as an integral part of all areas of learning and are reflected in our observations of children. How a child exhibits these characteristics are observed within formative assessment, in order to better understand the child and support their development as learners.

Enabling Environment with teaching and support from adults-Our learning environment is well resourced with open ended materials, all stored effectively. Our carefully planned continuous provision and our observations and interactions with the children enable us to know where key enhancements will need to be added to our learning environment in order to capitalise on an interest, develop a skill or challenge the children's thinking. We ensure our provision reflects and supports all children. Our ambitious creative curriculum allows children to develop new skills, practise and embed and these skills are revisited throughout their time in the Early Years. Uninterrupted time allows children to follow their own ideas and interests and stay engaged and we are flexible so learning opportunities are not missed. Children are encouraged to take risks and have ago.

Learning and Development- The learning experiences within our Early Years are linked to seven areas of learning and development. These areas are split into three prime areas and four specific areas. We pay particular importance with the prime areas as these are considered most essential for the healthy development and future learning of our children.

Children learn through a balance of child-initiated and adult-directed activities. The timetable is carefully structured. Staff plan resourcefully for the seven areas of learning and development, building on prior knowledge, existing skills and taking into account the characteristics of effective learning.

Nursery children are exposed to a wide and rich vocabulary with lots of reading and book talk, songs and rhymes helicopter stories and role play, creating lots of opportunities to extend and develop language. Children are involved in daily sessions to support pre-reading skills.

Reception children are also exposed to a wide and rich vocabulary, a variety of high quality books and activities to support communication and language.

We follow Read, Write Inc. a complete systematic synthetic phonics programme.

We ensure that children practise their reading from books that match their phonics knowledge.

In Nursery, children develop a love of maths through games, songs, rhymes, and play using concrete manipulatives. In Reception, we follow the White Rose Maths Scheme of work. Pupils learn through games and tasks using concrete manipulatives and pictorial structures and representations which are then rehearsed applied and recorded within their own child-led exploration. Children in Reception have daily, 'Maths Meeting' to develop fluency, revisit key concepts and address misconceptions. High quality learning environments and meaningful interactions with adults, support children in developing mathematical thinking and discussion.

Our inclusive approach means that all children learn together but we have a range of additional intervention and support to enhance and scaffold children who may not be reaching their potential or challenging children in their greater understanding:

- Literacy Launchpad
- Communication- BLAST
- Speech and language
- Listening
- Over and Over
- Numbers
- PSED-Games

Positive Relationships- We have created a strong emotional environment, where children feel safe, cared for and are physically, mentally and emotionally healthy. Children form close bonds and a trusting relationship with staff who ensure that their care and learning is tailored to meet each child's individual needs. All adults tune in to children's interests and interact with them to support and extend their learning and development, jointly engaging in problem-solving and sustained shared thinking. We build effective relationships with parent and carers, working collaboratively with each other, communicating on a daily basis.

Impact

- All children will demonstrate emotional resilience and the ability to persevere, becoming confident in their own abilities and strive to do their best. Following children's interests gives them a drive to learn, have a go and it allows them to feel valued.
- Quality and consistency, a secure foundation, partnership working and equality of opportunity will be provided.
- Our children will develop detailed knowledge and skills across the 7 areas of learning in an age-appropriate way.
- Our children will develop their vocabulary and use it across the EYFS curriculum.
- By the end of Reception our children will be able to use their knowledge of phonics to read accurately and with increasing speed and fluency.
- We will have supported children towards gaining knowledge, skills and understanding to achieve ELGs
- Our aim is for all children, including SEND, Pupil Premium and children with English as a second language to make good progress.
- By the end of Nursery or Reception our children have the skills they need to succeed in the next stage of their education.