



**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/Numbersense/Nrich, Talk 4 Writing, SCARF PSHE and RE Today/ Understanding Christianity.
- 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.

- **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. 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. 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. 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.
- 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.
- We enrich our curriculum with visitors and visits, such as a visit to the beach, a Christmas cinema trip, a visit from Screech Owl Sanctuary, Beach Guardian, Farm Visit, Fire Engines, RNLI, 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 **observations** collected in each child's online Learning Journey through Tapestry.
- The majority of our Reception children come through Trailblazers Nursery, who we share a site with. We have strong and successful **transition** procedures. 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. Trailblazers room leader and our Reception teacher have regular meetings to discuss each child individually.

- Staff support **transition into Key Stage 1**. The year 1 teacher comes to visit the children in their familiar environment, spending time to get to know the unique child. Following on from this, there is then the opportunity for the Reception children to visit the year 1 classroom with their familiar adults.

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

Through our daily practice, the staff notice what children can do and what they know. This informs our curriculum development and guides us with our next steps. Our EYFS team have regular professional dialogues to ensure our children reach their full potential. This whole team approach highlights if children need further support.

- Our Early Years Curriculum will support children with Aspiration, Perseverance, Collaboration and Compassion.