



Tudor Grange Primary Academy
Meon Vale

Welcome to Early Years

A Guide for Parents

Welcome to the Early Years at Meon Vale.

All children in the Early Years Foundation Stage are offered the maximum opportunity to develop intellectually, emotionally and socially within a safe environment that is both stimulating and caring.

A wide range of high quality indoor and outdoor experiences which challenge, stimulate and extend their learning, support children in developing their natural desire, interest, excitement and motivation to learn.

Children learn to become confident and independent decision makers, ready for the next stage of their primary education.

All children are encouraged to develop care, respect and appreciation for others, including those with beliefs, cultures and opinions different from their own.

We look forward to supporting you and helping your child in taking those first steps along their learning journey!



Working in Partnership

At Meon Vale we strive to create and maintain a partnership with parents and carers, as we recognise that together, we can have a significant impact on a child's learning and development.

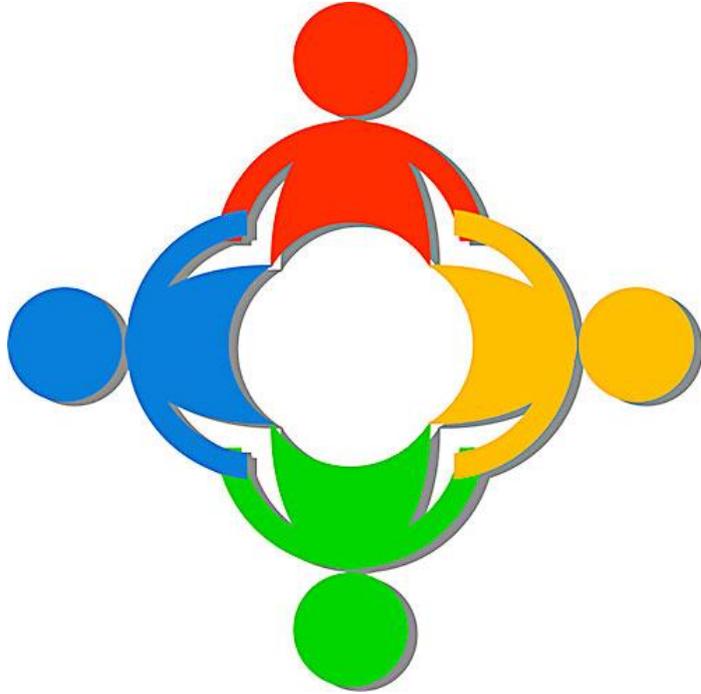
We foster close links with parents and carers through regular, informal contact at arrival and collection times.

Teachers are contactable through our online messaging system and are always available, by appointment, to speak in a private manner or at greater length, if required.

Our fortnightly newsletter helps to keep parents up to date with their child's learning and also supports the sharing of key information.



Working in Partnership



In the Early Years we encourage and value parental involvement in children's learning and development. Throughout the year there are opportunities for parents to:

- Come into school to attend curriculum meetings and workshops in a variety of curriculum areas.
- Come into school and speak to the children about their job, hobby, religion or culture.
- Attend Parent Evenings in order to build our partnership and demonstrate this to the children.



Inclusion

At TGPAMV we value all our children as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.

We are proactive in removing the factors which act as barriers to inclusion, whether this be, through challenging gender inequalities, facilitating inclusive play or ensuring inclusive and diverse literature within the curriculum.

We plan a curriculum that meets the needs of the individual child and supports them at their own pace. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies.

We provide a safe environment where parents, staff and children can learn about each other's differences and similarities and learn to empathise and value each other.

All of this with the aim of providing all children with equal opportunities and support during the earliest and most influential years of their learning and growing.



Early Years Foundation Stage Curriculum

In the Early Years we follow the Early Years Foundation Stage (EYFS) curriculum.

The four guiding principles that shape practice within Early Years settings are:

- 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**



Early Years Foundation Stage Curriculum

In the EYFS curriculum there are seven areas of learning and development. We plan an exciting and challenging curriculum based on our observations of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the Early Learning Goals at the end of Reception (FS2).

The **Prime Areas** are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

The **Specific Areas** (through which the three prime areas are strengthened and applied) contain essential skills and knowledge.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Children in the EYFS learn by **playing and exploring, being active**, and through **creative and critical thinking** which are known as the **Characteristics of Effective Learning**.



The School Day

In our proposed staggered times, Reception children will enter the school playground at 9am and will leave school at 3pm and Nursery children will arrive at 8.45am and leave at 2.45pm (am only sessions leave at 11.45am).

Once the children have arrived, there will be a carpet session which will focus on welcoming the children, a phonics session and some key skills. This then leads into the focus activity for the day.

The children will then go off to engage in independent, free choice play in zones that link to the 7 area of the Early Years Curriculum. We plan for purposeful and open-ended play that gives opportunities for self-chosen challenges, offers limitless possibilities and endless interpretations. We believe in the power of real play, which creates the conditions for children to test the world, to make sense of it, to grow the skills needed to communicate and to negotiate and express their inner selves.

During this time, our skilled practitioners will be working with a focus children and observing children at play, collaborating with them, inspiring them, challenging them and of course playing alongside them.



The School Day

A small group, focus activity will run alongside this independent play and again will focus on one of the seven areas of the curriculum.

At the end of each morning all children will listen to a story (or create their own!) or, for morning Nursery children, home time. After eating lunch, children will enjoy unstructured play in the EYFS outdoor area.

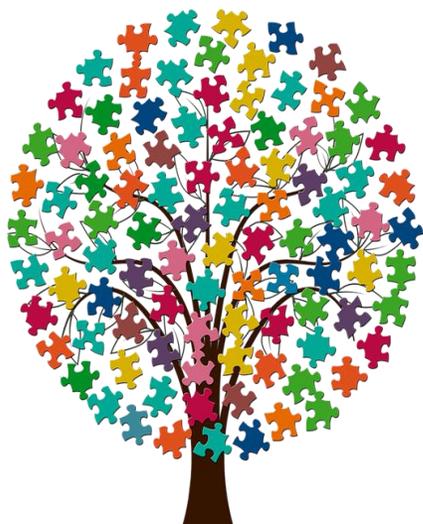
The afternoon mirrors the morning, beginning on the carpet with a mental maths session. This is followed by independent and focus activities in which children are given the time to delve into deep play, in which they are focused and absorbed in their own learning.

Throughout the day children move freely throughout the EYFS environment, including the outdoor area where they can play in the mud kitchen and the wooden house and they can play with the wide variety of equipment such as bats and balls, hoops and skipping ropes.

The end of the day ends as all good days should...with a song and a story!



Observation and Assessment



As part of our daily practice we observe and assess children's development and learning, their particular interests and their learning styles to inform our next steps in planning.

We record our observations in a variety of ways to build up a profile of each child's learning journey.

As children's first and primary educators are their parents, we encourage parents to contribute to these learning journeys by sending in examples of their child's progress and achievements at home. This can be done on our online Learning Journal – 'EvidenceMe' and these help to build up a whole picture of each child's development.



Reporting and Supporting Parents

Workshops

There will be workshops across the school year to inform parents of how we teach the EYFS curriculum and how they can support us in doing so at home.

Parent Consultation Meetings

There are two meetings across the year (in the Autumn and Spring term) to meet and discuss your child's development and learning.

Reports

Reports are sent out on a termly basis, outlining your child's development, progress and attainment. At the end of Reception (FS2), we provide parents with a report based on their child's development against each of the Early Learning Goals and the characteristics of their learning. Parents are then given the opportunity to discuss these judgements with the teacher in preparation for Year 1.



Getting Ready for School



The best way for you to prepare your child for school is to develop their independence. During the school day, children are required to either put on or take off clothing (aprons for painting, moving between indoors and outdoors, toileting) at least seven times! Therefore, please spend time over the summer helping and encouraging your child in learning to:

- Dress and undress themselves
- Fasten and unfasten buttons
- Put on, take off and hang up their coat
- Put on their shoes, wellingtons and pumps (it helps if these are labelled with a L and R- this will help your child to learn which side is 'left' and 'right')
- Use a tissue or handkerchief
- Go to the toilet independently
- Wash and dry their hands
- Use a knife, fork and spoon correctly





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Finally, we hope that this guide has been helpful to you.

If you have any further queries, please do not hesitate to contact us.

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&
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Early Years Lead