



Early Years at Ladybridge Primary School



The needs and backgrounds of our children, and the school's core values, underpin all areas of our curriculum.

Intent

At Ladybridge, we believe that children's early learning experiences deeply affect their future physical, cognitive, emotional and social development. We understand that building secure relationships with children and their families at the early stage is key to understanding how we can maximise learning opportunities for each and every child in our setting. We take the time to understand and follow the children's interests and provide a rich curriculum that supports learning, consolidates and deepens knowledge, and ensures that children achieve their potential. Both our indoor and outdoor provision are carefully planned and demonstrate a thorough knowledge and understanding of the way in which our children learn.

We aim to prepare our children to achieve the Early Learning Goals by the end of Reception and ensure that all children have made good or better progress from their individual starting points. We do this knowing that what our children learn in these vital first years of life will stay with them forever, and that optimising children's early education is the best investment we can make in ensuring their future success.

Implementation

We follow the EYFS curriculum and ensure that the learning opportunities and experiences we provide are clearly linked to both the Prime (Personal, Social and Emotional Development; Communication and Language; and Physical Development) and Specific (Literacy; Mathematics; Understanding the World; and Expressive Arts and Design) areas of learning.

We begin each year by assessing, with the support of their parents, the individual needs of our children and their different starting points. With this information, and our knowledge of the Characteristics of Effective Learning, we plan a range of broad and balanced learning experiences that will motivate all the children in their learning. In line with the school's approach to curriculum delivery, the EY curriculum at Ladybridge is enquiry based; each term's learning is posed in the form of a question which aims to challenge the children's thinking and inspire them to investigate further. Alongside their play based experiences, the children are taught Mathematics and Literacy in daily structured, systematic sessions using the White Rose and Read Write Inc. schemes of work respectively. We supplement this with enrichment opportunities within the local community and farther afield.

We know that all children are unique, with their own individual fascinations, and it is for this reason that we believe a balance of child-initiated and teacher-led activities is crucial in order for our children to become fully engaged and excited by their learning. We feel that effective provision, both indoors and out, is based on a clear understanding of what we want our children to learn and how we plan to achieve this. We want our children to be independent in accessing quality play-based experiences that encourage them to notice, question and wonder; to learn at greater depth. Effective interactions between staff and children and regular home/school communication ensures that our curriculum planning and provision is flexible and continuously adapted to meet the needs of all learners and to reflect children's needs and interests as they continue to grow and develop.

We use a combination of paper and online learning journals (Tapestry) and a yearly floor book to celebrate children's achievements, record observations, assess and track children's progress, and to identify next steps. Parents have immediate access to these and, along with regular parent's meetings, stay and play sessions, weekly homework and the use of the dojo messaging system we ensure parents are kept up to date with their children's development and progress and are fully aware of how they can continue to support their children's learning at home. Our online learning journals also offer the opportunity for parents/family members to send information about their child's news and achievements outside of school, and this provides us with a well-rounded picture of each of our children.

Impact

We strive to ensure that all our children, whatever their starting point, make good or better progress during their time in the Foundation Stage. We provide them with the knowledge, skills and understanding needed to maintain this progress as they move through school and then beyond. We also understand that children work at different levels, even within a learning band, and we therefore engage in informative dialogue with staff in order to ensure a seamless transition into Key Stage 1. We begin to prepare the children, meeting and collaborating with their new teachers, in the summer term prior to their entry into Year 1.

We have weekly team meetings which include planning, internal moderation, training updates, and reflection on our practice. We ensure that staff attend external meetings, local cluster meetings, conferences and training events to facilitate best practice and to provide us with the knowledge that our judgements are accurate and consistent with a range of other settings. The Local Authority assists with this too. In addition to regular formative observations, summative assessments are also made on a half-termly basis and this ensures that our children's progress is carefully monitored, the impact of actions is evaluated, and next steps are identified.