



Inspiring All to Excellence



Anker Moor Primary Academy

Early Years Policy

Document Control

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The context of our school

Ankermoor Primary Academy is part of the Fierte Charitable Trust, catering for pupils aged 4-11. It is situated in the heart of the Bolehall Ward with children coming from a wide range of socio-economic backgrounds and having very little ethnic diversity (almost all children are White, British). The school is supported by parents and has an active PTA. At present, there are 138 children on roll. Each phase is supported by 1 teaching assistant to cater for learning needs. The school was judged 'Requires Improvement' at the last full inspection in September 2019. We have 31% Pupil Premium, 14% SEND and 1% EHCP.

Academy values

Learning is at the heart of everything that we do. We give our children the opportunity to **achieve** whatever their starting points and whatever their interests, valuing the fact that **togetherness** is at the core of our school. We strive to bring people together to enable our children to leave Ankermoor ready for the next steps in their learning journey.



Intent

Our EYFS curriculum aims to support pupils to develop confidence and independence whilst also encouraging them to persevere in the face of challenge.

Through In The Moment learning, leaders construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the opportunity to lead their learning with staff, carrying out the cycle of: assessment, planning and observation on a moment by moment basis. It allows children to make connections between home and school life, prior knowledge and new learning. It encourages children to explore their own ideas, fascinations and interests. In The Moment learning encourages children to build respectful relationships and communicate effectively with both peers and adults.

The core curriculum is coherently planned and sequenced. We use Little Wandle Letters and Sounds for phonics and White Rose for maths therefore children build on what they know and what they can do.

There is a sharp focus on ensuring that children acquire a wide vocabulary, enhancing this by completing Talk for Stories at the end of each day where vocabulary is a focus. Due to the school completing Nuffield Early Language Intervention (NELI) with the lowest 20%, children will be able to communicate effectively.

The school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences by the end of reception. By following Little Wandle, we will ensure that our children secure a knowledge of phonics which gives them the

foundations for future learning, especially in preparation for them to become confident and fluent readers. Reading practice sessions take place 3x a week and focus on decoding, prosody and comprehension in order to crack the code.

Early Years Foundation Stage Framework

The Early Years Foundation Stage curriculum in reception incorporates the statutory requirements of the 'Statutory Framework for the Early Years Foundation Stage', which sets the standards for learning and care in the early years. Within this framework, there are four guiding principles which shape our practice.

These are:

1. **Every child is a unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.
2. Children learn to be strong and independent through **positive relationships**.
3. Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
4. Children **develop and learn at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

The curriculum for Reception is planned to enable the children to acquire knowledge, demonstrate their understanding and learn skills through the seven areas of learning. All seven areas of learning and development are important and inter-connected.

The three prime areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. These areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships, and thriving.

These are called the prime areas:

- communication and language
- physical development
- personal, social, and emotional development.

Four areas help children to strengthen and apply the prime areas.

These are called the specific areas:

- literacy
- mathematics understanding the world
- expressive arts and design

Weaving throughout the EYFS curriculum there are three **Characteristics of Effective Learning**.

- **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

These elements underpin how we reflect on each child's development and adjust our practice accordingly to support individual children.

Implementation

We recognise how important it is for children to learn through play and the majority of a child's day in reception is spent doing this. (**In The Moment**). It is through this play that children make discoveries about themselves and the world around them but also where they learn to take risks. Some of these areas will then be enhanced by the adults within the provision (**Invitation To learn**). In addition to this, we also have direct teaching time where adults directly teach new skills or knowledge for example in phonics, maths and reading (**Adult Learning**). The role of the adult within In The Moment provision includes, modelling, questioning, challenging and guiding.

Learning Environment

The environment and staff within it, promotes and supports children's emotional security and development of their character. It allows children to feel safe, secure and confident. Our consistent rules and routines promote independence. Both indoors and outdoors, the environments are carefully resourced to stimulate the children and spark their imagination. Our Invitations To Learn are well planned to ensure that the children are engaged in quality thinking and reasoning. In the classroom, a well-being area ensures children can express how they are feeling and they engage in activities to aide their feelings. A characteristics of learning board is displayed and referred to daily so that the children understand what type of learner they are.

Transition and Parent Partnerships

At Ankermoor, we aim to establish and develop a partnership between parents, carers and children. We operate an 'open door' policy whereby parents/carers can come and discuss any concerns or developments in an informal manner.

During an initial visit in the Summer, before starting reception, parents are provided with an information booklet, highlighting the curriculum, school day, uniform and staff. In reception, we use tapestry to record WOW moments, parents are encouraged to document any wow moments that take place at home.

Each term, each child, will have a Focus Week which will be where all staff focus their observations on the focus child. Parents will be asked to complete a form outlining any key events taking place at home.

Parents are invited to parent consultation meetings termly and receive a written report at the end of the year. We also deliver a range of workshops and events in school for parents to attend. We also have a reception inspire morning where parents are given the opportunity to spend time in the classroom and then have lunch with their child.

Children in Reception meet their new Year 1 teacher in the summer term. The children carry out activities within their new classroom, alongside their new teacher.

Teachers from both Reception and Year 1 also meet to discuss any needs of the children in their class and any strategies to ensure a smooth transition into Year 1.

Impact

We believe that our EYFS curriculum will ensure that all children are equipped with the knowledge and skills to ensure an excellent start to KS1.

Due to the positive relationships that are modelled between adults and through the interactions that take place between adults and children during In The Moment, children will demonstrate positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They will listen attentively and respond positively to adults and each other. They will begin to develop resilience to setbacks and take pride in their achievements. It will give every child the opportunity to build on their own strengths and values and allow them to investigate their own interest. We will support and challenge all children to make good progress and work towards achieving EYFS early learning goals by the end of Reception. Any child that isn't making progress will be targeted and have 'Keep Up' intervention. Because of the curriculum offer and the enabling environment, children have the personal, physical and social skills they need to succeed in the next stage of their education.

Assessment

When the children enter Reception, Baseline Assessments are completed inline with the DfE requirements. These must be completed during the first 6 weeks of each child starting school. Alongside this, adults will also carry out informal observations. Together with information found out about each child during transition, adults will make a judgment about whether the children are 'Typical' on entry or not using Development Matters (2021). Children who are not typical will then be a priority during In The Moment learning and staff will focus on these children, through quality adult interactions.

The primary way adults and staff can share information about their child's progress and learning in through Tapestry. All children will have a minimum of one longer observation per term, which will take place during the child's Focus Week. These observations will be significant, sustained and will cover several areas of learning.

Reception children work towards achieving the early Learning Goals of the EYFS. Throughout reception, the children will still be developing their phonic knowledge and their fluency in reading. The school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences by the end of reception. By following Little Wandle, we will ensure that our children secure a knowledge of phonics which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers. Reading practice sessions take place 3x a week and focus on decoding, prosody and comprehension in order to crack the code.

By the end of reception, the children are assessed against the early Learning Goals (ELGs) and teachers make a judgment based on their knowledge of the child and whether the child is 'emerging' or 'expected' within the 17 ELGs. We ensure that our assessments are externally moderated within the trust.