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| **Intent – What do we want to achieve?** | | | | | | | | | | | | | | | | | | | | |
| ***Our Vision- For children to prosper through an appropriately challenging, language and sensory rich early year’s provision delivered by well-equipped adults.*** | | | | | | | | | | | | | | | | | | | | |
| **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 effectively prepare children for the next stage in their school life. | | | | | | | | | | | | | | | | | | | | |
| **Implementation – How do we achieve this?** | | | | | | | | | | | | | | | | | | | | |
| Supportive, trusting relationships | | | Quality interactions  ‘The ShREC approach | | | | | | Play based learning | | | | Language Rich Environment | | | | | Assessment that serves children's learning. | | |
| EYFS Framework – inc. Characteristics of Effective Learning | | | | | | | | | | | | | | | | | | | | |
| Communication  & Language | | | Personal, Social & Emotional | | | Physical Dev | | | | Literacy | | | Maths | | | Understanding of the World | | | Creating with Materials | |
| Approaches to Learning | | | | | | | | | | | | | | | | | | | | |
| High Quality Teaching | Teachable moments/  Guided Learning | | | Individualized Learning Plans for SEN | | | Speech and Language Support | | EAL Focus Groups | | | RWI | | Maths Mastery | | Core experiences | | Parents as Partners | | Jungle Journey for Physical Development. |
| **Impact – How we know we are achieving?** | | | | | | | | | | | | | | | | | | | | |
| Practitioner Knowledge | | Baseline Assessment | | | Formative Assessment | | | Termly Summative Assessments | | | 3 Weekly RWI Summative Assessment | | | | IPM Reviews | | Detailed Diagnostic Assessments | | Parental Meetings | Children are engaged |
| **Children are happy, resilient learners who are keen to learn and are proud of their achievements**. | | | | | | | | | | | | | | | | | | | | |