



An overview of the Early Years at Bamford Academy



An Introduction to the Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) is a framework which supports the developmental stages of how young children learn to allow these natural instincts to thrive through play. At Bamford we place huge emphasis on getting to know each unique child and developing positive relationships with parents/carers, by doing this we can provide a meaningful, enabling environment with quality interactions to promote the developmental and educational progress in our children.

The Characteristics of Effective Learning

Playing and Exploring

Active Learning

Creating and thinking critically

These styles of learning provide the opportunity for reflection on how children learn differently in order for us to plan and provide quality provision and interactions. This will ensure consideration for all types of learners to thrive in our learning environment, in a way which is accessible and comfortable for the individual/unique child.

The Prime Areas

Personal, Social and Emotional Development

Communication and Language

Physical Development

The EYFS framework identifies these areas as laying the foundations for the children to become successful in all other areas of learning. By developing these foundations, the other areas of learning can be built up on successfully and are more easily accessible for all children. We recognise these foundations during the children's transition period into Bamford Academy. We include the first term as part of transition ensuring children feel safe, secure and confident to learn, be challenged and be inspired to achieve, before we introduce the teaching of skills from the specific areas.

The Specific Areas

Literacy

Mathematics

Expressive arts and design

Understanding the world.

The EYFS framework highlights these areas as the skills children need to develop and learn in school and in life. At Bamford some of these skills are taught in a consistent way throughout school to support the children's progress.

The reading and writing aspects of Literacy are very closely linked, using schemes of learning such as 'Read, Write Inc' and 'Talk for Writing' to support confidence, independence and a love for reading and writing. Please see additional documents for more information on Read Write Inc and Talk for Writing. Place value, patterns with numbers and reasoning are crucial in the understanding of making links with all aspects of Maths. In Reception, we embed these number facts to lay the foundations of mathematical learning to, again, support progression throughout the school. Reception at Bamford Academy is not just to settle the children into their new school but introducing them to the consistent curriculum they will experience throughout their time at school.

Parent Partnership

We aim to develop an excellent relationship with parents and carers in order to share with you what you know about your child in order to help us develop their learning to the best that we can. You can support us getting to know your children, their likes and dislikes and what has been happening at home which we can incorporate into their learning. Communication through school apps such as class dojo and Tapestry is available and encouraged if you are unable to attend school to drop off or collect your child. We also hold a coffee morning every Friday, where you can join other parents in the dining hall for breakfast from 8.15am and bring your child into the classroom between 8.30-8.40am to see what they have been learning in school. Please also look out for the weekly newsletter to find out what has been happening and what is coming up in school.

Observation and Assessment

We use a programme called Tapestry to complete regular observations on the children's achievements to ensure, as they play, these moments are captured. These observations are linked to the relevant aspects of the EYFS framework and are shared half termly with yourselves through email. We hold two parent's evenings and you receive two reports throughout the year to present and discuss your child's progress. Each child also has their own learning journey in class where your child's physical evidence is kept, such as pictures, writing, etc.

Topics and Themes

We do have a yearly plan of overarching themes, however, these are subject to change in order to adapt learning to the children's interest. Following children's interest to support learning in early years promotes a positive and engaging learning experience. The overarching themes take into account annual celebrations, the environment and certain times of the year which will provide the children with knowledge of what is current in the world around them. The observations we carry out using Tapestry, the knowledge we share between the early years team and communications with yourselves as parents, informs our week to week plans to ensure children's learning is current and meaningful, to instil a love for learning and an inspiration to achieve.

Thank you for taking the time to read this document.

