

What makes **EYFS** at **GEMS TBS** special

Every student deserves the best possible start to life to enable them to reach their full potential. The Statutory Framework for the Early Years Foundation Stage sets the standards for learning, development and care for children from birth to five.

Effective practice in the Early Years at GEMS TBS is built on four guiding principles:

A Unique Child

recognises that every child is a competent learner from birth who can be resilient, capable, confident and self-assured

Positive Relationships

describes how children learn to be strong and independent from a base of secure relationships with parents and a key worker

Learning and development

the development of the understandings, skills and dispositions to serve the local and global community through engagement in meaningful service-learning,

Enabling Environments

explains how the environment plays a key role in supporting and extending children's development and learning. Children learn and develop well in an enabling environment, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, and parents and carers.

As we all know, for a building to withstand the test of time it needs a strong foundation. The same is true of children's education. That is why we are committed to providing the educational experiences and choices necessary to develop the learning characteristics that will support your children throughout their lives. Our youngest learners benefit from specialist teachers in music and physical development who supplement our early years' provision.

You will see in the following that the TBS family goes beyond the teacher child relationship. It wraps around your child; they are loved and because of this they grow and developed.

We look forward to welcoming you to the TBS family and our Foundation Stage.



Clare Sharp

Principal/CEO



The Areas of Learning and Development

In the Foundation Stage, there are seven areas of learning that shape the curriculum. All areas of learning and development are important and interconnected. Three prime areas are:



Communication
and language (CP)



Physical
development (PD)



Personal, social and
emotional
development (PSED)

Sitting alongside the Prime areas are the four specific areas through which the three Prime areas are strengthened and applied. The Specific areas are:



Literacy



Mathematics



Understanding
the World



Expressive arts
and design

Educational programmes at TBS involve activities and experiences for students as follows:

Communication and Language Development involves giving opportunities to experience a rich language environment, to develop their confidence and skills in expressing themselves and to speak and listen in a range of situations.

Physical Development involves providing opportunities to be active and interactive and to develop their coordination, control and movement. Students are also helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Personal, Social and Emotional Development involves helping students to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups and have confidence in their own abilities.

Literacy Development involves encouraging the linking of sounds and letters and begin to read and write. Students are given access to a wide range of reading materials (books, poems and other written materials) to ignite their interest.

Mathematics involves providing opportunities to develop and improve skills in counting, understanding and using numbers, calculating simple addition and subtraction problems and describing shapes, spaces and measures.



“They may forget what you said but they will not forget how you made them feel.” TBS FS Teacher

Understanding the World involves guiding students to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive Arts and Design involves enabling learners to explore and play with wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

In the Early Years Foundation Stage, consideration is taken to meet the individual needs, interests and stage of development of each child and this is used to plan a challenging and enjoyable experience for each child in all the areas of learning and development.



▶▶▶ Learning Through Play

Play underpins the delivery of the Early Years Foundation Stage curriculum. It is through play that children develop **intellectually, creatively, physically, socially and emotionally**.



Play is essential for children's development, fostering optimal growth, learning and development across all domains - **physical, cognitive, social and emotional** - throughout childhood. Play provides a vehicle for children to both develop and demonstrate knowledge, skills, concepts and dispositions.

Open-ended, student-initiated

Playful opportunities in a rich environment are the most important and integral part of our early years' education at TBS and the staff throughout the Foundation Stage adopt a continuous provision approach to play, enabling students to move freely around our learning environment (indoors and outdoors) following their own interests.

▶▶▶ Assessment and Reporting

In each area of learning, there are expectations for achievement known as the 'Early Learning Goals'. These form the skills, knowledge, understanding and attitudes that children should have acquired by the end of Foundation Stage. It is recognised at TBS that a holistic approach that focuses on a child's well-being and social and emotional development underlies all learning.

Assessment plays an important part in helping parents, carers and practitioners to recognise student progress, understand their needs, and to plan learning experiences and support.

On-going assessment is an integral part of the learning and development process and in the Foundation Stage, staff observe and analyse the individual learning in order to plan for the next steps.



Assessment and Reporting

Students are regularly observed in order for staff to understand their level of achievement, interests and how they learn best, and to then shape learning experiences for each child. We value the observations that parents and carers also share with us.



So what makes us special? <<<

As a school that we put these principles into practice and this is only possible through the skills of our FS teachers and the relationships they form with each and every child in their class and the Foundation Stage Unit.

Supportive student-teacher relationships improve motivation, inspire achievement. However to be successful these positive relationships need to be based on trust, transparency and mutual respect. In FS the relationship-based working is about being warm, supportive and empathetic.

"When they grow up...They may not remember my name; they may not remember my lessons; but I hope they never forget how much I care."

"One of the main themes of the EYFS Development matters is "positive relationships". This is not limited to the relationship between children and their teachers or children among themselves, rather extends and crucially includes parents as well. I strongly believe that these positive relationships are an essential factor to a child's successful learning experience, especially during the foundation stage."

"20 years ago, when I started teaching small children, I will always remember my mother's words to me she said "Maggie these children are your responsibility, don't let anything happen to them. Love and look after them as if they are your own children" These words always stay in my head"

I always tell my children from day one that " I'm their mum away from home", so when at school anything they need to tell mum, they can talk to me about it. This immediately gives them a sense of belonging and it reinforces their comfort zone"

"To quote Maria Montessori; "Now, what really makes a teacher is love for the human child; for it is love that transforms the social duty of the educator into the higher consciousness of a mission" And how true is that! Think of the teachers you

remember the most in your life. I am sure that, more than whatever subject they taught you, it is the impact of their relationship with you that you recall and cherish. Did a favourite teacher lead you to love mathematics although you hated it before? That is the power of relationships."



Let's meet some of FS teachers of TBS and their views of the importance of our relationship with your child.

This is what they say..