



Newton International School
West Bay

EYFS Teaching and Learning Policy 2022-23

Our Mission

We aim to provide the highest quality of education possible for students of all abilities. In doing so, we aim to positively encourage each student to achieve academic excellence, enjoy creative diversity, develop critical thinking skills and become lifelong learners and responsible citizens.

To achieve this, we will provide a diverse education, involving both child and adult led learning, in a safe, supportive environment that promotes self-discipline and motivation. We will provide and maintain a calm, trusting and caring atmosphere where teaching and learning are meaningful and developed. We will work in partnership with our staff, students, parents and wider community to achieve our vision.

Aims

At Newton International School West Bay, we adhere to the statutory guidance stated in The Statutory Framework for the Early Years Foundation Stage September 2021, and the four overarching principles that shape the practice in Early Years settings.

These include:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**
- 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
- Importance of **learning and development**. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).



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Outline of the EYFS Curriculum

Three 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

These characteristics underpin learning and development across all areas and support the child to remain an effective and motivated learner.

Learning through play

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

Continuous Provision

All areas provide appropriate resources to enable the children to access the curriculum. This may be changed and altered, depending on children’s interests. The resources are set out to enable the children to choose their own activity and resources where appropriate. (See provision policy)

Active Learning

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their own learning.



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Creativity and Critical Thinking

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open ended questions. Children can access resources freely and are allowed to move them around the spaces to extend their learning. At Newton West Bay we are introducing P4C (Philosophy for Children) to support critical thinking and develop their understanding of the world around them.

The EYFS framework includes seven areas of learning and development. Three of the areas are seen as particularly important and are therefore called the 'prime areas'.

Prime Areas

Personal, Social and Emotional Development:

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children are supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modeling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Communication and Language:

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial

At Newton West Bay we provide an environment where all children are valued and feel that they are listened to and have the right to speak. We are willing, active listeners who make time to listen to and value what children communicate. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, we will build children's language effectively. We recognise that each child is an individual and teachers use their understanding of child development to link experiences in an appropriate way.

'An international community of learners striving for excellence and celebrating success'



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Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from adults, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Physical Development:

Physical activity is vital in children's all-round physical development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood. By creating games and providing opportunities for play both indoors and outdoors, we support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye coordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Specific Areas

The following four areas include essential skills and knowledge for children to participate successfully in society:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Literacy

Phonics

Daily phonics lessons in both Nursery and Reception focus initially on developing phonological awareness and listening skills, before introducing a focused programme of synthetic phonics.



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Each Phonics lesson includes the following:

- **Revise** – Recap the previous environmental sounds or phoneme
- **Teach** – Introduce a new environmental sound or phoneme
- **Practice** – Develop the environmental sound or phoneme
- **Apply** – Use the new environmental sound or phoneme through vocabulary and exploring media and materials.
- **Assess** – Monitor progress within each environmental sound or phoneme to inform planning.

Reception children focus on high quality, systematic phonic work. This enables them to gain phonetic knowledge and skills with the expectation that they will become fluent decoders, having secured word building and recognition skills, by the end of Foundation Stage. Teachers encourage the children to apply phonetic knowledge as their first approach to reading and spelling, even though all words do not conform to regular phonic patterns. Provision is evident in all the different learning areas so that children have opportunities to read and write words as early as possible in meaningful contexts, such as captions and short texts that are within their phonic capabilities, with consideration that all words may not be entirely de-codable. We encourage the children to attempt to spell words for themselves, within range of their phonic knowledge, by building the confidence and strategies to attempt the unfamiliar. Teachers and Teaching Assistants support the children to apply the skill of blending in order to read words. We teach the children to segment words into their constituent parts in order to spell. We also teach the children that graphemes should be blended from left to right through the complete word, in order for it to be read. Within the teaching of phonics, teachers ensure that children are also taught the phase appropriate 'Tricky Words' which need to be learned by sight.

Reading

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) begins from birth. It develops when adults talk with children about the world around them and the books they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of pronunciation of unfamiliar words (decoding) and the speedy recognition of familiar printed words.

Each child in Reception participates in at least one teacher/adult-led guided reading session each week. Children are grouped by ability. During a guided reading session, the children read and respond to a challenging text, with the teacher supporting. Each session has an assessment focus against which children's knowledge and understanding are assessed. Guided reading provides an opportunity for children to demonstrate what they have learned about reading and to further develop and extend their reading fluency, use of expression, and comprehension skills.



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At the start of the second academic term Reception children take home reading scheme books. A home/school reading diary is used to record books read. Children are encouraged to read daily at home to an adult. Home reading is encouraged through meetings with Reception parents.

Writing

Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

At West Bay EYFS we provide opportunities for children to write for a reason, either in role play or in planning/designing during their play. We use Helicopter Stories to give children experience composing stories, for teachers to model writing and for children to use role play to act out these stories.

Mathematics

Developing a strong grounding in number is essential so that children all develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and ten frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures are provided. It is important that all children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.



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At West Bay we understand the importance of children interacting with their environment and organise a wide variety of half-termly educational visits to facilitate this. We also use the local park as a walking visit and visit local shops with children when possible and pertinent.

Expressive Arts and Design

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding of self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

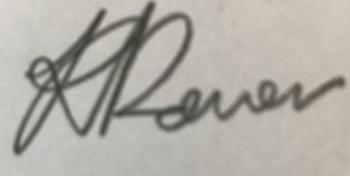
Observation, Assessment and Planning

Newton West Bay approaches the education of pre-school children mostly through a child-led approach, following the children’s interests and curiosity. This approach ensures that they are engaged and develop the persistence and resilience they need to succeed. Teachers interact and ‘play’ with the children, planning in the moment when a teaching opportunity arises.

We make regular assessments of children’s learning in collaboration with parents/carers and use this information to ensure that identified needs and interests are addressed. Assessment in EYFS West Bay: we use an online program called Tapestry. This online learning journal allows teachers to record the children’s learning, and is used as a way of showing a broader picture of a child’s development utilising a ‘best fit’ model as to whether the children are on track to achieve a Good Level of Development (GLD) by the end of Reception. At the end of each term, EYFS provides a written summary to parents, reporting their child’s progress against the Expected Goals.

Last reviewed in August 2022 by Ms Dower – EYFS Coordinator

Next due for review in August 2023

		
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