



## Dean Valley Community Primary Early Years Foundation Stage Pedagogy

Learning in the Early Years at Dean Valley has always been and will always be directed by the children. We aim to offer engaging and exciting experiences; children are only in Reception ONCE and this is something that resonates with our EYFS team. We aim to provide the strongest of foundations at the start of every child's learning journey at Dean Valley and beyond. The Dean Valley EYFS curriculum is designed to equip children with the skills and knowledge to start their journey as lifelong learners. The team aim to provide children with experiences both inside and outside of the classroom, come rain or shine; making use of our school grounds and local community to enhance learning. At Dean Valley we enter into a partnership with parents to ensure all aspects of each child's life is part of their learning tapestry.



### **Learning environment**

Our learning environment is carefully designed to offer a provision that is inviting, accessible and engaging to all. The basic provision covers a wide variety of opportunities and to capture interests through child-led learning. We want an environment where children can play and explore using our basic provision but also with ever-changing enhancements to ensure engagement and challenge. We hope that children feel ownership over their classroom. The classroom acts as a tapestry of the learning that has taken place there. Through photographs, art work,



writing and maths anyone that enters our space can see the journey we are taking as a class and the learning that has taken place. Each year this journey will be different but always guided to ensure the children develop the skills and knowledge set out in our curriculum.

### **Role of the adult**

All practitioners at Dean Valley recognise that every child is an individual and is considerate that learning needs to capture their interests. Through developing relationships and interaction, we strive to develop a mutual respect between adults and children. We listen to children, give them time, we use our manners, we play with them, we take turns, we share and expect the same in return. Helping us to develop well rounded little people. Having this relationship then impacts children through sharing knowledge and developing essential social skills.

### **Teaching approach and learning experiences**

At Dean Valley we balance child initiated learning with adult led session and group work. Child led learning gives us chance to draw upon opportunities as they arise. Each cohort is different and as so the long term plan sets out what learning will take place but not the topic. Topics are inspired by individual's ideas or interests and can span for different periods of time. A topic that takes the interest of one cohort may last for four or five weeks but may only capture another cohort for one or two. Flexibility, knowing our children and assessing the need guides our approach at Dean Valley.

We recognise the value of routine in a child's day, this can help children to feel more confident and secure. Our approach is to assist children build their independence skills; something we have identified children need as the progress as learners. It may be quicker for an adult to do something if a child asks rather than showing them how to do it themselves. But we do not accept this, we take the time to assist children to do it for themselves and learn how to do it independently the next time. This then allows our team to have more time in future to extend learning further or engage children new experiences or skills.

We carefully plan our days to ensure we are achieving all that we can by providing the optimal amount to time for continuous provision without interruptions.

### **Transition**

At Dean Valley transition starts as soon as a family has accepted their place at our school. We provide a welcome for both parents and children from the Head Teacher and Class Teacher, we open lines of communication via email, we provide tour videos and transition visits. We offer all children a gift of a small cuddly toy these have been mice or owls in past years. We then ask children and their family to enjoys lots of



adventures with their toy and record these in a scrapbook. The toy and the scrapbook come into school in the first week and are a fantastic tool to aid transition. This allows children some security but they can then be used as a tool to develop relationships with adults and peers. They also support baseline assessment as they offer a chance for children to speak. We also recognise the transition from EYFS into the National Curriculum when moving into Year 1. Providing a secure foundation in Reception equips children with the knowledge, skills and language to confidently progress into Year 1. A dialogue between EYFS and Year 1 staff ensures that we all know where each child is both academically but socially and emotionally too. The EYFS team are aware of the whole school spiral curriculum and how the learning children have done in Reception can lead into subject areas. And likewise the rest of the teaching staff understand the foundations that have been laid in Reception for each curriculum are to build upon.

At Dean Valley our team is dedicated, hardworking and always strive to support every child to achieve their potential.