



## Our Pedagogical Approach to Early Years

There's only one you in this great big world.... Make it a better place! (Linda Kranz, 2014)

Like everything at Fishbourne CE Primary School, in Early Years we always start with our 'why'. We believe that every child deserves the best possible start in life. We understand that the experiences a child has in their Early Years impacts future life chances and we strive to create a safe, secure and happy environment for all children to thrive and flourish. Our school vision, 'There's only one you in this great big world.... Make it a better place!', celebrates the individuality of every child in our care and recognises that no matter how little our youngest children are at Fishbourne, we will support them in seeing what a hugely positive impact they can have on those around them! Every child matters and our vision is to ensure that everyone has the opportunity to develop their personal, spiritual, academic and creative capabilities to the full. We enjoy welcoming children on the first step of their journey to developing into determined, collaborative, courageous, positive and reflective learners.

### Positive Relationships

Positive relationships are at the heart of our Early Years practice. Our Early Years Team ensure that relationships begin to be built before children start at Fishbourne School through our Transition Programme. This involves working in partnership to pre-school setting staff, meeting children in their setting and offering home visits. When children start school, time is dedicated to get to know them, with adults responding to their interests and needs. Relationships are supported and encouraged as adults play alongside children. Reception children are supported to build positive relationships with their class members and enjoy playtimes with children in Key Stage one, with this extending to Key Stage Two later in the school year. Book Buddies are introduced, where each Reception child is buddied up with a Year 6 child and they meet each week to enjoy a book together! Children may be offered the opportunity to have a mentor in school. This is when a child meets regularly with their carefully chosen member of staff for some quality time together, playing a game, colouring or sharing a book,

At Fishbourne, we have spent time developing our 'Behaviour for Learning and Life' Policy. In collaboration with staff and children, we have explored the concept of rules and agreed that it is important that we have simple rules in place to behave well as learners and in life! Our approach sets out to nurture positive behaviour by being clear about what we expect of everyone and introducing children to restorative practice. Through the EYFS curriculum area of learning, Personal, social and Emotional Development, the children explore our rules of being 'Ready, Respectful and Safe'. Please read more about our policy on our school website.

### Partnership with Parents

Strong and respectful partnerships with parents are encouraged from the outset. This sets the scene for children to thrive in early years and beyond. Parents are invited into school on several occasions as we welcome families into our school community, formally and informally, with lots of opportunity to get involved throughout the school year. Our Home-School agreement sets out our commitment to working effectively in partnership. The class teacher is available for informal discussions and to answer any questions at the end of the school day or a meeting can be

arranged. Parents receive a mid-year report and two learning review meetings to review and reflect on learning together.

### Enabling Environments

The classroom is thoughtfully planned, with different areas of play that evolve throughout the school year. These include; an art area, construction area, book corner, small world area, writing area and much more! Resources are easily accessible to allow the children to select what they need for their learning.

At Fishbourne, we are passionate about reading! Our aim is for your children to develop a shared love of books! Collections of books pop up in each area of the classroom. Throughout the day there are numerous opportunities to enjoy a story time together in groups or as a whole class. Our curriculum is enriched with high quality texts to inspire and make learning irresistible.

We have a belief in the value of children learning outside – creating a complete learning environment. We aim to create a fluidity between indoor and outdoor learning spaces which is changeable and flexible to allow different combinations of resources to be used. We facilitate physical, social, emotional, cognitive and linguistic opportunities as well as giving freedom, fresh air and time for children to work through their current interests. Children enjoy open ended play in; investigation areas, digging areas, growing areas, loose parts, large scale construction as well as riding the scooters and playing imaginatively in our shepherd's huts.

Throughout the year, there is a balance of learning through our children's interests and a range of exciting learning experiences that are often centred around high quality picture books, planned to make learning irresistible. There is a balance of child initiated and adult led learning, with daily phonics and maths adult-led sessions. Visitors are invited into school, such as; our patron of reading, a dentist, firefighters, a new baby (and parent!), to make learning come to life. Trips are wonderful experiences and are planned to enhance and inspire children's learning.

Our aim is for all children to believe they can 'make the world a better place'. Throughout the year, learning is planned to give children opportunities to think about how they can make a difference to our community and the world. This may come in the form of writing letters to a local nursing home, an art sale with the funds raised donated to charity or inviting in our local community for a tea party.

### Assessment

In line with the 2021 curriculum reforms, a record of whole class learning is kept in a whole class learning journal. Learning that is individual to each child is kept in their personal learning journal.

Our knowledge of individual children is integral to assessing where children are in their learning next steps. Children are carefully tracked throughout the year to ensure that they are working within their stage of development. In phonics, groups of children are supported daily to 'keep up' (with that week's learning) and 'catch up' (with previous learning). Children are discussed in detail as a team half termly and personalised provision is put into place for children not on track. Time is spent discussing any barriers to learning and provision is adapted accordingly. We acknowledge that a more personalised curriculum is needed for children with additional needs and Individual Learning Plans are created, shared with parents and reviewed regularly. At the end of the year all children are assessed using the EYFS Profile and this is shared with parents.

### Transition to Year One

At Fishbourne CE Primary, we understand the importance of helping children in their transition between Reception and Year One to support their emotional, social and academic development. The Year One team work hard to get to know EYFS children before the autumn term. Discussions between staff about individual children and their EYFS Profile are integral to a

smooth transition into KS1. Storytimes and opportunities for the class to meet and get to know their new teachers and visit their new classroom are weaved into the summer term, formally and informally to help reassure children and give them confidence about the next year of school life. The autumn term Year One classroom and timetable reflect EYFS to give them continuity which in turn will have a positive impact on children's emotional and academic development.