



St Nicholas C.E Primary Academy

Woad Farm Road, Boston, Lincs PE21 0EF

Tel: 01205 363 210 Email: STNenquiries@infinityacademies.co.uk

Web: www.bostonstnicholas.co.uk

Head Teacher: Mrs F Booth

Proud member of the Infinity Academies Trust

"Let your light shine." Matthew 5:14-16



Infinity Academies Trust

Ready to learn, Prepared to flourish.

PURPOSE AND AIMS OF THE EARLY YEARS FOUNDATION STAGE (EYFS)

Within the love of God, at St Nicholas CE Primary Academy, we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential. ***'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.'*** -Statutory Framework for the Early Years Foundation Stage.

There are four guiding principles which shape our practice within Early Years:

- 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**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- 4) Children **develop and learn** in different ways and at different rates

We plan an exciting and challenging curriculum under an umbrella engaging themes. We use our observations of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve, and exceed, the early learning goals.

All seven areas of learning and development are important and inter-connected. Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. The **prime areas** are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Children are also supported in four **specific areas**, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Children are provided with a range of stimulating, rich, first-hand experiences in which they explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development. Children have a range of whole/ small group teaching inputs which increase as they progress through the EYFS. These consist of a daily phonics session using the 'Read, Write, Inc' Phonics programme, teaching aspects of Mathematics and Literacy, including shared and guided reading and writing. We create a stimulating, language rich environment and encourage children to work both indoors and outdoors.

Observation and Assessment

As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways. Everyone is encouraged to contribute and discussions take place. These on-going observations are used to inform the EYFS Profile. Each child's progress is reviewed every term and is regularly discussed with parents. Within the final term of the foundation stage, we provide parents with a report based on the child's progress in the profile. Parents are then given the opportunity to discuss these judgements with the teacher.

Parents as Partners

We strive to create and maintain partnerships with parents and carers: we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways.

Transitions

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including nurseries, playgroups and child minders. During the half term before children start school the Early Years Practitioner will visit each child within their preschool setting. The purpose of these visits is to get to know children in a safe and comfortable environment, gain knowledge of each child's development from the practitioners within each setting and build good relationships between settings. We also offer home visits, and during the Summer Term children will also be invited to pre-visits into school. Parents are invited to a meeting to ensure they know about school procedures and any concerns they may want to express. Parents and children are encouraged to complete an "All about me" booklet which is used during the autumn term to support transition and to inform planning.

