

### Early Years Foundation Stage Vision Statement

At Fitzwilliam Primary School the pursuit of excellence is at the heart of our provision and practice. This is built on the trust and respect between practitioners and all stakeholders, ensuring that strong relationships are built and maintained. We have clear boundaries to ensure consistency for children, and high expectations for behaviour and outcomes. Children are given the opportunity to make independent choices and to have a voice, and develop their understanding of how we plan and care for their development.

Our displays, Learning Journeys and knowledge walls engage parents, carers and pupils in an inclusive way enabling all to contribute to the children's development and ensure children can constantly revisit and take ownership of their own learning, ensuring they know more, remember more and understand more. We have very high expectations of our children, while understanding that mistakes and repeated, child-initiated learning are an integral part of the learning process, enabling them to become resilient learners who manage their own risk and solve problems independently. We value reflection on teaching to ensure highly effective practice for all groups and individual children.

At Fitzwilliam Primary School we see the learning environment and high quality provision as the crux of our teaching. We use open ended resources to promote effective child-initiated learning, supported by quality interventions by experienced and skilled practitioners. We are driven by children's interests and what we have observed they need to learn, understand and experience, therefore although some provision is constantly changing, some will stay constant for children to practice, consolidate and apply their knowledge and skills. Our understanding of learning is that it is a process and therefore by creating and maintaining a flexible environment, time and open-ended resources children can explore, investigate, think, ask and answer questions. Through this implicit challenge and development of a wide vocabulary, children develop the characteristics of effective learning.

Effective use of skilled observations of children gives us the information that we need. We make accurate judgements of where children are working and what is the next step in their learning and development. This then forms the basis of our planning. This, together with a good understanding of child development and how children learn is the key to the rapid development for all groups of children in our care. We use a tracking system to collate the data we collect, identifying and addressing gaps in learning, emerging trends, barriers to learning and challenge required.

Our planning is objective led, based on our current knowledge of the children, covering all seven areas of learning, focusing on securing the prime areas of learning to give our children a firm foundation on which to build future learning. The promotion of a love of books and reading permeates our practice. Basic skills are always planned for a purpose so they are meaningful and have a context the children will understand. Children have plentiful opportunities to apply and demonstrate phonetic skills and extend vocabulary, ensuring they can communicate effectively.

Our planning is designed to challenge children's learning at that moment in time. Although we place a high premium on child-initiated learning supported by effective and timely adult intervention, we also recognise the value of focused adult led learning delivered at the right time. We plan key challenge questions for whole group times, interactions with the children in provision and children's skill development in specific areas. The systematic approach we have to revisiting objectives ensures that our children know more, remember more and understand more.

We provide the platform for our children to become independent, self-motivated learners by providing independent learning opportunities for the children to continue their learning and discover and explore indoors and outdoors. We believe that by doing this and interacting effectively through observing, challenging, supporting and extending learning, academic progress, knowledge, skills and attitudes to learning are bound to develop.