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***Loving to Learn, Learning to Love***

**Intent**

We at Fishponds Church of England Academy recognise that our school is a diverse community, which welcomes children and staff from all over the world. We take great pride in celebrating the vast range of cultures, ethnicity and beliefs, whilst upholding our Christian values that are at the core of everything we do.

Our Vision statement ***‘Loving to Learn, Learning to Love’*** is based on the Bible text 1 Corinthians 13:

*’ 4Love is patient; love is kind; love is not envious or boastful or arrogant 5or rude. It does not insist on its own way; it is not irritable or resentful; 6it does not rejoice in wrongdoing, but rejoices in the truth. 7It bears all things, believes all things, hopes all things, endures all things.*

*8Love never ends. ‘*

We want all of our children to find a love of learning whilst learning to love themselves and others. We understand that everyone is different and work tirelessly to find the most appropriate ways to ensure that all children are able to access the learning opportunities on offer.

**In EYFS at Fishponds CE Academy we want to ensure:**

* That Early Years children learn to love their learning and develop the skills to love each other. Every child is included and supported through equality of opportunity and anti-discriminatory practice.
* That children access a broad and balanced curriculum that gives them the broad range of knowledge and “learning to learn” behaviours needed for good progress through school and life.
* Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind.
* Close partnership working between the school team and with parents and/or carers.
* We provide enhancement opportunities to engage learning and believe that our first experiences of school should be happy and positive, enabling the children to develop a lifelong love of learning.
* Community involvement as an essential part of our curriculum as we celebrate local traditions, learning new skills to enable the children to take an active role in events throughout the year.
* Throughout their time in EYFS, the children develop a sense of belonging to our school community, ready to transition to year 1 the following academic year.
* They have the confidence and skills to make decisions and self-evaluate, make connections and become lifelong learners.
* To understand and follow children’s interests and provide opportunities throughout our EYFS curriculum to support learning, consolidate and deepen knowledge and ensure children meet their next steps.
* To create an indoor and outdoor environment which supports learning. To prepare children to reach the Early Learning goals at the end of the Foundation Stage and ensure children make good progress from their starting points.

**Implementation**

Our early years setting follows the curriculum as outlined in the 2021 statutory framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas, known as the prime areas, are seen as particularly important for igniting curiosity and enthusiasm for learning and for building children’s capacity to learn, form relationships and thrive. Each of the 7 areas are broken up into strands.

The prime areas are:

* Personal, Social and Emotional Development: making relationships, self-confidence and self-awareness, managing feelings and behaviour, looking after our bodies including our teeth.
* Physical Development: fine and gross motor skills
* Communication and Language: listening and attention, understanding, speaking

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

* Literacy: reading, writing
* Maths: number, shape, space and measures
* Understanding the World: people and communities, the world, technology
* Expressive Arts and Design: exploring and using media

Characteristics of learning are outlines to support the children’s learning in each area of learning.

* Play and Exploring – Engagement

Finding out and exploring

Playing with what they know

Being willing to ‘have a go’

* Active Learning – Motivation

Being involved and concentrating

Keeping trying

Enjoying achieving what they set out to do

* Creating and Thinking Critically – Thinking

Having their own ideas

Making links

Choosing ways to do things

Our curriculum works to develop love and understanding of others regardless of differences.

We teach PSHE, British Values and SMSC to all children, regardless of their ability, culture, or beliefs. As a school we will actively challenge behaviours or beliefs which do not align with our policies. Our adopted PSHE scheme of work (Jigsaw) allows teachers to adapt and differentiate work where necessary. We found the rich use of visual resources throughout the scheme of work has been of great benefit to our children where English is an additional language. Additionally, the Jigsaw scheme allows for relevant issues around the world to be discussed. In a recent update to the Jigsaw scheme of work, there is now coverage of developing a positive mental health and resilience.

Our RE curriculum allows for all children to study the belief system of all the major faiths through ‘Discovery RE’ as well as deepen their understanding of Christianity through the scheme ‘Understanding Christianity’.

Through RE teaching, children learn about religious traditions and learn to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We use their experiences at religious festivals such as Harvest, Easter, etc. to develop their religious thinking. Where possible, we organise visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.

The school day consists of a combination of carpet inputs, teaching groups, interventions and continuous provision. Our children have access to a balance of adult led learning and child led learning.

**Adult led learning**

Adult led learning takes the form of carpet time led by the class teacher. There are 4 sessions a day, that are focussed on teaching children specific skills linked to the curriculum, e.g. Phonics, Maths, circle time (personal, social, emotional development). These sessions are designed to be active to ensure children also develop their understanding of behaviours that are helpful for learning (e.g. resilience, collaboration, creativity, reflection, communication and taking risks). For further information on these “learning to learn” behaviours please visit (<https://www.fishpondschurchacademy.bristol.sch.uk/our-learning/our-learning-1>)

It can also take the form of focus tasks, which take place in small groups led by the class teacher. These tasks are designed to develop children’s English and Mathematics skills based on assessment and an analysis of children’s gaps to enable children to meet their next steps. For further information on assessment, please see the assessment section of this policy.

**Child led learning**

Child led learning takes the form of play, making use of the activities in the classroom, creative and outdoor areas. This is called continuous provision. Children have access to child led learning for 4 learning sessions a day.

**Continuous Provision**

At Fishponds Academy, our Early Years environments are zoned into the following areas:

*Continuous Provision Areas*

Outdoor

* Sand play
* Water play
* Physical play
* Large construction
* Deconstructed role play
* Stage – expressive arts

Indoor

* Creative Space – expressive arts
* Writing Zone
* Maths Zone
* Small World
* Home Corner
* Small Construction
* Fine and Gross Motor
* Reading Zone
* Story Zone
* Understanding the World – awe and wonder.

Planning for Continuous and Enhanced Provision

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas. Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

All planning is underpinned by assessment to identify children’s strengths and gaps. Adults then use this information to structure their learning environments and activities to meet areas of need. Once these areas for development have been identified, the skills are then broken down into levels of development: emergent, middle and high. Provision must be challenging and have open-ended resources to always enable children to access learning at their own level. Activities will be organised in such a way that children will quickly develop skills over a period of weeks, (e.g. joining skills may begin with a child learning how to use basic joins such as using glue moving towards mid-level joins, such as folding and taping and then progressing to high level joins such as hole punches, split pins etc.) Questions asked by adults will be planned in order to ensure every adult supporting children knows how to challenge children appropriately to enhance learning.

At Fishponds we recognise that historically our context children begin their Early Years experience with very low language skills. Therefore, we ensure language is at the heart of our planning to enable children to develop language skills and build a rich vocabulary.

Linked Provision

Continuous provision will be planned to support the application of skills learnt during adult led learning time, e.g. applying phonics skills by making labels in the construction area.

**Early Years Environment**

At Fishponds Academy, we recognise that the environment has the potential to have a significant impact on children’s learning, progress and engagement. Therefore, our learning environments must be fully focussed on the learning taking place, resources must be well organised, accessible and labelled with words and pictures. All areas of the environment must be well organised and tidy, clear of adult’s belongings in order to allow space for children’s learning. We believe this will encourage our children to respect and care for their learning environment and resources. The process of children’s learning should be celebrated in a way that is accessible to them. Displays should be calm and focussed, with all items displayed being for the purpose of boosting children’s self-esteem or allowing children to learn from them. All provision should be engaging and inviting, being monitored and adjustment according to children’s engagement and interests. Questions are a key tool used to moving children’s learning forward, so all activities will have a key question displayed so all adults can support learning accordingly. Adults use these questions to guiding children’s development through warm, positive interaction.

**Impact**

We strive to ensure that our children’s progress across the EYFS curriculum is good from their varied starting points. We also strive for children to reach the Early Learning Goals at the end of Reception and to be in line with National Expectations. The impact of our curriculum is measured by assessment procedures which allow us to measure outcomes against all schools nationally. We measure the percentage of pupils achieving age related expectations throughout the academic year, put supportive interventions in place if and when needed.

*Baseline Assessment*

Within the first 6 weeks of children starting Reception, teachers will complete the Reception Baseline Assessment (RBA) with each child. The RBA is an age-appropriate assessment of early mathematics and literacy, communication and language. It is delivered in English. The assessment has two components, each consisting of practical tasks using physical resources. There is an online scoring system for the class teacher to use as the pupil engages with the tasks. The RBA will be used to create school-level progress measures for primary schools which will show the progress pupils make from reception until the end of key stage 2.

Alongside the RBA, our reception teaching staff will carry out their own assessments of individual children to inform planning and provision, throughout the year, to ensure good progression of the children’s learning.

*GLD ( Good level of Development) Assessment*

At the end of the EYFS, staff complete 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

Teachers will then identify if children have achieved GLD. They will achieve this is if they have met the ELG in CLL(communication, language and literacy, PSED (personal, social, emotional development), PD (physical development) , M and L (Maths and Literacy/ English)

*Interim Tracking*

Between these 2 data drops, the children will assessed in the 3 prime areas (CLL, PSED, PD) and Maths and Literacy at the end of terms 2 and 4. The children will be given a level for these 5 areas giving a best fit judgement of the strands within them. Teachers will identify whether the children are working at, below or well below age related expectation using the ATE coding (At, Towards, Earlier stage of learning).

Class teachers and TAs use high quality and focused 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. This is used to ensure rates of progress are at least good for all children, including vulnerable groups such as those with SEND, disadvantaged (Pupil Premium) and children with English as an additional language (EAL). The impact of our curriculum will also be measured by how effectively it helps our pupils develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens. We endeavour for pupils to be Key Stage 1 ready and have our school values embedded by the time they leave reception, preparing them for their future. Evidence in children’s learning journeys support all areas of the EYFS curriculum.

*Observations and Online Learning Journeys*

In order to gather evidence towards the judgements, staff and parents contribute to Tapestry, an online learning journey. For further information on this please see our Early Years Observation policy.

**How do we ensure that our children are** ***‘Learning to Love’*?**

**12 Values for Life**

Our school values are very important to us, and underpin the life of the school, the way we behave and the way we work together. They are largely drawn from the Bible Passage about love found in 1 Corinthians 13 v 4-7.

We refreshed our values in December 2018, and you can see them on display around our school building and in every classroom. These values are:

Hope

Trust

Patience

Love

Forgiveness

Courage

Kindness

Truth

Justice

Generosity

Perseverance

Respect

**Collective Worship**

We work together to share our values, which although are rooted in Christian tradition, are inclusive for our whole school community. Each term we have a theme based on one of our values and explore a number of different issues through discussion of the ‘Question of the week’, both in Collective Worship time and in class. We seek to support children in reflecting upon, identifying in others and demonstrating in themselves the 12 Values for Life.

Code of Conduct / School Rules

As a school community, we have drawn up 3 rules that embody how we should treat one another.

These are the expectations we have of all our pupils and staff and of every visitor to the school.

1. Love each other as the school loves you.
2. Do your best in all that you do.
3. Behave in a safe and thoughtful way.

We understand that we all make mistakes and seek to enable to restore relationships where possible through a restorative justice process. For further information on this, please see the Behaviour Policy and Anti bullying Policy. These documents can be found on the school’s website.

Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Parents and/or carers are kept up to date with their child’s progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child’s knowledge, understanding and abilities.

Parents have access to our online learning journal throughout their child’s time in EYFS. Parents are actively encouraged to engage with their child’s journal and upload their own observations of children’s learning and experiences outside of school.

Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

Appendix 1. List of statutory policies and procedures for the EYFS

| Statutory policy or procedure for the EYFS | Where can it be found? |
| --- | --- |
| Safeguarding policy and procedures  | See child protection and safeguarding policy |
| Procedure for responding to illness | See health and safety policy |
| Administering medicines policy | See managing medical needs policy |
| Emergency evacuation procedure | See health and safety policy |
| Procedure for checking the identity of visitors | See child protection and safeguarding policy |
| Procedures for a parent failing to collect a child and for missing children | See child protection and safeguarding policy |
| Procedure for dealing with concerns and complaints | See complaints policy |