

Bikerton Holy Trinity Church of England Primary School



Early Years Teaching and Learning Policy

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Our School Prayer

This is our school,
Let peace be here,
Let it be full of
Happiness.
Let love be here.
Love of one another,
Love of everyone,
Love of life itself,
And love of God.
Amen

Our Mission Statement

Respect for oneself and others is central to our mission of giving every child in our school the highest standard of education and care within a Christian community.

Our School Rules

Ready
Respectful
Safe

At Bickerton Holy Trinity Church of England Primary School we put the children at the centre of everything we do. We want our children to receive the best start to their education journey, by providing a broad and balanced curriculum, so that every child develops the building blocks for future learning. We help curiosity flourish, let knowledge take root, build resilience and grow confidence. Our behaviour rules which are ready, respectful and safe are a must. These core values underpin everyday teaching and provision in our EYFS classroom. The adults work together to foster a climate that teaches children to be safe when taking risks, respectful towards their peers and resources, persevere and be ready to learn and work hard. This policy explains how we deliver the EYFS curriculum and what our day to day teaching practice looks like.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of reception year and is based upon these four principles

Every child is a **unique child**, who is constantly learning and can be resilient, capable confident and self-assured.

Positive relationships – We recognise that children learn to be strong, secure and independent through positive relationships.

Enabling Environments – Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.

We recognise the importance of all areas of **learning and development**. Children develop and learn at different rates.

Playing and Exploring

The EYFS curriculum follows a framework, which sets out how and what children will be learning to support their physical, emotional, social and academic development. This framework includes 7 areas of learning and development that are equally important and inter-connected sections. The prime areas are particularly important for igniting curiosity and enthusiasm for learning and for building children's capacity to learn, form relationships and thrive

The 3 prime areas are:

Communication and language

- Listening, attention and understanding
- Speaking

Physical Development

- Gross motor skills
- Fine motor skills

Personal, social and emotional development

- Self regulation
- Managing self
- Building relationships

The prime areas are strengthened and applied through 4 specific areas:

Literacy

- Comprehension
- Word reading
- Writing

Maths

- Numbers
- Numerical Patterns

Understanding the world

- Past and present
- People, culture and communities
- The natural world

Expressive arts and design

- Creating with materials
- Being imaginative and expressive

In addition to these areas of learning, we strive for our children to develop effective characteristics of learning which will enable them to become learners for life. Through our continuous learning environment, the importance of developing the skills of an effective learner are encouraged throughout by providing an enabling learning environment indoors and outdoors.

The three Characteristics of Effective Learners

Playing and Exploring – engagement

Active Learning -motivation

Creating and Thinking critically – evaluate

Children learn to be:

Resourceful – I can find out about..., I am good at finding out about things.

Resilient - I can do it, I can have a go

Reflective – I can add..., I can change this to be...

Learning through Play

In their play children learn at their highest level. In EYFS the majority of learning should be done through a balance of adult led and child-initiated play. Children have access to high quality continuous provision that promotes independence, allows them to make choices and to explore their own creativity and ideas. We believe that children learn through imaginative and purposeful play and that high-quality adult interaction during play results in deep learning experiences. We seek to optimise teaching and learning opportunities through play by:

- Showing genuine interest and enthusiasm for the game or activity.
- Extending vocabulary and modelling language by providing a commentary on what they and the children are doing.
- Questioning, responding to questions and engaging the child in extended conversations.
- Demonstrating and working alongside the children.

- Considering how to move play or learning forwards or re-directing the play if necessary.
- Helping children to learn how to negotiate and resolve conflict.
- Modelling good habits and social skills.
- Adding resources that stimulate, motivate and engage the learner.
- Helping children to see links in their learning.
- Encouraging the children to be problem solvers, problem setters and investigators.
- Supporting and encouraging the children.

Maths

In Reception Maths is taught daily following the Mastering Number Scheme of work. Each maths session starts with a whole class adult led input on the carpet followed by a practical activity. This is then followed by time in provision to enable the children to apply, further explore the concept practically and consolidate their learning and understanding.

Maths is also incorporated into daily routines. Children record their lunch choice on 10 frames as part of their self-registration. Mathematical conversations then naturally occur about how many children are here and how many are having a particular meal. We have a class calendar to help children develop their understanding of time and understanding of the past. Children take turns to cross off each day and record events on it that are important to them. We use 10 frames to count down to exciting events eg birthdays, trips, Christmas. Each day the children vote for which book they would like at story time. This is recorded on a 10 frame and we use them to calculate how many children have voted for each book. In the Autumn term resources are arranged in groups of 5 to consolidate learning of numbers 1-5. Children count and check we have the right number at tidy up time. As the year progresses this number will be increased.

Phonics

In Reception we use the Supersonic Phonics Scheme. In the first half of Autumn term we concentrate on Phase 1 focusing on environmental sounds, alliteration, rhyming, segmenting and

blending. After the Autumn half term children begin Phase 2 learning the phonemes. Phonics lessons are taught daily through a 20 minute adult led carpet session. During play in continuous provision there are activities and enhancements related to the letter sound they have been learning. In the writing area there will be lots of opportunities to mark make and write the sound in sensory writing trays.

Reading

In EYFS we want our children to develop love for reading. We have a range of ways in which we promote reading:

- Having staff that share their love and excitement for books with the children
- A book corner that is easily accessible to the children with the books changed frequently to reflect the interests of the children.
- Having a story book of the week to develop vocabulary and to encourage recall and retelling.
- Using core books to plan for children's interests and class topics
- Daily story time.
- Carefully chosen books within continuous provision areas for children to access.
- Having opportunities for independent writing in all areas of the classroom.
- Using story props, story sacks and small world area to enhance core books.
- Opportunities for children to learn from clearly modelled 'reading behaviours', for example the recognition that print conveys meaning, the left to right directionality of English text, the purpose of punctuation and so on.
- Involving parents in understanding the importance of Early Literacy through parents' workshops, whole school reading at home initiative, home shared reading and reading books.
- Listening to and engaging with a variety of genres eg non-fiction, poems, audio stories, rhymes
- Opportunities to retell and act out stories using props and story maps.

Early Language

We prioritise communication and language and create a 'language rich' environment through the use of songs, nursery rhymes, stories and vocabulary building. High quality talk is valued and during adult-led sessions children are encouraged to answer questions in full sentences and this is modelled to the children by the teacher. EYFS children participate in daily Drawing Club sessions as part of their Literacy teaching, which exposes them to new, exciting and varied vocabulary every week. Reading books that are sent home are matched to the sounds they have been learning in phonics.

Planning

In EYFS we create long and short term plans to ensure full curriculum coverage and a progression of skills and knowledge in EYFS and into KS1. The long term plan highlights possible themes and interests of the children that may be explored. Teaching and learning is adapted in response to children's interests, the level of engagement shown and next steps that have been identified. Adult focused and independent activities are planned on a weekly basis. Children have the opportunity to work in each of the learning areas within the classroom. Whole class, group and individual activities are used to develop skills in all areas of the curriculum, as appropriate.

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, staff interact and question to challenge children. In planning and guiding children's activities, we reflect on the different ways that children learn and reflect these in our practice.

Assessment

At Bickerton Primary School, ongoing assessment is an integral part of the learning and development processes. In EYFS warm, positive and focused interaction play a crucial role in understanding where children are at in their learning stage. We regularly observe the children in their play to identify their level of achievement, interests and learning styles. These observations are made on a day to day basis and may or may not be recorded. If several children are observed

as having difficulty in the same area a focus activity will be planned for the following week to support learning in this area.

The Reception Baseline Assessment (RBA) is a statutory assessment for all children starting Reception. It provides a picture of where pupils are when they arrive at school. It will provide a starting point to measure the progress schools make with their pupils between reception and the end of primary school. It is carried out within the first three weeks of a child starting in Reception. During the first half term all children in reception are assessed using the WellComm screening. This allows us to identify any children that may need extra speech and language support. Children also complete a phonics assessment to identify which sounds they know.

At the end of reception, the teacher completes the EYFS profile for each child. Pupils are assessed against the 17 Early Learning Goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The results of the profile are shared with parents and/or carers and the EYFS profile data is submitted to the Local Authority.

Health and Hygiene

The importance of taking care of self and the environment is taught and developed in a friendly and caring manner. The ethos of the school is reflected in the way children take care of resources during tidy up time. The curriculum aims to develop children's lifelong skills, such as:

- Brushing teeth
- Toileting and hand washing
- Independently conducting themselves at lunch times.

Alongside self-care, children also learn about the importance of healthy eating habits and a clean environment. Staff use every day routines and opportunities, as they present themselves, during the day to instill these lifetime habits. We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, following set procedures when children become ill or have an accident.

Safety

At Bickerton School we create a safe, secure and welcoming environment where children can enjoy learning and grow in confidence. We provide a curriculum that teaches children how to be safe, make choices and assess risks. We have stringent policies in place to safeguard children and daily procedures are in place to encourage children to operate in safe ways and to keep them safe.

Inclusion

We value all of our children as unique individuals at Bickerton Primary School. We plan a curriculum that meets the needs of the individual child and support them at their own pace. Children at risk of falling behind are quickly identified and are supported through interactions, experiences, play and interventions to help them to continue to achieve. We 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. At times, it is necessary to work with children in a small group or on an individual basis outside of the learning environment. However, whenever possible, support is provided within the classroom.

Parents as Partners in Education

At Bickerton, parents are viewed as joint educators and their thoughts, opinions and contributions are valued and listened to. Parents are informed of their child's development and progress during parents evenings and on a day to day basis through conversations. We try to involve parents in their child's learning and develop and sustain links with them. We do this in different ways which range from communication with home to inviting parents into the school setting. These include:

- Meet the Teacher
- Open afternoons
- Reading books shared between home and school
- Newsletters
- Parent Workshops

- Parents Evenings