



# Montpelier Primary School

## **Early Years Foundation**

## **Stage Statement**

Montpelier Primary School is part of the Greenshaw Learning Trust.

The Greenshaw Learning Trust is a charitable company limited by guarantee registered in England and Wales, company number 7633694, registered at Greenshaw Learning Trust, ORU Sutton, Throwley Way, Sutton, SM1 4AF.

## **Montpelier Primary School**

### **EYFS Teaching, Learning & Curriculum Statement**

This EYFS Teaching, Learning & Curriculum Statement has been adopted in accordance with and pursuant to the Curriculum Policy of the Greenshaw Learning Trust.

It is the responsibility of the local governing body and Headteacher of the school to ensure that their school and its staff adhere to this policy. In implementing this policy school staff must take account of any advice given to them by the CEO and/or Board of Trustees.

This policy is subject to the GLT Curriculum Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict, then the GLT Curriculum Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the CEO should be consulted.

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### **Contents**

#### **Part A:**

##### **1.1 Application**

##### **1.2 Approval and review**

##### **1.3 Terminology**

#### **Part B:**

##### **1.1 INTRODUCTION**

##### **1.2 OUR UNDERLYING VALUES**

##### **1.3 OVERARCHING CURRICULUM INTENT**

##### **1.4 EYFS CURRICULUM INTENT - Greenshaw Learning Trust Early Years Vision**

- **The unique child**
- **Enabling environments**
- **Learning and development**
- **Characteristics of Effective Teaching and Learning**

##### **1.5 EYFS CURRICULUM IMPLEMENTATION**

##### **1.6 EYFS CURRICULUM IMPACT**

##### **1.7 WORKING WITH PARENTS**

##### **1.8 REVIEW**

## **Part A:**

### **1.1 Application**

This EYFS Teaching, Learning & Curriculum Statement applies to Montpelier Primary School.

It is the responsibility of the Governing Body and Headteacher to ensure that their school and its staff and visitors adhere to this statement.

If there is any question or doubt about the interpretation or implementation of this Publication Scheme, the Headteacher should be consulted.

### **1.2 Approval and review**

Maintenance of this statement is the responsibility of the School EYFS lead, in collaboration with the Headship Team.

This Statement was approved by the Governing Body: [GB meeting 4 \(March 2022\)](#).

This Statement is due for review by: [31st March 2025](#).

### **1.3 Terminology**

- The Trust means the Greenshaw Learning Trust (GLT).
- School means a school within the Greenshaw Learning Trust.
- Headteacher means the headteacher or principal of the school.
- CEO means the chief executive officer of the Greenshaw Learning Trust.
- Governors and Trustees includes governors, Trustees, non-governor members of Trust Committees and members of the Trust Panel.
- Governing body (GB) means the committee of the Board of Trustees to which Trustees have delegated appropriate powers and functions relating to the governance of the school.
- GLT Data Protection Officer means Judicium Consulting Ltd.
- School Data Protection Lead means the point of contact for data protection matters for staff, pupils and parents within the school
- In this policy references to the Greenshaw Learning Trust will be read as including the Greenshaw Learning Trust shared service and all schools in the Greenshaw Learning Trust.

**Part B:**

**1.1 INTRODUCTION**

**The EYFS Teaching, Learning & Curriculum Statement aims to ensure:**

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life.
- Quality and consistency in teaching and learning so that every child makes good progress, developing a love of learning and harnessing the attributes of being curious, creative and confident.
- Close partnership working between practitioners and with parents and/or carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

**1.2 OUR UNDERLYING VALUES**

Our aim is for everyone to feel valued and celebrated, challenged and supported. While we understand that academic achievement is important, we believe that first and foremost we need to feel safe and happy; when that is secure then all the rest will follow.

We want to make sure that our children develop a passion for learning. We cannot teach them everything that they will ever need to know, but we can teach them how they can always go about learning it. We are not afraid to make mistakes or to get in 'the learning pit'. We want all of our school family to be 'Curious, Creative and Confident'.

Curious, creative, confident		
Curious <i>'a willingness to engage with the unknown and a longing to find out more, how and why beyond the obvious'</i>	Creative <i>'</i>	Confident <i>'an assurance that getting out of your comfort zone is a safe place to be and ..... about trying something new</i>
<ul style="list-style-type: none"> <li>• Ask questions</li> <li>• Observe detail</li> <li>• Excited by the unknown</li> <li>• Seek more</li> <li>• Explore the new</li> <li>• Eager to extend their learning</li> <li>• Follow own learning path</li> <li>• Taking every opportunity</li> <li>• Try something new</li> <li>• Determined to find an answer</li> <li>• Going beyond surface level</li> <li>• Thinking for themselves</li> <li>• Know where to go and where to find out more</li> <li>• Strategies to find out more</li> <li>• Explore their own interests</li> <li>• Explore my environment</li> <li>• Learn from experiences of others</li> <li>• Motivated</li> <li>• Inspired to learn</li> <li>• Self-motivated</li> <li>• Bold to explore their thoughts</li> <li>• Challenge what is presented to them</li> <li>• Experiment</li> </ul>	<ul style="list-style-type: none"> <li>• Developing ideas in different ways</li> <li>• Challenge the obvious</li> <li>• Forge new paths</li> <li>• Problem solver</li> <li>• Build on what we already know</li> <li>• Having their own ideas</li> <li>• Having a plan b</li> <li>• Not afraid to invent</li> <li>• Prepared to engage with open-ended tasks</li> <li>• Aware that everyone can contribute</li> <li>• Not afraid to make mistakes</li> <li>• Keen to make improvements</li> <li>• Re-visit experiences to delve deeper</li> <li>• Uniqueness is apparent</li> <li>• Presents things differently</li> <li>• Resourceful</li> <li>• Enjoy challenges</li> <li>• Thinking outside the box</li> </ul>	<ul style="list-style-type: none"> <li>• Take risks</li> <li>• Know our own mind</li> <li>• Value and listen to others' view points</li> <li>• To know when you've made a mistake; we learn from them</li> <li>• Work in the unfamiliar</li> <li>• Share ideas</li> <li>• Inner strength</li> <li>• Self-worth</li> <li>• Express themselves</li> <li>• Knowing their opinions are valued</li> <li>• Faith in their knowledge</li> <li>• Prepared to have a go</li> <li>• Will persevere</li> <li>• Communicate effectively</li> <li>• Learn from my mistakes</li> <li>• Prepared to take risks</li> <li>• Convictions in their beliefs</li> <li>• Recognise their own achievements</li> <li>• Self-assured</li> <li>• Independence</li> </ul>

		<ul style="list-style-type: none"> <li>• Excited to be out of their comfort zone</li> <li>• Share opinions</li> <li>• Don't use others as a measuring stick for their success.</li> </ul>
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### 1.3 OVERARCHING CURRICULUM INTENT

At Montpelier we aim to provide a rich and varied learning experience allowing children to develop their knowledge, skills and attitudes so they can be 'curious, creative and confident'. Our curriculum and approach to teaching and learning aims to:

- Ensure children achieve the early learning goals (ELGs), are at a 'Good Level of Development' and ready for the National Curriculum by the end of EYFS.
- Develop a 'growth mind-set' and support children to become lifelong learners.
- Develop a respect for their own and other communities and cultures.
- Enable children to become curious, creative and confident learners.
- Give children the confidence, knowledge and skills to work both independently and collaboratively.
- Fosters children's self-esteem and help them build positive relationships with others.
- Encourage children to respect the ideas, attitudes, values and feelings of others.
- Teach children to have an awareness of their own spiritual development, and to understand right from wrong.
- Promote equality and diversity.
- To develop the whole child for the world beyond their Primary School experience.

### 1.4 EYFS CURRICULUM INTENT - Greenshaw Learning Trust Early Years Vision

We are committed to providing the best possible early education for all our children at Montpelier Primary School and within the Greenshaw Learning Trust.

#### The unique child

We want our children to be independent thinkers and effective communicators who are capable, confident and self-assured. We want our children to be constantly developing their curiosity and resilience whilst learning to be strong through positive relationships where there is equality of opportunity for all.

#### Enabling environments

We believe in providing all children with a safe and stimulating environment that builds on each individual's wants, needs and interests. We value the importance of our outdoor and indoor environments and believe that these offer children the opportunity to think creatively and critically and develop problem solving skills.

#### Learning and development

Our children have the opportunity to learn through play. Learning will be active, engaging and suitably challenging; recognising that children develop and learn at different rates. Adults provide high quality interactions, are role models for learning, teach children skills and provide experiences which ensure their well-being and success now and in the future. Fundamental to this is consistently high quality learning opportunities that develop a rich vocabulary, practise and review skills and knowledge so that what children know, can remember and do is strong. Our children benefit from strong partnerships between all adults and parents/carers.

#### Characteristics of Effective Teaching and Learning

Through playing and exploring we want children to be given opportunities to investigate activities with a 'have a go' attitude. We expect learning to be active and encourage children to use their own ideas and make links within their learning by creating and thinking critically.

Our curriculum aims to encourage independent, inquisitive and happy learners. We recognise children's prior learning and various starting points, and create a holistic curriculum that maximises cross-curricular links and builds strong foundations for the future.

### 1.5 EYFS CURRICULUM IMPLEMENTATION

Our curriculum is based on the Early Years Foundation Stage (EYFS) statutory framework and Development Matters (2021), the non-statutory curriculum guidance for EYFS. The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

- quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind
- a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- partnership working between practitioners and with parents and/or carers
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The learning and development requirements cover:

- the areas of learning and development which must shape activities and experiences (educational programmes) for children in all early years settings
- the early learning goals that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five)
- assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers)

Four guiding principles should shape practice in early year's settings. These are:

- 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**. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities (SEND)

Our curriculum follows learning principles essential to children's learning and development:

- The earliest years of life are important in their own right.
- Children should be supported to learn and develop at their own unique pace.
- Play is an essential aspect of all children's learning and development.
- Learning happens when developmentally appropriate.
- Independent and interdependent learning experiences create a context for personal development and are the foundation of international mindedness.
- Knowledge and skills development lead to an increasing sense of understanding when children are provided with opportunities to explore and express their ideas in multiple ways.
- Learning should be motivating, engaging and fun, opening up a world of wonder for children where personal interests can flourish.

In our EYFS classes, children learn through a balance of child-initiated and adult-directed activities and challenges. In EYFS, the weekly timetable is structured so children have directed teaching themed topics (based on the IEYC), mathematics and phonics every day. There are also regular 'PSHE' sessions focussing on communication and language and personal, social and emotional development. Some sessions are taught through group work where children work independently or with a member of staff, allowing them to systematically check for understanding, identify and respond to misconceptions and to provide real-time verbal feedback.

Children are provided with time to engage in exploration through a variety of experiences in and outside of the classroom. These experiences are planned to support all areas of children development as well as to promote sustained thinking and active learning. This provision particularly supports physical development, personal, social and emotional development and communication and language skills.

Reading is at the heart of our curriculum. We use a systematic phonics scheme to support the teaching of reading. Whole class texts are chosen to match the year group allocated author. Children also enjoy reading and listening to a variety of books and stories through the planned, whole class, small group or individual, opportunities provided by the EYFS team. These help to develop vocabulary and comprehension skills, develop familiarity with high quality texts and provide a model for reading with expression. Children have access to books which are matched to their phonic understanding, but also those which are linked to themes and their interests.

Our mathematics curriculum emphasises the key concepts of number, calculation and shape, space and measures.

Children learn knowledge and skills through games and tasks using manipulatives which are then rehearsed and applied during exploration and adult lead activities. Collaborative and practical mathematics experiences are carefully designed to help children remember what they've been taught and to integrate their new knowledge into larger concepts.

Our inclusive approach means all children learn together, but if children are not making progress or finding particular areas of the curriculum difficult, additional support and interventions are put in place.

## **1.6 EYFS CURRICULUM IMPACT**

Our curriculum is designed to help children work towards achieving the overall curriculum aims and specifically, to meet the early learning goals (ELGs) and be at a 'Good Level of Development' by the end of EYFS.

Ongoing assessment is an integral part of the learning and development processes. Teachers and support staff observe and talk to the children while they are learning, playing and interacting with others in order to identify their level of achievement, interests and characteristics of effective learning. These observations are used to both shape future planning and to support or challenge a child 'in the moment'. Parents and carers are involved in the process through the use of 'Tapestry', which allows interaction and the sharing of information between home and school.

Summative assessments are completed half-termly and are recorded internally before being shared trust wide on SIMS. Teachers use this process to identify gaps in learning and to shape future planning and provision. 'Cohort profiling meetings' are held to identify and the year group priorities and to establish next steps.

The Headship Team (HST), alongside members of the Senior Leadership Team (SLT) - English, Maths, SENDCo and EYFS lead - regularly monitor the effectiveness of teaching and the curriculum through learning walk observations, monitoring visits, data analysis, pupil voice, moderation and other activities. The Trust's Director of Primary Education visits the school regularly to quality assure this work. The HST report to the school's Governing Body and to the Trust's Standards Committee. Governors / trustees ask questions and undertake focussed visits to the school to look at a specific aspect of teaching, learning and curriculum.

## **1.7 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 through the online system Tapestry. In the EYFS parents have the opportunity to attend three parent consultation evenings to talk about their children's learning and development. Children receive a written report at the end of the summer term.

The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

### **1.8 REVIEW**

This statement is reviewed by the governing body every three years.