**INTENT**

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| **Purpose of Study** |
| Every child deserves the best possible start to fulfil their potential. A child’s experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important and it provides the foundation for children to make the most of their abilities and talents as they grow up. Early childhood is the foundation on which children build the rest of their lives. At Roby Park Primary School we greatly value the importance that the Early Years Foundation Stage plays in laying secure foundations for future learning and development. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.Children start school with a variety of experiences and learning and it is the privilege of the adults working in Foundation Stage to build upon that prior learning experience through a holistic approach. We will work with parents and carers to support the learning and development of each child.  |
| **Intent from Key Stage** |
| The EYFS is based upon four principles:* every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
* children learn to be strong and independent through **positive relationships**
* children learn and develop well in **enabling environments with teaching and support from adults,** who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
* the importance of **learning and development.** Children develop and learn at different rates. (See “the characteristics of effective teaching and learning”). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).
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| **Aims from National Curriculum** |
| Following the Early Years Framework, all children have access to a broad, rich, topic-based curriculum both. The seven areas of learning and development are particularly important for building a foundation for igniting children’s curiosity and enthusiasm for learning, forming relationships and thriving. |

**IMPLEMENTATION**

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| **Teaching & Learning** |
| **PRIME AREA:** Personal, Social and Emotional Development (PSED) Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. * Children are supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.
* Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently.
* Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts. These attributes will provide a secure platform from which children can achieve at school and in later life.

**PRIME AREA:** Communication and Language (CLL) The development of children’s spoken language underpins all seven areas of learning and development. * The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. Adults comment on what children are interested in or doing during play and echoing back what they say with new vocabulary added. In this way, practitioners build children's language effectively.
* Frequent reading to children and engaging them in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to develop opportunity to explore all areas of learning.
* Through modelled and shared conversation and role play, and questioning that invites them to further explore their ideas, children use a rich range of vocabulary and language structures.

**PRIME AREA:** Physical Development (PD) Physical activity is vital in children’s all-round development, enabling them to pursue healthy and active lives. * By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.
* Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

**SPECIFIC AREA:** Mathematics (M) Developing a strong grounding in number is essential so that all children develop the necessary building blocks to access all mathematical concepts.* Children count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.
* Children learn mathematical vocabulary that allows them to develop mathematical knowledge.
* The curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.
* It is important that children develop positive attitudes and interests in mathematics.

**SPECIFIC AREA:** Literacy It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. * Through a synthetic phonics approach using The Rocket Phonics scheme, children learn to decode text.
* Through the Literacy Counts steps to read curriculum children develop a rich vocabulary and comprehension of texts read to them and those which they have read.
* The Literacy Counts Read to write curriculum enables children to use their understanding of vocabulary and composition to develop their own writing.
* Using oral skills children are able to construct phrases and sentences for writing.

**SPECIFIC AREA:** Understanding of the WorldUnderstanding the world involves guiding children to make sense of their physical world and their community. * Children are given frequent experiences to increase their knowledge and sense of the world around them
* Through using their experiences as a starting point children build on knowledge and skills to understand and be part of an ever-changing world.

**SPECIFIC AREA:** Expressive Arts and Design The development of children’s artistic and cultural awareness supports their imagination and creativity.* Children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.
* The experiences children have are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

**Characteristics of effective teaching and learning** Play is essential for children’s development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. In planning and guiding what children learn, practitioners reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are: • **playing and exploring** - children investigate and experience things, and ‘have a go’ • **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements • **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things We engage pupils in these characteristics using Roby Park behaviour for learning heroes.  |

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| **Cross Curricular Links** |
| All children have access to a broad, rich topic based curriculum. Outcomes are planned using cross-curricular themes The broad rich topic based curriculum is delivered to allow children to have a range of experiences across their time in EYFS. |
| **Inclusion** |
| Essential to the ethos of teaching, is that every child is unique. Through explicit instruction, scaffolding and metacognition all children can access the curriculum and achieve their full potential. Tasks and activities are designed to allow all children to engage. Children with special educational needs are supported as appropriate to enable them to access the curriculum fully. Individual Play Plans identify targets in specific areas of learning for those children who require additional support in line with the school’s Special Educational Needs Policy. The school’s Inclusion Manager is responsible for providing additional information and advice to staff and parents and for arranging external intervention and support as necessary. |
| **Equal Opportunities** |
| In line with the school’s Equal Opportunities Policy, we will provide all children, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability with equal access to all aspects of school life to ensure that every child is valued as an individual. All staff are role models and are aware of the influence they have in promoting positive attitudes and use that influence to challenge stereotypical attitudes. |
| **British Values** |
| Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs are all integral parts of the EYFS Curriculum planning units and are taught specifically within the PSED/PSHE sessions. It is also an integral part of the ethos across the school delivered through various Assemblies, themed weeks and celebrations.  |
| **Enrichment Opportunities** |
| At Roby Park, we believe that children learn best when they are engaged, inspired and motivated to learn. Enrichment opportunities are planned, for example;* Theme weeks – STEAM week, World Religion Week, Growing Up Week
* WOW days at the entry and exit points of topics – art gallery exhibitions, workshops, dress up, food tasting
* Celebration afternoons to celebrate and exhibit our learning with the wider community
* Invite visitor’s in – local artists, farm animals
* Educational visits, workshops – art galleries and museums
* Fundraising and awareness days
* ‘Keep safe’ curriculum – Friendship Week, Road Safety, Bonfire Night safety, Internet Safety
* Sporting events – inter and intra competitions with the collaborative schools and KSSP
* Festivals, celebrations and performances – Musical concerts, Pantomimes, Christmas productions, Easter celebrations, class assemblies

In addition to this, school has a Cultural Capital Planner that all subjects contribute to a rich and diverse curriculum offer for all pupils to access.  |
| **Community Links** |
| Opportunities to involve the local community in our learning experiences are used where appropriate. Members of the local community are invited in to show children how their education and learning will enable them to become positive members of society. Links are made with local services such as fire, police, ambulance and local businesses to show children the positive impact they are making in the local area.  |
| **Wellbeing** |
| We are committed to supporting the positive mental health and wellbeing of our whole school community (children, staff, parents and carers). We recognise that mental health and emotional wellbeing is just as important to our lives as our physical health. We ensure that children are able to manage times of change and stress. Children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support. The promotion of positive wellbeing is woven throughout our curriculum. |

**IMPACT**

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| **Impact** |
| The innovative practice across the school provides a strong foundation and opportunities for children to collaborate and develop social skills both indoors and out. This curriculum design ensures that the needs of individual and small groups of children can be met within the environment. Quality first teaching supported by targeted, proven interventions where appropriate impact on children’s outcomes.Enjoyment of the curriculum promotes achievement, confidence and good behaviour. Children feel safe to try new things. High quality visits and visitors to the school enhance the curriculum and provide opportunities for writing for a purpose.Children have opportunities to share their learning with each other, their parents and carers and other learners through school-based and external exhibitions, performances, competitions and events involving other schools. Developing their independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning**.** |
| **Assessment** |
| Good planning is a key element to making children’s learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. It enables us to challenge pupils in all areas of learning and development. The planning within EYFS is based around themes, seasonal topics and children interests. These plans are driven by assessments of children’s understanding and stage of development. Through making regular assessments of children’s learning, further planning reflects identified needs. Observations are used to evidence children’s learning. Practitioners have a good understanding of individual children’s development. Observations will link to children’s stage of development, in line with the statutory framework. The purpose of these assessments is to further inform future planning to ensure all children are on track to reach the Early Learning Goals. This is also discussed at weekly band meetings to inform continuous provision planning.Formal assessment will take place at the start of the year. The Reception Baseline Assessment (RBA) is a short assessment, taken in the first three weeks in which a child starts Reception and is reported to the local authority.All assessments are recorded using Evidence Me. Practitioners monitor progression and evidence learning through the observations and data collected, which allows next steps to be identified. Evidence Me is used as a tool to communicate children’s outcomes with parents and also to encourage parents to provide school with a broader understanding of children’s abilities as some children display different behaviours and skills at home than in school. This then gives the whole picture of the child. Evidence gathered will be internally moderated on a half termly basis and externally moderated by the early years support team termly. This data is used during pupil progress meetings to give an overview of individual children’s learning journeys and cohort attainment. Individual next steps are displayed in the classroom to allow all practitioners to target children’s development. These will be used to focus observations and will be updated as children achieve. Children will be observed three times over a fortnight in areas linked to their next steps and gaps in evidence or learning. These observations will be shared with parents on a fortnightly basis. Observations record the ‘remarkable’ where children demonstrate new skills.  In the final term of the year and no later than 30 June in that term, the EYFS Profile will be completed for each child. The Profile provides parents and carers, practitioners with a well-rounded picture of a child’s knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1. The Profile will reflect practitioners’ own knowledge and professional judgement of a child to inform discussions with parents and carers. Each child’s level of development must be assessed against the early learning goals. Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels (‘emerging’). Profiles are shared with parents and carers and a copy given to the Year 1 teacher. All EYFSP will be shared with LA.

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| **Term** | **Action Nursery** | **Action Reception** |
| Autumn 1 | BaselineInternal Moderation | BaselineInternal Moderation |
| Autumn 2 | External Moderation | External Moderation |
| Spring 1 | Data InputInternal Moderation | Data InputInternal Moderation |
| Spring 2 | External Moderation | External Moderation |
| Summer 1 | Data InputPossible LA Moderation | Data InputInternal Moderation |
| Summer 2 | EYFSP | Data Input |

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| **Expected Progress**  |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Nursery  | 3-4 E | 3-4 E | 3-4 D | 3-4 D | 3-4 S | 3-4S |
| Reception | Rec E | Rec E | Rec D | Rec D | Rec S | Rec SELG |

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| **Monitoring and Evaluation** |
| Subject leads and Leaders of Learning play an active role in the school self-evaluation cycle and throughout the year they will participate in:* Ensuring there is clear progression throughout the school
* Creation of termly data reports
* Reporting to SLT & Governors
* Pupil voice
* Work samples
* Learning exploration blinks
* Developing cultural capital opportunities and events
* Identify any training needs and offer extra support and guidance to staff when it is appropriate
* Ensure that there are suitable resources to help with the teaching and learning
* Learning reviews
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| **Review Date** |
| **Policy Agreed:** September 2024**Policy Review:** September 2026 |