

EYFS One Page Policy (Primary Phase)



William Hulme's Grammar School
The best in everyone™
Part of United Learning

In our Early Years Foundation Stage, we aim to develop children as independent, happy learners with a love for learning. Our goal is to equip them with a broad range of knowledge and skills that lay a strong foundation for future progress, fostering resilience, confidence, and self-assurance. We recognize the uniqueness of each child, respecting their diverse cultural backgrounds and different life experiences. Learning opportunities are tailored to meet their individual needs and interests, ensuring that every child makes good progress, and none are left behind. Acknowledging that parents and carers are the first educators, we prioritize establishing positive relationships with them from the start. This partnership is nurtured through clear and transparent communication to strengthen the bond between home and school. We provide a nurturing and enabling learning environment that builds on children's previous experiences and learning, offering rich experiences that cater to the individual needs of all children.

Early Years promotes the **Characteristics of Learning through the use of a Growth Mindset Culture**. Learners **welcome challenges** through our **Have a Go Hedgehog** sessions and children and see **learning from "marvellous mistakes"** as part of the learning process.

Educational Programmes set out in the Government's EYFS Statutory Guidance 2021 in conjunction with United Learning EY Curriculum has informed our Curriculum which includes activities and experiences tailored to the needs of our children at WHGS

We value children's ideas and use talk partners to enhance oracy,

A variety of scaffolds, including photographs, models, step-by-step instructions, and adult modelling, are provided within the Continuous Provision to support and promote independent learning.

Staff assess children daily through interactions, observations, work examples, and parental conversations, using Rosenshine and TLAC techniques during lessons and independent play to advance learning immediately.

Effective Learning

Planned open ended resources in the Continuous provision in the Early Years offers the opportunity for children to learn

Parents are informed of their children's learning through daily interactions and photos via Evidence Me, and are invited to half-termly workshops to support home learning

Home visits for new Nursery children at William Hulme's Grammar School allow staff to understand children's backgrounds, build relationships with parents, and recognize each child's uniqueness.

Outcome:

We measure our curriculum's impact through formative assessments and termly Gap Strength Analysis reports, guiding effective teaching and environmental adaptations. We compare outcomes within United Learning and nationally, tracking Reception readiness and "Good Level of Development" (GLD). Additionally, The impact of teaching and learning will also be measured by how effectively it supports our children in developing into well-rounded, intrinsically motivated individuals who are ambitious, compassionate, respectful and value themselves, and others, and the world they live in.