



Land of Learning Nursery and Primary School

EYFS Policy 2023-24

Vision and Aims

At Land of Learning we are supported by highly skilled staff with a wealth of teaching experience and a passion for education along with dedicated and supportive parents. Together we have established a cohesive team and a determination to prepare our children for this life as citizens of our society. Our high standards and academic success are a testament to the dedicated management and school team we have.

Our aim is to create a nurturing warm atmosphere within which pupils can develop their full potential. Our vision is to nurture holistic life-long learning and service rooted in classical knowledge within a safe stimulating high quality environment

We provide stimulating and differentiated work, set tasks and goals that are achievable to all and we aim to acknowledge and actively encourage all abilities within the school. We have high expectations of our pupils not only in academic excellence but also in standards of behaviour, appearance and character, both inside and outside the school.

Children are born ready, able and eager to learn. They actively reach out to interact with other people and to the world around them. Development is not an automatic process however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments.

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.

A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's "school readiness" and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.



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Four guiding principles shape Land of Learning Nursery

These are:

A UNIQUE CHILD

Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.

POSITIVE RELATIONSHIPS

Children learn to be strong and independent through positive relationships.

ENABLING ENVIRONMENTS

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.

To achieve our high standards of teaching and learning, we have adopted the '**Curiosity Approach**' method of learning.

The Curiosity Approach favours calm and tranquil spaces, rather than the more traditional, bright and busy early years environments. We aim to empower children by laying down the foundations for the future and to instill lifelong love of learning. Educating our children by bringing curiosity, awe and wonder into our setting and creating the 'thinkers and doers' of the future.

LEARNING AND DEVELOPMENT

Children develop and learn in different ways and 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.

A Unique child At Land of Learning Nursery, we believe each child is constantly learning and has the capability to be resilient, confident and self-assured.

Inclusion- We aim to treat everyone equally irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other protected characteristic. We aim to achieve the highest standards of teaching and learning for all children irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other protected characteristic

We want the children in the Nursery to feel accepted and gain the most out of their experiences. We do this by:

- Having high expectations of all pupils
- Carefully monitoring all groups of pupils to ensure that they make progress and achieve their targets
- Providing a stimulating, relevant and exciting curriculum that will motivate and enthuse all students
- Using a variety of teaching methods to ensure effective learning takes place for all pupils
- Providing challenge for all pupils
- Promoting equality through curriculum planning

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Historic England





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- Ensuring planning is differentiated in order to provide full access for all pupils;
- Providing specialised resources for pupils with disabilities;
- Creating a positive classroom ethos that is welcoming to both sexes;
- Ensuring pupils feel valued and have individual targets;
- Being open to the views of pupils;
- Encouraging pupils to share their experiences of different cultures and different religions
- Providing positive classroom displays of pupil's work
- Attending appropriate training sessions

Positive Relationships

We work hard to maintain a positive ethos where all members of the school community work well alongside each other developing positive working relationships. We want pupils to come to school to enjoy the meaningful experiences that we offer and where they feel valued and special. We want them to have a sense of pride in themselves and their school.

At Land of Learning Nursery, we aim to create positive relationships amongst staff and pupils by:

- Acting as positive role models in order to promote equality throughout the school community
- Maintaining an overall school ethos of respect and tolerance for one another
- Promoting equality, inclusion and good community relations

We encourage parents to take an active part in the Nursery by:

- Attending parents and open evenings, parent-teacher consultations and class assemblies
- Attending PAP sessions (Parents as Partners) which encourages parents to observe and spend time with their child in the Nursery and talk to their child's practitioners.
- Attending fundraising and social events
- Encouraging parents to work in school as volunteers
- Encouraging parents to organise after school clubs or groups
- Exchanging knowledge about their children's needs, activities, interests and progress with the staff, sharing their own special interests with the children.
- Taking part in events and informal discussions about the activities and curriculum provided by the nursery.
- Joining in with community activities which the Nursery is involved in.

Enabling Environments

We have high expectations of all pupils from across the ability range by aiming to provide them with every opportunity to succeed by providing the highest standards of teaching and learning

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within a curriculum that is broad, balanced, differentiated, relevant and exciting. We monitor the progress of all pupils in order for them to achieve their expected targets.

We create a positive and enabling environment, which support the children and their needs and interests. We strongly encourage communication between parents and practitioners in order to prioritise the development of the children. This is why we encourage our Parents as Partners scheme in our Nursery setting.

The day to day activities are planned around **seven areas of Learning and Development**, all areas are important and interlinked.

The seven areas of learning are separated into two parts.

The Prime Areas

Personal, Social and Emotional development

- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behaviour

Physical Development

- Moving and handling
- Health and self-care

Communication and Language

- Listening and attention
- Understanding
- Speaking

The Specific Areas

Literacy

- Reading
- Writing

Mathematics

- Numbers
- Shape space and measure

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Understanding the world

- People and communities
- The world
- Technology

Expressive Arts and design

- Exploring and using media and materials
- Being imaginative

Development Matters in the Early Years Foundation Stage (EYFS)

Children develop quickly in the early years and early years practitioners aim to do all they can to help children have the best possible start in life. Children have a right, spelled out in the United Nations Convention on the Rights of the Child, to provision which enables them to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family background, learning difficulties, disabilities or gender. The EYFS guidance helps adults to understand and support each individual child's development pathway.

