

# The Guiding Principles of the Early Years Foundation Stage at The Mary Bassett Lower School

Children within our EYFS are **inquisitive, motivated** learners. They are provided with an environment which promotes the development of strong habits of mind and learning behaviours which provide a solid foundation, enabling them to **discover, explore, create, solve problems, reflect and self-regulate**. Children are guided by an **enthusiastic, nurturing and empowered staff team**, who ensure children are immersed in a provision which **celebrates diversity, self-awareness and the wider world** to support their growing awareness and control of the processes of thinking and learning. **Play, time, space and freedom to express themselves and develop their interests**, alongside **sustained shared thinking** all contribute to the development of them as **creative, curious, resilient, resourceful and respectful learners**. Underpinning all of the learning and provision within our setting are the four principles of the EYFS **positive relationships, learning and development, enabling environments and a unique child** which build on the four values of MBLS; **MOTIVATE, BUILD, LEARN, SUCCEED!**



## Motivate

### Positive relationships

Parents make a crucial difference to children's outcomes, promoting a strong home-school relationship will support learning.

Parents are children's first and most enduring educators.

Each unique family must be welcomed and listened to and staff have a responsibility to work with all families.

Consider levels of engagement to make the most of relating to parents and adapting the delivery of information to parents when needed.

Clear leadership regarding partnership with parents will provide the right foundation for home-school relationships.

The key person helps the child to feel known, understood, cared about, and safe and will provide next steps and a strong knowledge of the child's learning and development.

Peer relationships are promoted and nurtured along with negotiation and self-regulation skills, which are taught and promoted by skilled staff.



## Build

### Learning and development

Follow the child's lead to the meeting of minds. Children's interests are built upon and encouraged, whilst ensuring challenge and progression.

Children and adults construct the curriculum together which evolves with each cohort.

Empowered and knowledgeable practitioners can decide when to observe, when to interact, and how to respond to the child and enhance the learning experience of the children.

Learning together with adults and with other children is important across all contexts and all curriculum areas.

Staff autonomy allows for support, extend and teach children based on your observations and assessments

Observe children as they interact in their play, everyday and planned activities, and learn from parents about what the child does at home.

Reflect on what you have noticed to help you understand the children and support their development.



## Learn

### Enabling environments

Highly skilled and knowledgeable practitioners optimise the development and learning potential of every child, adapting provision and using questioning to promote learning and development.

Children are unique and holistic learners, thriving within environments that support their individual and diverse motivations, interests and needs.

Enabling environments offer children security, comfort, engagement and opportunity. They are adapted to meet the specific needs of each cohort.

Children's learning is best supported when they have opportunities which allow for movement and action, creativity and imagination, independence and collaboration.

Time outdoors benefits children by offering unique opportunities and a broader context for learning.

Open-ended resources enable children to access and combine processes of development and learning.

Inclusive spaces are nurturing and supportive of all children. They provide a balance of calm, reflective spaces with adequate space for physical and imaginative play.



## Succeed

### A unique child

To learn well, children must approach opportunities with curiosity, energy and enthusiasm. They must be provided with a purposeful and adaptive provision which promotes their individual learning and development. Their environment must provide a suitable and adaptive environment where they can explore, nurture and develop their interests with skilled staff who promote learning. Resilience and self-regulation skills underpin the guidance of the staff and children are equipped with the skills to manage themselves and their behaviours.

#### Characteristics of Effective Learning

- **Playing and Learning: ENGAGEMENT**  
Finding out and exploring the environment. Playing with what they know and exploring new ideas. Being willing to 'have a go'
- **Active Learning: MOTIVATION**  
Being involved and concentrating. Perseverance. Enjoying achieving what they set out to do.
- **Creative and Critical Thinking: THINKING**  
Having their own ideas Making links. Developing their ideas. Experiences and activities that relate to the Areas of Learning and Development. Children are provided with opportunities to have autonomy and develop their own ideas, whilst provided the contexts to practise their learning behaviours.

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## **The Mary Bassett Lower School EYFS Curriculum Rationale**

This curriculum was developed in response to the identified needs of children entering MBLS, with the approaches promoted in Birth to Five Matters best aligning with the focus on a holistic approach to early education, promoting the prime areas, as well as, self-regulation and early play development. Ensuring the curriculum at MBLS emphasises the progression of learning is fundamental to our curriculum design. Birth to Five Matters provides this continuum through the use of ranges in place of age bands, whilst emphasising the importance of the Characteristics of Effective Learning as the foundations of on-going learning and development. Birth to Five Matters places increased focus on play as a tool to enhance development and learning, whilst promoting the role of the adult as the facilitator, moving them away from a 'tick-box' approach and instead using practical, summative practitioner knowledge to monitor pupil progress.

With research indicating that for children growing up in disadvantage, the prime areas of the EYFS and Characteristics of Effective Learning are fundamental in promoting their success, in the wake of the global pandemic, the focus on these areas for all children is vital in supporting early intervention and play skills for the children at MBLS.

Birth to Five Matters makes clear the importance of play, of following the interests of the child and building learning around this. Creating a curriculum which enables children to focus on what they are doing, without interruption, with the support of staff developing their interests through carefully constructed planning, provocations and language development was fundamental in this curriculum design.

The format of the MBLS curriculum conceptualised the learning and development continuum, providing visual representation of the transition through the ranges for children within the EYFS, providing all stakeholders with a clear understanding of the progression of skills within the EYFS at MBLS.