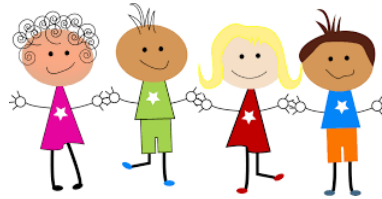




# CASTLETOWN PRIMARY SCHOOL



## The Early Years Approach and Provision



### Our Approach

At Castletown Primary School we aim to provide the highest quality of 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 and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

As outlined in the EYFS '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 experience between birth and age five have a major impact of their future life choices'.

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within the Early Years settings.

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- 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.
- Children **develop and learn** in different ways and at different rates.



Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety. We promote the good health of the children in our care in numerous ways, including the provision of nutritious food following set procedures when a child becomes ill/accident.

## Our Provision

We provide a happy, secure, child-focused learning environment. It is delivered in a well-structured and appropriately resourced setting where the welfare and protection of the child is paramount. We are committed to providing:

- A balanced curriculum, based on the EYFS across the seven areas of learning, using play as the vehicle for learning.
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support.
- Work in partnership with parents and within the wider context.
- Plan challenging experiences, based on the individual child, informed by observation and assessment.
- Provide opportunities for children to engage in activities that are adult initiated and child initiated, supported by the adult.
- Have a key person approach to develop close relationships with individual children.
- Provide a secure and safe learning environment indoors and out.



Children are provided with a range of rich, meaningful first-hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitude towards learning, confidence, communication and physical development.

Practitioners working with the youngest children in the Nursery will focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. The balance will shift towards a more equal focus on all areas of learning as the children move through the early years at Castletown Primary and grow in confidence and ability within the three prime areas.

## Our Routines and Resourcing

At Castletown Primary, we plan opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence by:-

- Using a wide range of teaching strategies based on children's learning needs.
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- Providing a safe and supportive learning environment in which the contribution of all children is valued.
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Providing support and early intervention for children who are experiencing learning difficulties or underachievement.
- Planning challenging activities for gifted and talented children.
- Monitoring children's progress and taking action to provide support as necessary.

Children have whole and small group times which will increase as they progress through the EYFS with times for daily Read, Write, Inc sessions, teaching aspects of mathematics and literacy as well as developing learning through topics.

The curriculum is delivered using a play-based approach as outlined by the EYFS.

‘Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities’.

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children’s play, early years practitioners interact to stretch and challenge children further. In planning and guiding children’s activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice.

We create a stimulating environment to encourage children to access both indoors and outdoors.

## **Staffing**

We have experienced staff in our setting comprising:-

Mrs J Harvey – Lower School Leader and Reception Teacher

Miss J Ramsden – Reception Teacher

Miss M Frankland – Nursery Nurse

Miss C Richardson – Nursery Nurse

Mrs K Qualie – Nursery Nurse

Mrs K Wakerley – Nursery Teacher

Mrs T Metcalf – Nursery Teacher

Mrs J Colclough – Classroom Assistant

Mrs L Oliver – Classroom Assistant

Mrs N Hughes – Classroom Assistant (shared between Nursery and Reception)