



Throughout every child's journey at South Hiendley Primary School we introduce, develop and embed our four core beliefs. It is our aim that when all children leave our school they demonstrate our four core values of being; Proud, Persistent, Positive and Polite.

In the Early Years (EY) at South Hiendley we believe in providing children with a safe, secure and stimulating environment where they can flourish. We build on the prior learning and experiences that children bring from home and other settings. By providing our children with purposeful learning opportunities it allows our children to develop at their own pace and reach their full potential. This gives each child a strong foundation to build future learning and be ready for the next stage in their development.



Our children have the opportunity to develop their knowledge and understanding based on a bespoke curriculum. By design, this provides no limits or barriers and therefore allows all children to achieve to the best of their abilities. The Early Years Foundation Stage provides the basis for this depth of knowledge and understanding.



Our ambitious curriculum is carefully designed to allow children to *know more, understand more and remember more*. The half-termly themes are divided over a two-year cycle and have been carefully selected to promote a spiral curriculum to allow for coverage, re-visiting and application of key knowledge, understanding, attitudes and skills. Our curriculum is flexible to the needs and interests of

our children. We value the input of our learners and allow them to develop their own interests therefore taking learning in their own direction.

Our experienced practitioners analyse data to identify next steps in children's learning and use this to inform the continuous and enhanced provision we provide for our pupils. Continuous provision is designed to develop key skills, challenge our children and encourage them to obtain *characteristics of effective learning* (playing and exploring, active learning and creating and thinking



critically) in order to become independent life-long learners.



Our experienced staff are confident and knowledgeable across all areas they teach and use this knowledge to plan purposeful provision for each child, providing opportunities for support and challenge where necessary. We recognise that each child needs a blended approach of play based learning, child initiated learning and adult focussed activities. Our experienced staff recognise the

importance of children's Oracy skills and ensure that there are opportunities to learn to talk and to learn through talk. They value adult-child conversations and ensure that they extend their discussions through key questioning skills. This develops children's responses and ensures children become more articulate in their discussions.

Our learning environment and the resources we provide are stimulating and inviting allowing children the best opportunities to extend their learning. Opportunities for child initiated learning are a key part of provision for children learning about themselves, their talents and their relationships with others. We combine child initiated learning with adult focussed sessions where adults can enhance and extend the knowledge of the children.

We pride ourselves on the partnerships we form with our children and their families. It is important to us that we provide opportunities for families to share in the learning journey of their children. We do this through parent workshops, sharing of learning journals, Class Dojo communication, Seesaw learning profiles and through an open door policy of communication.



It is our underlying belief that the purpose of our EYFS teaching is to give children the best possible start to their learning journey. It is to provide them with further early life experiences which develop the whole child and extends their thoughts, feelings and beliefs. It is our responsibility to ensure children leave our environment fully prepared and excited for their next stage in learning and development.

EYFS Team

Thomas Pearson	(Reception Teacher/EYFS Leader)
Anna Webber	(Nursery Teacher)
Sarah Burley	(Nursery Nurse)
Joanne Martindale	(Nursery Nurse)