

### **Mission Statement**

Ambrosoli is a community minded school that nurtures curiosity, creativity and global awareness through an inspiring, broad and engaging curriculum. Children learn to become resilient and respectful in an environment where each child is challenged and encouraged to thrive and achieve as an individual.

### **Our Vision**

Empowering pupils to become confident compassionate and internationally minded learners.

### **Policy**

At Ambrosoli we offer two Early Years classes – Sunflowers (for 3/4 year olds) and Reception class (for 4/5 year olds.) See the admissions policy.

In the Early Years Foundation Stage 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, collaborative, creative and independent learners. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

### **Procedure**

We follow the EYFS Development Matters programme from the English National Curriculum at Ambrosoli and its four guiding principles that shape practice within the Early Years. These are:

- **A Unique Child**
- **Positive Relationships**
- **Enabling environments**
- **Learning and development**

### **A Unique Child**

In the Early Years we recognise that every child is a competent learner who can be resilient, capable, confident and self assured. We also recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by others and as such we use praise and encouragement, as well as celebrations and rewards to encourage children to develop a positive attitude towards learning.

We meet the needs of our children through 'in the moment planning' which builds upon and extends the children's knowledge, experience and interests.

### **Positive Relationships**

In the Early Years we recognise that children learn to be strong, independent learners from secure relationships. We aim to develop caring, respectful and meaningful relationships with the children and their families.

We do this through:

- Meeting with parents in the school year before their child joins Ambrosoli.
- Talking to parents about their child during the first weeks after their child starts in our school (either at home or at school.)
- Offering open days and an 'open door policy' that allows parents to come and observe their children learning through play.
- Offering parent-teacher meetings throughout the school year to discuss the child's learning and/or any concerns the parents may have.
- Providing opportunities for parents to discuss their child's 'Learning Journeys' in the first two terms, and to discuss their child's report in term three.

### **Enabling Environments**

In the Early Years we believe that a rich and varied environment supports children's learning and development. It gives them the confidence to explore and learn in secure and safe, both indoor and outdoor spaces. Our classes have areas where the children can be active, creative, explorative, imaginative, and solve problems, as well as quieter areas. The children are encouraged to move freely from area to area when playing and to select resources independently. We believe by offering access at all times to the outdoor play areas we are offering the children opportunities to explore, use their senses, develop their language skills and be physically active. With a range of activities available both indoors and outdoors we enable the children to develop in all the areas of learning.

### **Learning and Development**

The EYFS is made up of 7 areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

The first three are the 'prime areas' and the last four 'specific areas.' All the areas are connected to one another and are equally important. The prime areas develop in response to relationships and experiences and support learning in other areas of the EYFS curriculum. The specific areas include essential skills and knowledge. They grow out of the prime areas and provide important contexts for

learning. In each of the areas there are Early Learning Goals that define the expectations for most children to reach at the end of their time in the EYFS (the end of their Reception year.)

All the areas are delivered through a balance of child initiated activities, adult-led activities and play. At Ambrosoli play is used as an essential part of a child's development, building their confidence as they learn to explore, to think about problems and to relate to others. Children learn by leading their own play and by taking part in play which is guided by adults. Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help them prepare for the more formal learning that takes place in Year One.

### **Observations, Assessment and Planning**

As part of our daily practice we continually observe, assess and monitor the children's development and learning to inform our future plans. We record our observations in a variety of ways including the classroom monitor tracking system.

Significant observations of the children's achievements are collated in their own personal learning journeys and shared with parents on our EYFS online tracking system 'Tapestry'. Tapestry online journal entries will be made at least once a week and shared with parent on their own private log in account in line with our GDPR policy.

At the end of the final term of the school year all children in the EYFS will receive a report based upon the child's development in each of the 7 areas of learning and, additionally in Reception, the Early Learning Goals.

Planning in the EYFS is largely 'in the moment' planning. We develop plans to extend the children's interests, knowledge and skills based upon our observations and the children's interests. In Reception we also introduce the children to Phonic learning and guided reading. Depending upon the needs of the children themes may be introduced in the Early Years classes.

### **Links to other policies**

This policy should be read in conjunction with the following policies: Admissions, Global Awareness, Safety Health and Hygiene, Transition, Behaviour, Anti-Bullying, Child Protection and Safeguarding, Communication with Parents and PSHE and Sex Education.





**Early Years Policy**  
**Revised date: December 2019**  
**Approved by Section B Committee :January 2019**  
**Next revision: January 2021**

**Robert Kabushenga**  
Chair of the BoG on behalf of the BoG