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| **Intent – What do we want to achieve?** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **The unique child** | | | | | **Positive relationships** | | | | | | | | | | | | | | **Enabling Environments** | | | | | | | | | | **Learning and Development** | | | | | | | |
| * To value every child as an individual and celebrate and respect differences within our diverse school community. * To work closely and collaboratively with parents to develop a true reflection of the whole child. * To create a happy, safe, and nurturing environment where children develop their independence as learners. * To create an environment where children develop resilience, friendships, and positive relationships. * To provide a curriculum which is exciting and motivates children to love learning. * To provide a stimulating indoor and outdoor environment where children take risks and challenge their own learning. * To ensure that learning is accessible for all, and that children’s individual progress is valued. * To provide children with the skills, knowledge and understanding they need to prepare them for the challenges beyond EYFS. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Implementation – How do we achieve this?** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Supportive, trusting relationships.** | | **High quality interactions** | | | | | | | **Setting high expectations for all.** | | | | | | | **A Language Rich Environment** | | | | | | **A balance of child- initiated and adult directed learning** | | | | | | | | | | **Assessment that serves children's learning** | | | | |
| **EYFS Framework – inc. Characteristics of Effective Learning** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Playing & Exploring | | | | | | | | | | | | | Active Learning | | | | | | | | | | | | | | Creating & Thinking Critically | | | | | | | | | |
| Communication  & Language | | | | Personal, Social & Emotional | | | | | | | | Physical Dev | | | | | Literacy | | | | | | Maths | | | | | Understanding of the World | | | | | | | Creating with Materials | |
| **Our Approaches to Learning** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| High Quality Adaptive Teaching | | | | | | | Play Based Pedagogy | | | | | | | | | | | | | Experiences linked to Friarage 15 | | | | | | | | | | | Parents as Partners | | | | | |
| **Communication & Language** | | | | | | | | | | | | | | | | | | | | | | | | | **Personal, Social & Emotional Skills** | | | | | | | | | | | |
| Vocabulary Focus | | | Helicopter Stories | | | | | | | | Poetry Basket | | | | Talk Through Stories | | | | | | | | | | Promoting independence | | | | | | | | Emotion Coaching | | | |
| **Literacy** | | | | | | | | | | | | | | | | | | | | | | | | **Mathematics** | | | | | | **Physical Development** | | | | | | |
| Fantastic 5 Books | Read Write Inc Phonics | | | | | | | | | Drawing Club | | | | | | | | Squiggle while you wiggle | | | | | | White Rose Maths | | | | | | Jungle Journey | | | | | | Complete PE |
| **Additional Support** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Speech and Language Support | | | | | | | | EAL Focus Groups | | | | | | | | | | | | | Individualized Learning Plans | | | | | | | | | | Working with external agencies | | | | | |
| **Impact – How we know we are achieving?** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Practitioner Knowledge | | | | | | Baseline Assessment | | | | | | | | Formative Assessment | | | | | | | | | | | | Summative Assessments | | | | | | | | 3 Weekly RWI Assessment | | |
| IPM Reviews | | | | | | Diagnostic Assessments | | | | | | | | Parental Meetings | | | | | | | | | | | | Local moderation meetings | | | | | | | | Collaboration with Year 1 | | |
| **Children are happy, resilient learners who are keen to learn, proud of their achievements and achieve their potential.** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |