



Grove Lea Primary School Early Years Foundation Stage Vision

At Grove Lea Primary we value the importance of Early Years provision. We are at the heart of the Hemsworth community and we believe that our children deserve to be in a **safe** and **happy** learning environment where they can feel confident to

grow and **achieve**, in order to reach their full potential and beyond. We pride ourselves in supporting the children to know that they can achieve anything, following our school motto, "*If it is to be, it is up to me!*"



From the offset secure relationships are formed with children and parents upon starting their learning journey. We value the importance of building **trusting** and **secure** relationships and being the foundations of each child's educational journey.

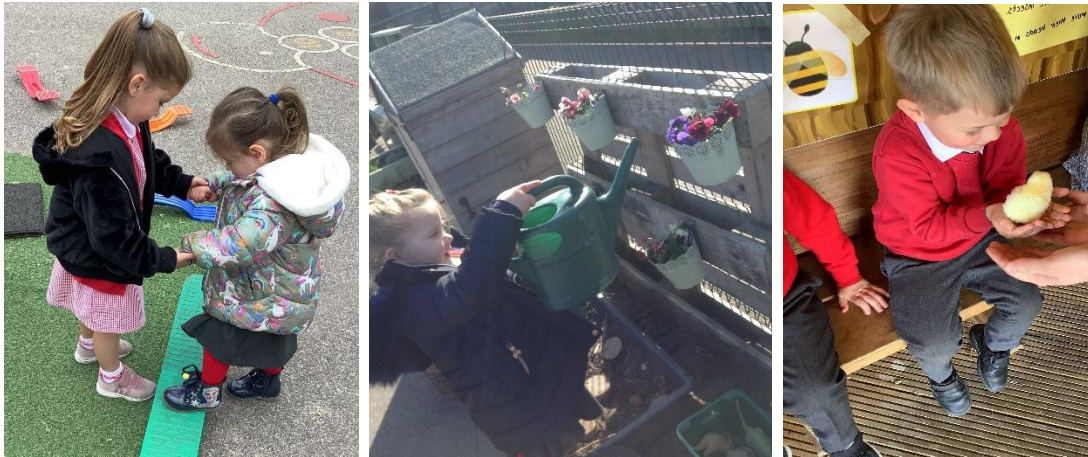
Our staff **genuinely care** and **invest** in each child as an **individual** and the families with whom we work **collaboratively** with. This is evident in the **secure attachments** we have with our children. Staff all greet children and parents/carers at the start of



each session, supporting the children to feel valued and be **excited** to arrive at school and **eager** to see what the day holds. We pride ourselves in being **compassionate, approachable** and **supportive** to not only children but parents and carers alike, always striving to go above and beyond for all.



The Early Years team embed the school's values, supporting the children to be **caring, curious, courageous** and **collaborative**. We aim to equip children with the knowledge and skills needed for them to achieve success at every stage in their education. The EYFS mirrors the rest of the school in expectations for high standards, behaviour and conduct. We aim to be the spark igniting each child's passion for the very start of their learning journey. We encourage a **love of learning**, allowing access to the best opportunities to ensure children are **stimulated** and **happy**.



As professionals, we are **committed** to providing **excellence** and strive to be the best we can be for the children we teach. The strong and experienced team share the same **drive, vision** and **passion**. We support the children to be **independent** and **resilient** learners and this is underpinned by our characteristics of effective learning, playing and exploring, active learning and creating and thinking critically.



The learning environment both indoors and out is well **organised** and well resourced, it is conducive in supporting child initiated learning through the **open ended** resources. The provision is **purposefully** planned for and enhanced to

provide **challenge** during each theme and topic. The resources are **stimulating** and **inviting** allowing children to self-initiate their own learning. They are well-presented and encompass many opportunities for the children to discover, explore and develop their skills. We encourage children to be **adventurous** and **take risks** in their learning.



Our curriculum and planning is **challenging**, **flexible** and **adaptable** based on the needs of individuals and cohorts'. It ensures opportunities are embedded for children to know more and remember more. The children are the driving force of the curriculum and learning opportunities are based upon the children's interests. We plan for key vocabulary, opportunities for communication and the role of adults is pivotal in **scaffolding** and **supporting** the needs of the children. Adults ensure they model and support interactions and extend vocabulary.



Communication and language, as well as reading is at the heart of our curriculum. We plan to support the acquisition of new vocabulary and ensure we have a language rich environment. This is evident in our daily phonics teaching within the unit, which supports early reading and writing skills. This is further facilitated through weekly visits to the library, daily rhyme time, daily storytelling, enhanced reading areas and reading/library events. Staff have a

love of reading and read with passion and enthusiasm to captivate children and support a love of reading. Daily maths activities are embedded through songs/rhymes and exciting hands on activities. All aspects are reinforced discretely through areas of provision across the unit.



Our observations of the children are **purposeful** and used to inform children's future learning. During observations we discuss with the children the importance and value of their spoken words. Each child has their own personal learning journey, which provides accurate information and insightful observations to record children's progress further and is an effective communication tool with parents. Observations support assessments and this feeds into the whole school tracking system. The EYFS team work collaboratively to identify and plan for next steps in learning.



We feel it is essential to support the children's cultural capital, enriching their learning experiences through **high quality texts** and enhancing the children's learning through **first hand experiences**, for example a visit from a soldier excited and inspired the children, leaving them with **memorable** experiences.



Above all we want our children to be happy and secure, feeling valued and supported.

We believe that children should have the opportunity to learn through play. Learning should be fun and engaging and meet the needs of all of our children. Together with parents / carers, we support the foundations of their education and support children to be well rounded and caring individuals who are excited and eager to continue their learning journey at Grove Lea Primary.



"Tell me and I forget, teach me and I may remember, involve me and I learn."

Benjamin Franklin