



Rosecroft Primary School & Nursery

Early Years Foundation Stage

(EYFS) Policy

Approved by:

Date:

Last reviewed on:

Next review due by:

Contents

1. Intent.....	3
➤ Aims	
➤ Structure of EYFS Provision	
2. Implementation.....	4
➤ Curriculum	
➤ Planning	
➤ Teaching	
➤ Assessment	
➤ Working with Parents	
➤ Policies	
➤ Monitoring	
3. Impact.....	11

Our Intent

At Rosecroft we follow the statutory framework and guidance detailed in the EYFS to observe, plan and teach children in early years. This policy is based on requirements set out in the 2021 [Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

- ✓ We aim to make the child's first experience of school happy, positive and fun.
- ✓ We aim to foster a love of learning and develop enquiring minds
- ✓ We aim to instil the Characteristics of Effective Learning such as independence, resilience and confidence
- ✓ We aim to promote emotional well-being
- ✓ We aim to build positive relationships and work in partnership with families (recognising that parents are their child's first and foremost educator), carers and professionals to support every child to develop and learn.
- ✓ We aim to ensure every child accesses a broad and balanced curriculum that gives them the extensive range of knowledge and skills needed for good progress through school and life
- ✓ We aim to provide quality and consistency in teaching and learning so that every child makes progress
- ✓ Every child is included and supported through equality of opportunity and anti-discriminatory practice

We provide a broad and balanced Early Years curriculum:

- ✓ Based on the Early Years Foundation Stage Framework in Reception
- ✓ Built on first hand experiences and purposeful interactions
- ✓ Through 'learning in the moment' opportunities and carefully planned adult or child-initiated activities
- ✓ Promoting the skills and attitudes the Key Stage One curriculum will demand

Over the past year, we have developed our curriculum to not only meet, but exceed, the requirements of the EYFS Framework by providing children with exciting and engaging learning opportunities. We aim to provide opportunities for rich experiences through enhanced provision, rich texts, visitors and visits to sites in our local community in order to hook the children in to their learning. Alongside this, we ensure progression of knowledge and skills in preparation for future learning across the school. Our curriculum is designed with our children at the heart. We want our children to be autonomous, independent learners who are self-motivated to learn through play. We encourage our children to: seek out and enjoy challenge, work collaboratively with others and be reflective about their learning and progress.

At Rosecroft we set high expectations and give equal opportunities to allow all children to reach their full potential. We teach through a range of teaching methods including child-initiated learning, whole class teaching and through adult interactions within the provision where in the moment learning takes place. We encourage children to seek out their own challenges by enhancing the provision areas with opportunities for the children to apply their Characteristics of Effective learning such as resilience, problem solving skills, creativity and curiosity. At RPS both our Nursery and Reception grounds include an outdoor space. Children in EYFS are encouraged to access outdoor learning opportunities daily.

Structure of the EYFS

Our nursery provision takes children aged 3 to 4 years old. The children in our Reception unit start at the beginning of the academic year after their 4th birthday. The children are offered full-time provision after 1 week of part-time transition to enable a smooth start to school.

Implementation

Curriculum

Our early years settings follow the curriculum as outlined in the 2021 statutory framework of the EYFS. The EYFS framework includes 7 areas of learning and development that are equally important and interweaved to provide a strong foundation for successful learning throughout their time in education. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning. These three areas support building our children's capacity to learn, form relationships and thrive.

The prime areas are:

- ✓ Personal, social and emotional development
- ✓ Physical development
- ✓ Communication and language
- ✓ The prime areas are strengthened and applied through 4 specific areas:
- ✓ Literacy
- ✓ Mathematics
- ✓ Understanding the world
- ✓ Expressive arts and design

Personal, social and emotional development

We strive to enable children to be safe, happy and independent. At Rosecroft, PSED is about learning how to be a good friend, learning about our feelings and the feelings of others. We build up our self-esteem and confidence, learning how to play nicely together and take turns, listen to our friends and work together. We learn about behaviour and are confident when our routine changes and understand how to follow the rules.

Physical Development

Our stunning environment enables us to make the most of the outdoors and we encourage children to play outside as much as possible. Our intention is that children will develop their gross motor skills and learn how to take measured risks when using the large construction, climbing equipment, bikes and loose parts. There is a well-established and comprehensive PE curriculum, which includes dance, movement, stretching and fundamental PE skills. Fine motor skills are developed through daily 'funky finger' activities and use of tools within the provision.

Communication and Language

Children are encouraged to listen and communicate appropriately. We enhance the provision areas to reflect the focus topic and to promote rich language opportunities through introducing new vocabulary to our pupils. Enhancements include role-play, small-world and story-making opportunities. This helps children to learn and use new vocabulary introduced, applying autonomously throughout their own self-led learning as they continue their progress. Children are encouraged to ask questions and contribute to whole-class and group discussions whenever possible.

Reading

We aim to teach children to read and develop a love of books as soon as they arrive at school, and books are used to teach topics and to enhance our whole curriculum. We follow a systematic approach

to teaching phonics through a scheme called *Little Wandle* which is based on Letters & Sounds. Phonics lessons are taught daily alongside weekly interventions which are used to support children who need extra phonics catch-up. In addition to daily phonics, children are heard reading by an adult three times a week, these sessions help to develop the children's fluency and comprehension. Both books read in school and those sent home are of high quality and matched to their decodable ability. Alongside our phonics teaching, teachers read stories from high quality age-appropriate texts at every opportunity. These books are then used to enhance the learning environment and develop the children's vocabulary and story language.

Writing

We introduce writing straight away through early mark making. We teach handwriting explicitly through our *Little Wandle* introducing print letter formation, applying sounds by writing words and, later in the year, sentences. Guided writing activities are also taught, depending on a child's ability and the time of year, children may write some words and/or sentences themselves. Children are also encouraged to write in the provision. They are provided with writing baskets containing gel pens, note pads, cards and envelopes, a range of pencils and other stationary. Fine motor activities are provided daily to support developing their muscles and movements.

Mathematics

Children are taught math through whole-class teaching, songs and games. We also use maths enhancement activities in the different areas of the classrooms, including the outdoors. The aim of the maths curriculum is to teach children to subitise numbers to 5, then building on this knowledge make links and connections in order to subitise to ten. We want to ensure children have a deeper understanding of one-digit numbers before they move on to place value, calculation and arithmetic later in the year. At Rosecroft, we use the White Rose scheme and a range of practical resources including Numicon. Children also learn pattern, shape and measure skills through enhanced provision activities. Those children who need extra support with mathematics are targeted through additional intervention where necessary.

Knowledge and Understanding of the World

At Rosecroft, we encourage children to be curious about the world around them as well as the wider world beyond their local community. As part of our curriculum, the children have opportunities to explore the natural environment, making observations of animals and plants within our extensive school grounds, woodland area and through school trips. All of our topics are interlinked with aspects of science geography and history to ensure children are provided with rich vocabulary and key skills that will support their learning as they move through the school. RE is taught throughout the year, giving children opportunities to learn about themselves as well as explore different faiths and cultures across the world.

Expressive Arts and Design

In EYFS, we want our children to sing songs, make music, dance and perform with confidence. We have regular music lessons using the scheme Charanga as well as many opportunities for exploring their artistic talents within our environment. The children have the opportunity to explore and play instruments, use dress up and puppets to support re-telling, alongside role-play areas linked to their interests and learning within class. In art and design, we explore different artists, complete regular craft activities and encourage child-initiated activities during continuous provision within our creative areas. Children are taught how to safely use and explore a variety of materials, tools and techniques,

experimenting with colour, design, texture, form and function.

Planning

Topics are chosen carefully to ensure we meet the requirements of the EYFS curriculum. Each topic planned is included in the curriculum for specific reasons and we want to ensure that all children leaving the Reception Year are ready to start the KS1 curriculum. These topics are not set in stone and contain a range of themes that could be explored as a result of children's interests. Staff gather information about the children's interests from their pre-school leaders, from the home visits and from the children during the transition events. Staff use all this information to ensure that topics and themes will interest the children and support developing a passion for learning during their first year of school.

Staff plan activities and experiences for children that enable them to develop skills and learn effectively. They take into account the individual needs and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. They utilize the environment as an additional teacher, providing opportunities for children to practise key skills and develop autonomy over their learning. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

We begin the year with a Long Term Plan which is tweaked and adapted into medium term plans as the year progresses. Objective-led planning is used to reinforce taught skills from the whole class teaching input and to provide learning opportunities within play. Staff use their knowledge of what the children know to support giving next-steps and providing challenge. Across the week, staff will look to see if the next step can be taught via the children's play. We use an enhanced provision plan to add extra learning opportunities into the different provision areas (phonics, investigation, maths, creative, outdoors, funky fingers, water, sand, etc.).

Teaching

At the start of reception, the children are taught how to access all the areas of our learning environment. The staff explain where the children can find all the resources and how to use them. This encourages the children to be independent learners and to be able to make their own choices about which resources and equipment they wish to use.

Each area of learning and development is implemented through planned, purposeful play and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through positive interactions. Staff will play alongside children and, where appropriate, teach a given next step. Some skills and information are taught in whole class and small groups. The children work with their teachers to revise and apply early number, writing and reading skills. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities and independent challenges to help children prepare for year 1.

Inclusion in the EYFS

In consultation and working collaboratively with parents and/or carers the school's Special Educational Needs Co-ordinator (SENCo) will lead on provision for children who may experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development in line with the Special Educational Needs (SEN) Code of Practice (2014) and the school's SEN/Inclusion Policy.

We aim to meet the needs of all our children by: -

- Setting realistic and challenging expectations. We aim for all children to achieve the Early Learning Goals by the end of the EYFS. We achieve this by planning for different learning styles, children with special educational needs, children who are more able, children with disabilities or medical needs, children from all social and cultural backgrounds as well as children with diverse linguistic backgrounds.
- Providing a safe and supportive learning environment in which the contributions of all children are valued.
- Using resources, which reflect diversity and are free from discrimination and stereotyping which all children have equal access to.
- Monitoring children's progress and providing support where necessary, within the resources available to the school. This may include a phased transition programme dependant on a child's specific SEN needs.
- Providing specific targets detailed in Individual Support Plans and following external therapy or support programmes of work such as Speech and Language
- Working collaboratively with families or carers, the SENCo and other professionals such as Speech and Language Therapists, Educational Psychologists and our Parent Support Advisor.
- Ensuring a balance across classes, within each cohort, of gender, ability, children with additional learning or medical needs and summer born children.
-

Assessment

At Rosecroft Nursery & Primary School, ongoing assessment is an integral part of the learning and development processes. During the first 6 weeks, children will complete a statutory baseline assessment. This is a 20 minute assessment completed individually with their class teacher. It focuses on literacy, communication and language, and early math skills.

Throughout the year, staff observe pupils to identify their level of achievement, interests and learning styles. Some of these observations are recorded on 'Tapestry' our online journal which is shared with parents/carers and are also used to shape future planning. Practitioners also take into account observations shared by parents and/or carers. Parents are encouraged to record significant achievements at home which the children can share with their class, this is to encourage the links between home and school and the importance of our partnership to support the children's development.

As part of the 2021 EYFS Framework, staff are encouraged to keep formal observations and paperwork to a minimum and to spend more time in the provision with the children. This allows us to gain a greater understanding of individual needs and to implement next steps in the moment.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- ✓ Meeting expected levels of development
- ✓ Not yet reaching expected levels ('emerging')

The profile reflects on ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers and their Year 1 teachers to support their transition into KS1.

Working with parents

We recognise that children learn and develop better when there is a strong partnership between practitioners and parents and/or carers. Before the children start school or nursery, parents are invited in to meet staff and to look around the Early Years settings, giving them an opportunity to ask any questions that they may have. In addition to this meeting, 'Home visits' take place in the summer term of Reception in which the staff meet the child and their parents in their own environment. This gives the child and their family an opportunity to build a relationship with the staff before school starts. Parents and/or carers are invited to an information meeting early in the Autumn term in which staff explain how the children will be taught throughout their reception year and the critical role that parents can play in supporting their learning. As we then move through the year, more opportunities for parents and/or carers to visit the classroom are provided, giving opportunities for exploring alongside their child what they have been learning and how they learn. In nursery the key workers have the responsibility of reporting to parents and or/carers. However, all staff members in our Early Years settings teach, interact and support the children.

Parents and/or carers are kept up to date with their child's progress and development via observations on 'Tapestry' and also parents evenings throughout the year. In the Summer term staff complete the EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Policies

Learning Journey Policy

Aims

We ensure that all children attending the setting have a personal Learning Journey which records photos, observations and comments, in line with the Early Years Foundation Stage, to build up a record of each child's achievements during their time with us.

Procedures

- In nursery each child will have a key worker allocated to them who will be responsible for the compilation of that child's Learning Journey. In reception this will be your child's class teacher.
- We use an online Learning Journey system called Tapestry, allowing staff and parents to access the information from any device via a personal, password-protected login.
- Staff access allows input of new observations and photos or amendment of existing observations and photos.
- Parent access allows input of new observations and photos or the addition of comments on existing observations and photos – parent log-ins do not have the necessary permission to edit existing material.
- Observations input into the Tapestry system are moderated by a senior member of staff before being added to the child's Learning Journey.
- Parents logging into the system are only able to see their own child's Learning Journey.
- Parents are asked to sign a consent form giving permission for their child's image to appear in other children's Learning Journeys, and to protect images of other children that may appear in any photos contained in their child's Learning Journey.

- We will try wherever possible to allocate “Tapestry time” per week to each member of staff to enable them to upload observations. Any overflow will have to be completed in staff’s own time.
- A child’s learning journey is a document recording their learning and development and parents may add comments on observations or contribute photos, videos or information about activities they have been doing at home.
- Parents may contact us through the usual channels for any other day-to-day matters, e.g. absence, lost property, etc.

Security

- The Tapestry online Learning journey system is hosted on secure dedicated servers based in the UK.
- Access to information stored on Tapestry can only be gained by unique user id and password.
- Parents can only see their own child’s information and are unable to login to view other children’s Learning Journeys.
-

Fundamental British Values Policy

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are embedded within the Early Years Foundation Stage.

As part of government plans, early years settings will teach children in an age appropriate way to protect them from religious radicals. Both our nursery setting & reception classes will ensure the following is embedded during day to day events.

- ✓ Enable children to develop their self-knowledge, self-esteem and self-confidence.
- ✓ Enable children to distinguish right from wrong.
- ✓ Encourage children to accept responsibility for their behaviour.
- ✓ Enable children to acquire a broad general knowledge of respect for public institutions and service in England.
- ✓ Enable children to acquire an appreciation of and respect their own and other cultures.
- ✓ Encourage respect for other people.

As practitioners, it is our duty to demonstrate what this means in practice. We can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other’s views and values and talk about their feelings. We encourage children to show views by a show of hands to choose or by using their own themes for role play and areas of learning.

We can provide activities that support decisions, turn taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Children need to learn and understand their own and other’s behaviour and its consequences and learn to distinguish right from wrong. This can be established with codes of behaviour, our positive posters, using kind hands etc. ensuring these rules apply to everyone and the rules are understood by all.

We will encourage children to take challenges big or small to develop self-esteem, self-knowledge and increase confidence and abilities. We will provide obstacle courses, experiments where we debate and talk about events that children have experienced. We intend to promote small group discussions; these could be a reflection on an activity or a discussion on how children are feeling about going to school/nursery. Such activities help children to develop a language of feelings, responsibility, reflect on differences and understand we are free to have different opinions.

All who attend our settings need to understand our ethos of inclusiveness and tolerance where views, faiths, cultures and races are valued in all aspects. The setting will engage the children in the wider community by extending their knowledge and understanding to respect their own faith and other cultures. We will embrace festivals, celebrate through world days, allow children the opportunity to discuss the difference, seek information from questioning while explaining the importance of tolerant behaviour such as sharing and respecting other's opinions.

We will promote diverse attitudes and challenge stereotypes, share stories with children that can reflect, value diversity of children's experiences, use resources to show that some children as young as 5 may have to work in other countries and show children examples of how other children live in the world. We must challenge gender, cultural and racial stereotyping.

Our safeguarding and welfare procedures are outlined in our school safeguarding policy.

List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See safeguarding policy incorporating child protection
Procedure for responding to illness	See federation medicines in school policy
Administering medicines policy	See federation medicines in school policy
Providing intimate care	See federation intimate care policy
Ensuring equality for all members of our school community	
Emergency evacuation procedure	
Procedure for checking the identity of visitors	See safeguarding policy incorporating child protection
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See Rosecroft Primary and Nursery complaints policy

Monitoring & Review

It is the responsibility of the EYFS lead & staff to follow the principles in this policy. There is a named Governor responsible for the Early Years Foundation stage. This governor will discuss EYFS practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion. The Head Teacher and EYFS lead will carry out monitoring on the EYFS as part of the whole school monitoring schedule. The Headteacher, Governors, EYFS lead and staff will review this policy annually. Any amendments will be presented to the Governors.

Impact

- ✓ The majority of children in Reception reach the ELG by the end of Summer.
- ✓ Children develop the characteristics of effective learning to support their learning as they transition to Year 1.
- ✓ Children develop the ability to manage risks.
- ✓ Children enjoy being independent in managing themselves and their learning. They seek their own challenges and take autonomy over their own learning.
- ✓ Parents are happy with their child's progress and feel part of their journey.
- ✓ Parents feel part of the school community.
- ✓ Practise is improved year on year.
- ✓ Everyone is included and each child feels valued for their own individual achievements.
- ✓ Children have high levels of wellbeing and engagement.