



Teaching and Learning Principles

Subject: Early Years Foundation Stage

Aspiration, Perseverance, Collaboration, Compassion

School Vision:

Our school will be an exciting place to learn!

We will:-

Provide a safe, challenging environment

Value each individual, to build positive foundations for learning for life.

Promote teamwork, cooperation and responsibility.

Foster healthy relationships between our pupils.

School Mission Statement:

To work in close partnership with the children, their families and the wider community to nurture:

Aspiration

Perseverance

Collaboration

Compassion

1. INTENT – WHY DO WE TEACH WHAT WE TEACH?

- We have high **aspirations** for our children and want them to believe in themselves. Our view is that **Cultural Capital** is about giving each child the best start in life and the support needed to enable them to fulfil their potential and achieve future success. We recognise that children arrive at our school or nursery having had differing experiences, and we aim to address any inequalities so that children are not limited by their social or economic circumstances.
- Our **EYFS curriculum** is designed to recognise children's prior learning, embrace their interests, provide first-hand learning experiences and as a result, allow them to become enthusiastic, independent, resilient life-long learners. Equally, we want them to form solid friendships and show compassion and kindness towards others.
- We know that enabling our children to become effective and confident **communicators** is a key part of our role.
- We create an inviting indoor and outdoor **environment** which excites the children and supports their learning.

- Our curriculum prepares children to reach the Early Learning Goals at the end of the Foundation Stage and ensures that children make **good progress** from their starting points.
- We support a smooth transition into Key Stage 1.

2. IMPLEMENTATION: HOW WELL DO WE TEACH WHAT WE TEACH?

- We have a curriculum that is **child-centred** and **differentiated** to meet the needs of all learners where possible. We take time to get to know children's interests and their preferred ways of learning. Our curriculum covers all seven areas of learning and is taught in a logical progression so that children build on prior learning. We plan through a topic-based approach, but these plans are adapted and amended to address the ever growing and changing needs and interests of all our children.
- The broad and balanced curriculum design ensures that the needs of individual children including EAL, SEND and disadvantaged can be met within the environment of **high quality first teaching**, supported by targeted interventions where appropriate.
- At Treverbyn Academy we use a number of **key resources** to support the development of the curriculum including Development Matters, Read Write Inc, White Rose Maths, Talk 4 Writing, Jigsaw PSHE and Discovery RE.
- We work in **partnership with parents** and carers to ensure that children's transition into school and through their Reception year is happy and allows them to reach their potential with the support needed. This includes through Tapestry, workshops (where possible) and parent consultations.
- At Treverbyn Academy, we encourage children to demonstrate their attitudes and behaviours to learning through the **Characteristics of Effective Learning**.
 - playing and exploring - children investigate and experience things, and 'have a go';
 - active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
 - creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Children are taught explicitly about these characteristics and they are acknowledged through specific stickers eg. Mr Nosey who likes to explore and Mr Bump who perseveres.

- **Reading is at the heart of our curriculum** and we work hard to instil a love of reading in our children. We provide a language-rich environment, where conversations, singing and sharing stories become a regular part of the children's day. Our EYFS children have high quality texts read to them every day by their teacher or TA and they take library books home to share with their families, alongside their levelled reading book. Children practise reading daily in school, through a carousel of activities. We organise special activities such as 'Book Snuggle' days, where the children bring in their favourite stories and the whole day is dedicated to enjoying books together.
- Children are taught the mechanics of reading and writing through the rigorous and highly successful **Read Write Inc** phonics programme so that they achieve good outcomes for reading with almost all children passing the Year One phonics screening (93% for the past three years). Staff receive thorough training and regular coaching to ensure that phonics teaching is of the best quality. Children in Reception learn phonics together for the first term, after which they split into differentiated groups, mixing with Year 1 children. Our EYFS children have a phonics assessment every three weeks because we know that children of this age acquire new knowledge at such a rapid rate. Therefore, we know that every child is accessing high quality phonics teaching every day which is pitched at exactly the right level for them. Any children requiring additional support are quickly identified and planned for accordingly. The reading books the children take home closely match the phonics they are working on in their group.
- Along with the rest of the school, we follow the **Talk 4 Writing** approach, where the children hear, explore and learn by memory three or four different stories every term:
 - *Autumn: We're Going on a Bear Hunt, The Gingerbread Man, The Jolly Postman and 'Twas the Night Before Christmas*
 - *Spring: Goldilocks and the Three Bears, Supertato and Dear Zoo*
 - *Summer: The Very Hungry Caterpillar, Miranda the Castaway and The Gruffalo*
- We follow the **Maths Mastery** approach in Reception with an emphasis on studying the key skills of number, calculation and shape so that pupils develop deep understanding and the acquisition of mathematical language. Pupils learn through games and tasks using concrete manipulatives which are then rehearsed and applied to their own learning during exploration.
- Before COVID-19, the children's EYFS year would entail several exciting **activities, visits and visitors**, such as a visit to the beach, a cinema trip, a visit from Animal Ark, an Autumn craft fayre and book snuggle. These give all of the children a shared experience through which to explore and develop language, knowledge and skills.

- As staff in the EYFS, we are passionate about their roles and recognise the children as individuals. It is our intention that the children experience the **seven areas of learning** through a balance of whole class/group teaching and crucially, play based learning. During 'Busy Learning', there is a range of stimulating and engaging continuous provision and enhanced provision, which are organised to allow the children to access independently. In planning and guiding children's activities, we consider the different ways that children learn and reflect these in our practice.
- We make regular **observations** of the children to document new learning and ensure that their next steps are met. These are collected in each child's online Learning Journey through Tapestry. We regularly assess where the children are using Development Matters and then ensure that our planning, adult interaction and learning environment support children to reach their next steps.
- The majority of our Reception children come through Trailblazers Nursery, who we share a site with. We have strong and successful **transition** procedures, which start at the beginning of the Summer term. These include nursery children joining the Reception children for 'Busy Learning' in small groups, having the opportunity to eat lunch in the school hall in small groups and a transition session where the whole of the new cohort are together for the first time in the classroom. Children with additional needs begin their visits to the Reception classroom earlier and visit more regularly. There are extra opportunities for the 1:1 adults involved to have handover time, sometimes extending into the Autumn term. The Reception teacher and TA spend time in Trailblazers getting to know the children, they also visit children in any other settings. The Nursery and Reception children watch each other's sports days and Reception staff are invited to the Nursery children's 'graduation'. We hold a new parents' 'meet and greet' in the Summer term and the Reception teacher carries out home visits early in the Autumn term. Trailblazers room leader and our Reception teacher have a handover meeting to discuss each child individually.
- Staff support **transition into Key Stage 1**. There are deliberate opportunities throughout the year for Reception and Year 1 to work together, such as the Christmas performance, storytelling sessions and shared visitors. During the Summer term we prepare the children for Year 1 with visits to their new class, meeting the teacher and ensuring the environments are similar at the end of Reception and the start of Year 1.

3. IMPACT: HOW DO WE KNOW WHAT PUPILS HAVE LEARNED AND HOW WELL THEY HAVE LEARNED IT?

- At Treverbyn Academy the impact of our EYFS Curriculum and its delivery is that children make good, and sometimes rapid progress, so that we **meet or exceed the national expectation for GLD** at the end of the year (exceeding in four out of the previous five years).
- The class teacher uses observations to make **formative assessments** which inform future planning and ensure that all children build on their current knowledge and skills at a good pace. Evidence of the children's experiences in all areas of the EYFS curriculum are in their Learning Journeys (on Tapestry).
- **Summative assessments** are carried out five times a year, where we compare children's attainment to age related expectations using age bands in Development Matters. This is tracked on Tapestry to ensure rates of progress are at least good for *all* children.
- Assessment judgements are **moderated** both in school (alongside Trailblazers Nursery) and externally with other Aspire schools.
- Ultimately, the result of a carefully planned and thoughtfully delivered curriculum are children who are happy and ready to transition into Key Stage 1. They are compassionate individuals who co-operate well with each other. They show determination and perseverance and believe in themselves as learners.

October 2020