

Early Years Foundation Stage

Intent

- In Reception, at Holly Lodge Academy, we aim to educate the whole child.
- Our focus as practitioners is to ensure that all children begin to develop the skills and approach to learning required to progress through both school and life.
- We treat children as individuals, responding to their needs, wants and interests, making them aware of their involvement in their learning 'journey'.
- The children are at the centre of all that we do, keen to learn and enjoy school life.
- We strive for all children to feel happy, safe and healthy in school.
- We want all children to show progression in learning, whatever their starting point may be.
- The children have a clear understanding of positive learning behaviours.
- Inclusion is of high importance, and all children should feel respected and listened to.
- The children will be aware of themselves as a learner.

Implementation

- Our planning is responsive to the needs and interests of all individuals.
- Through observation and reflection, we are able to provide enhancements that encourage challenge and deepen thinking.
- An inspiring environment that encourages exploration and curiosity through an autonomous approach.
- A good balance of child-initiated and adult led activities to ensure that all children progress.
- A strong and supportive team provides a wealth of experience and creative ideas to share with their peers and the children.
- Adults will refer to the learning characters regularly and communicate their meaning to the children.
- The use of Tapestry enables a strong contact between home and school life and helps to monitor the progress of individuals. Close scrutiny produces opportunities to identify areas of need for future planning.
- Our practice follows the Early Years Framework, which is set out as follows:

<i>Prime Areas</i>	
<u><i>Communication & Language Development</i></u>	<u><i>Physical Development</i></u>
<ul style="list-style-type: none"> • Listening & Attention • Understanding • Speaking 	<ul style="list-style-type: none"> • Gross motor skills • Fine motor skills
<u><i>Personal, Social and Emotional Development</i></u>	
<ul style="list-style-type: none"> • Self-regulation • Managing self • Building relationships 	
<i>Specific Areas</i>	
<u><i>Literacy</i></u>	<u><i>Mathematics</i></u>
<ul style="list-style-type: none"> • Comprehension • Word reading • Writing 	<ul style="list-style-type: none"> • Number • Numerical patterns
<u><i>Understanding the world</i></u>	<u><i>Expressive Art and Design</i></u>
<ul style="list-style-type: none"> • Past and present • People, culture and communities • The natural world 	<ul style="list-style-type: none"> • Creating with materials • Being imaginative and expressive

Through our provision we foster the '**Characteristics of Effective Learning**'. These are a key element in the EYFS and detail the **way** in which children should be learning, through their experiences, environment and activities. They are:

- **playing and exploring** - children investigate and experience things, and 'have a go';
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Impact

- The children develop a strong sense of self, showing confidence to take on any challenges that may be ahead in both school and life ahead.
- The children are independent, and can express themselves in an appropriate manner. They are aware that making mistakes is not something to be afraid of and is part of the learning process.
- Children have an understanding of what quality learning is and how it is important to take responsibility for one's own approach to learning.
- All children make good progress in all areas of learning and are happy to take on new challenges.
- The children enjoy school and are happy to be part of the school community.
- The children will use the language of learning referring to the learning characters.