

The Early Years Foundation Stage (EYFS) at Rokeby Primary School & Nursery

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1. Introduction

At Rokeby we follow the Early Years Foundation Stage Statutory Framework (EYFS) which details standards of development, learning and care for young children. At Rokeby Primary School and Nursery, our EYFS is for children from 3 to 5 years old. Children can join F1 (Nursery) in the term, after they are three. F1 children attend on a 15 hours per week (morning only) basis. Children can join F2 (Reception) in September after their fourth birthday. At Rokeby, we believe that early childhood is the foundation upon which children develop and build the rest of their lives, so we highly value the importance that the EYFS plays in promoting the skills, foundations and attitudes for future learning and development throughout school.

The EYFS is based on four principles:

- A Unique Child – At Rokeby we recognise and celebrate the uniqueness of all our children and aim to develop resilient, capable, and confident individuals
- Positive Relationships – At Rokeby we develop positive relationships between adults and children so that our children can learn to be strong and independent
- Enabling Environments – At Rokeby we provide rich, stimulating resources and experiences to help our children to learn in the best way that they can
- Learning and Development – Rokeby is a very inclusive setting. Staff understand that children develop and learn in different ways and at different rates and enjoy helping them to achieve their best

A Unique Child

At Rokeby we recognise that children's attitudes and dispositions to learning are influenced by both the home and the Nursery or school environment. All children and families are valued within our setting. The EYFS staff at Rokeby meet the needs of all children through:

- Valuing and building upon what the children already know and can do
- Assessing individual learning needs and next steps to enable each child to progress
- Being sensitive and supportive towards the needs of individual children, including those with additional needs and vulnerable children
- Developing children's self-esteem and confidence
- Encouraging children to be curious, imaginative, adventurous and to keep on trying
- Celebrating individual achievements, from within the setting and achievements at home
- Using children's interests and preferences as part of their play and learning

Positive Relationships

At Rokeby, we understand that, to learn best, young children need to feel safe and to form secure relationships with staff and other children. The EYFS staff develop caring, respectful relationships with children and their families. All children in F1 & F2 have a key worker who helps them to feel settled and supports them to become independent. The key worker liaises with families and listens to any concerns.

Enabling Environments

At Rokeby, we recognise that the environment plays a key role in supporting and extending the children's development. EYFS staff provide stimulating activities in the indoor and outdoor environments that offer opportunities for children to take part in an activity with a defined end result so children achieve a sense of pride and satisfaction. Staff also provide opportunities for children to self-resource materials so that they can learn imaginatively and independently. This is done by:

- Providing different learning areas where children can be imaginative and explore, such as the creative, discovery, construction, or mathematics areas
- Providing areas where children can sit quietly or reflectively, such as the book area or cosy corners
- Ensuring there are stimulating resources for role play where children can engage in storytelling and develop their language and communication skills
- Providing a graphics area that is well stocked with a range of equipment to entice and motivate children to engage in early mark making and to develop their early writing skills
- Offering a range of materials such as play dough, sand, water, Gellibaff or shaving foam that provide tactile opportunities for children to explore sensory properties
- Providing various outdoor activities that allow children to be physically active and to explore on different scales

Learning and Development

At Rokeby, we recognise that young children develop in different ways and at different rates and that some children are more vulnerable than others. Our curriculum for F1 & F2 reflects the aims and objectives set out in The Early Years Foundation Stage Curriculum. There are seven areas of learning and development. All areas of learning and development are important and interconnected and none can be delivered in isolation from others. Our children's learning experiences enable them to develop competency and skills across these areas of learning. They require a balance of adult led and child-initiated activities in order for children to access a rich, broad curriculum, to develop a wide range of skills and knowledge and to give them the best chance of obtaining a good level of development at the end of their Reception Year.

The three prime areas of learning are:

- Personal, Social and Emotional Development – Self-Regulation, Managing Self & Building Relationships
- Communication & Language – Listening, Attention and Understanding & Speaking
- Physical Development – Gross Motor Skills & Fine Motor Skills

The four specific areas of learning are:

- Literacy – Comprehension, Word Reading & Writing
- Mathematics – Number & Numerical Patterns
- Understanding the World – Past and Present, People, Culture and Communities & The Natural World
- Expressive Arts & Design – Creating With Materials & Being Imaginative and Expressive

2. Subject statement

Intent

- At Rokeby, we want our EYFS children to show interest and curiosity about the world in which they live. We want to encourage them to explore and investigate through rich and varied opportunities, both indoors and outdoors, so that they can develop a greater understanding of the world around them and develop naturally inquisitive minds.
- We want our EYFS children to develop a broad range of knowledge, skills and understanding so that they can demonstrate their thinking across all areas of the EYFS curriculum and so that they will be well equipped for future learning.
- We want our EYFS children to be able to make choices about the activities that they engage in, the materials they select and use and the friendships that they make so that they can grow into resilient, independent learners.
- We want our children to be able to communicate their ideas more easily, to be able to listen carefully to others and we specifically teach new words so that we can develop and enhance children's vocabulary
- We want to nurture and build our EYFS children's confidence and self-esteem so that they believe in themselves and their capabilities
- We want our EYFS children to feel safe, valued and to have a sense of belonging to our Rokeby family
- We want our Rokeby EYFS children to be happy, to enjoy their play and learning and to be enthusiastic about the range of activities and possibilities they have
- We want to develop and enhance our Rokeby children's fine motor skills which are typically low on entry
- We want to cultivate a love of books and to foster an enthusiasm and passion for reading
- We want our children to enjoy opportunities for singing and music making so that they develop a bank of known songs, including Nursery rhymes

At Rokeby, we intend that our EYFS children experience a balance of adult led learning such as whole class, individual and group teaching and play based learning. Through our curriculum at Rokeby, we allow opportunities for children to learn about topics and themes to broaden their knowledge and experiences, opportunities to make choices from the indoor and outdoor continuous provision and opportunities to follow their own ideas and interests.

Phonics is a key element of our EYFS curriculum in supporting Rokeby children to develop as readers. We use a combination of Little Wandle Letters and Sounds revised and Letters & Sounds. Letters and Sounds Phase 1 is taught in Nursery and Little Wandle starts in Reception.

Implementation

At Rokeby, we provide a play-based environment that incorporates the three characteristics of effective teaching and learning.

- Playing & Exploring – Rokeby EYFS children have opportunities to investigate and experience things and to “have a go.”
- Active Learning – Rokeby EYFS children are encouraged to concentrate and keep on trying if they encounter difficulties. They have time to enjoy their achievements.
- Creating & Thinking Critically – Rokeby EYFS children are supported and encouraged to have and develop their own ideas and to develop strategies for solving problems or challenges

Nursery & Reception children at Rokeby are encouraged to try new activities and are supported to take safe risks to further their self-confidence, learning and development.

Our Rokeby EYFS curriculum is based on knowing and building on children’s interests and prior learning. We actively seek information from EYFS families about their children’s hobbies or preferred toys, their favourite places to visit and their achievements at home so we can use this information to support their play and learning.

We use a range of first-hand experiences to enrich our Rokeby curriculum and to motivate our children. We try to offer activities that some of our more vulnerable children might not otherwise experience.

We ensure that we use differentiated strategies to meet the needs of our different Rokeby learners, especially our SEND and more vulnerable children. This may include use of reduced language, use of visuals or simple Makaton, use of aided language mats, use of now and next boards, use of sensory resources or provision of additional intervention.

We recognise that we are all on a learning journey and we value and promote opportunities to further the skills of our EYFS staff at Rokeby by providing continuing professional development matched to their needs or to identified areas of our School Development Plan.

At Rokeby, we recognise that many of our EYFS children arrive at the setting with low levels of communication and language, including some EAL children with little or no acquisition of English. We actively address this by providing a rich language environment with frequent opportunities for talk, rhymes, singing and sharing of stories. We have Rhyme A Day sessions in Nursery and take part in World Nursery Rhyme Week.

We recognise that the ability to listen is fundamental to learning across all areas of development and several of our children begin with low levels of attention. We promote listening and attention skills through strategies such as a class Listening Dog, Star Listener awards and use of materials such as Lola the Leopard Listening Games.

We also recognise that many of our Rokeby children arrive at our setting with poorly developed fine motor skills and acknowledge that we live in a society where we touch type, swipe with our fingers and eat finger foods so children are increasingly less likely to learn to handle tools such as pencils, crayons or knives and forks. Our EYFS curriculum aims to correct this by implementing activities such as Dough Disco and a range of Finger Gym activities.

At Rokeby we value the importance of books. Our EYFS classrooms contain inviting, cosy areas for children to settle down to look at books or to share stories with an adult. We have core texts that we read to children over a period of time to help them to become familiar with the text. We take part in Book Week and dress as story character days.

Impact

We measure the impact of our Rokeby EYFS curriculum in a range of ways:

- by observing how confidently & enthusiastically children access the play and learning activities on offer
- by noting how curious they are and how well they make choices
- by listening to how easily they express their ideas and can talk about their experiences
- by talking to the children about what they have found out
- by observing how well they display the characteristics of effective teaching and learning
- by the quality of feedback that we receive from visitors including external agencies and LA moderators
- by the quality of feedback that we receive from parents, carers and families
- by analysing data such as the Wellcomm Language scores to look at progress levels of different children
- by evaluating the success of targeted interventions to support our vulnerable children
- by reviewing Individual Learning Plans to analyse the progress that our SEND children make
- by monitoring the percentage of children who achieve the Early Learning Goals and make a GLD at the end of EYFS
- by judging how well equipped the children are with the knowledge, skills, and attitudes to access their next stage of learning
- Word Aware to build language skills

3. Assessment

A baseline assessment is made of children's starting points on entry to F1 & the Reception baseline assessment is carried out in F2. Some additional assessments are made formally such as the Time to Talk assessment using the Wellcomm Language tool with F1 children. Other assessments are made by using staff expertise and professional knowledge of children at play or during adult led activities. EYFS staff use photographs and notes to celebrate children's key milestones in their learning and development. Children's milestones are tracked at regular intervals throughout the EYFS to enable staff to look at progress of individuals and progress of different groups of children. The EYFS Profile is used to record judgements at the end of the Reception year. Each child's level of development is assessed and recorded against the 17 outcomes in the EYFS Statutory Framework. At the end of Nursery, families receive a written report about their child's progress during their time in F1. Within the final term of the EYFS, the Summer Term of Reception, families receive a written report showing their child's attainment against the Early Learning Goals.

4. Planning and Resources

Our Rokeby EYFS curriculum clearly outlines our long-term planning in terms of intention, implementation and impact across all seven areas of learning. Medium term planning is based around half termly topics which EYFS teachers set out on curriculum overviews that are shared with families. These overviews are used to inform weekly plans. Reception teachers plan focus texts from the Power of Reading and use Little Wandle Phonics scheme with F2 children. Power of Reading ensures that the Reception children experience a range of reading genres. Phase 1 Letters and Sounds is planned and taught throughout the year in Nursery. Reception teachers use White Rose Maths and Numberblocks for maths sessions. NumTums is used to support maths teaching in Nursery. EYFS staff use Jigsaw PSED to support and supplement planning for children's personal, social & emotional development.

Games and equipment in the outdoor sheds are organised to support children to self-resource. The red shed largely contains resources for Communication & Language, PSED Jigsaw, Literacy & Expressive Arts & Design. The blue shed primarily contains resources for Mathematics and Understanding the World. The green shed contains resources to use at the stage, mud kitchen, storytelling benches and gravel construction areas. Children are taught that resources in the coloured boxes are returned to the correctly coloured shed. All boxes are labelled with photographs so that children know the contents and can tidy equipment correctly after use. The metal sheds and the sheds by the vehicle track contain equipment to support children's Physical Development. Resources in classrooms are stored on trolleys at the children's level so that they are easily accessible, and children can choose the equipment that they want to use. Areas of provision include graphics areas, reading corners, creative areas, mathematics areas, role play, construction, malleable, small world, water play, discovery, sensory, ICT and Finger Gym areas which are attractively and well stocked.

5. Transition

In F1 and F2, children are invited to Transition Day before their official start date. Staff are on hand to meet and greet families with their children and to answer any questions they may have. Children can begin familiarising themselves with the environment and start getting to know the staff and their peers as they play together. EYFS staff also make visits to settings from which children are transitioning to Rokeby. This enables them to talk to staff that have been working with the children and to begin to build a picture of the children's needs and development.

Before children move from EYFS into KS1, in the summer term, they spend half a day per week with the teacher and TAs who they will work with in year 1.

Staff fill in a transition sheet when children move year groups, providing key information about children to give to the next teacher. EYFS profiles are shared. This information forms the dialogue between Reception and Year 1 teachers about each child's stage of development and their learning needs. It assists with the planning of activities in Year 1.

6. Health & Safety

Rokeby EYFS staff want all children to feel safe and well cared for.

All children in F1 & F2 are offered a healthy snack each day as part of the government fruit and vegetables scheme. They have a choice of milk or water to drink. Our setting supports the Cool Milk Scheme.

Children are asked to bring water bottles to school and Nursery so that they always have access to fresh water. F2 children can access a free school dinner under the government scheme for children from Reception up to the end of Key Stage 1.

Photographs of Health Alert children are kept in supply folders so that supply staff are aware of these children's medical or health needs.

If a child has an accident, staff fill in a letter to the child's family, stating what the injury is, how the accident happened and how it has been treated. Copies of accident letters to families are kept in a book in Nursery.

There is always a Paediatric First Aider available to deal with accidents.

Medicines are only given if prescribed by a doctor and the required dose is four times a day. All administration of medicines requires written parental permission and records of administering medicines are kept.

Charts are kept of the dosage to be given to children requiring inhalers and inhaler expiry dates are noted.

EYFS children practise fire evacuation procedures with the rest of the school. Staff help children to evacuate to the far end of the playground. A quick count is done initially to ascertain that all children are safely out of the building and a green card is held up showing the year group to confirm quickly that all children attending that day are present. Registration names can then be called, and a red card would be held up to alert others and gain help if it were ever the case that an adult needed to re-enter the building to collect a child.

There is a lockdown plan for the setting.

There is a risk assessment for the EYFS outdoor area. Risk assessments are written for educational visits.

All classrooms in the setting contain a card displaying an emergency red triangle. The triangle can be taken to the nearest adult if help is needed in an emergency.

All staff make children's welfare and happiness the highest priority. Staff receive regular updates and training in safeguarding and child protection.

At Rokeby, any concerns about children or their families' wellbeing are logged on CPOMs and a DSL will alert staff as to any follow up actions needed.

Intervention may be arranged for children requiring additional support in the area of PSED.

The Family Support Worker can signpost families to additional services that assist in dealing with financial problems, housing issues, mental health, bereavement or any medical problems or set up an Early Support Plan.

7. Inclusion

At Rokeby, staff treat all EYFS children fairly and equally, regardless of gender, race, religion, or ability.

All children matter, are made welcome and are given opportunities to achieve their best.

Rokeby has a very inclusive ethos throughout the school and Nursery.

EYFS staff believe that early identification of SEND is crucial to support and enhance the development of each child.

Any concerns are always discussed with parents and carers and with the SENDCo.

Our Rokeby SENDCo offers excellent advice and support for our SEND and vulnerable children.

There is a strong network of further support for children and families including the Family Support Worker and the Safeguarding Team.

Additional help and advice for EYFS children can be accessed through Rokeby's close links with a range of external agencies including the Speech and Language Service, the Integrated Disability Service, Occupational Therapy, the Specialist Teacher Service, the Hearing and Vision Support teams and Art Therapy.

Children on the SEND register have Individual Learning Plans which outline targets that they are working towards, strategies that can be used to support the achievement of these targets and suggested resources.

Programmes such as Communicate in Print are used to create visuals to support the understanding of SEND and EAL learners.

Staff have access to lanyards that show visuals for daily routines and key instructions.

Aided communication mats may be used to support understanding of EAL children or children with speech and language difficulties. Other resources that are used include visual timetables, "My turn, your turn" cards, now and next boards, "I want" cards, sensory toys and social stories as applicable to individual children's needs.

8. Parents/ Carers

EYFS staff value the contribution that parents and carers can make to their children's learning and development.

At Rokeby, we promote opportunities for Parents as Partners by:

- Inviting EYFS children and families to Transition Day in July to continue forging partnerships
- Sending out leaflets and letters such as "How to Share in Your Child's Learning"
- Sharing half termly curriculum overviews with families so that they are aware of what is being taught
- Using home learning activities to consolidate learning that has taken place or to research new topics
- Inviting families into school and Nursery to involve them in shared learning activities
- Discussing children's progress at home and in the setting at parent/teacher meetings
- Reporting annually to families on their children's progress and achievement
- Responding to feedback from families
- Keeping regular communication between home and the setting via face to face discussions, communication books, the school website and Class Dojo
- Working closely with Rokeby PTA to provide additional resources and opportunities for the children including PTA annual contributions towards educational visits

9. The Role of the Subject Leader

As EYFS leader, the role includes:

- Working collaboratively on the SDP for the Early Years at Rokeby
- Attending other relevant CPD and updating staff on new ideas or initiatives
- Organising CPD opportunities or leading in-house training for EYFS staff
- Organising and promoting EYFS events such as shared learning experiences and transition events
- Talking to EYFS children about their play and learning to audit provision and decide next steps
- Attending EYFS meetings as part of the MAT
- Carrying out learning walks or lesson observations across EYFS
- Offering advice to colleagues in response to observations
- Keeping colleagues up to date with the availability of new resources including useful websites to support home learning
- Writing and reviewing the EYFS curriculum
- Looking at children's books and classroom displays to see evidence of EYFS learning
- Looking at and supporting teacher's planning and assessment

10. Cultural Capital

At Rokeby we view Cultural Capital as providing the best start in life for all our EYFS children and ensuring that our children have the support they need to reach their full potential and access future learning opportunities. We recognise that there are differences in the experiences and opportunities that children bring when they enter our setting and that some of our children come from vulnerable families. We strive to address inequalities so that we find ways to prevent children from being hindered by any gap between themselves and their peers. We enrich our curriculum so that our vulnerable children experience opportunities that they might not otherwise get. We implement Early Help for families in need and we set up meetings with our Family Support Worker, including working with other professionals, to provide the best opportunities that we can for our young children and families.

We make time to get to know our children as individuals, to utilise their interests to engage them in their learning, to adapt to their different learning styles and to understand the many, different ways in which children learn. We forge strong relationships with the children so that they feel safe and happy to share their play and learning or to share any worries or concerns. We take time to listen to families so that they can approach us with any questions or worries and we can take quick action to help to provide the best that we can.

11. Fundamental British Values

At Rokeby, we believe that Fundamental British Values are key principles that should spread across all nationalities so we take the four British values of Rule of Law, Individual Liberty, Democracy and Mutual Tolerance and Respect and apply them more broadly to what we term as Global Virtues that we want all children to respect and promote. The four values fit well within the EYFS areas of Personal, Social and Emotional Development and within the People, Culture and Communities strand of Understanding the World. Rokeby holds a Global Virtues Week annually to raise the profile of these values and to come together as a community to focus on demonstrating these values. Our Rokeby EYFS curriculum promotes the four values as follows:

- Rule of Law – we use stories, role play and discussion to help our EYFS children to understand what is acceptable behaviour, to know differences between right and wrong, to teach them ways to keep safe, to help them to understand the consequences of behaviour choices and to help them to understand classroom rules such as "good sharing and good tidying"
- Individual Liberty – we use our Jigsaw PSHE scheme along with incidental opportunities that arise to help our Rokeby children to understand that we all have the right to feel safe, we all have feelings and it's okay if our feelings are different from other children's, we all have the right to say "No" if something seems wrong and we all have skills and abilities. We use stories and puppets to teach the language of feelings, so children learn to talk about how they feel and to say when they do not feel safe or happy.

- Democracy – we build our EYFS children’s confidence so that they are able to say what they want to do or what they need, so they can make decisions, take turns and share, so that they learn to ask for help when they need it and so that they listen to one another’s views and can take them into account when they are playing and making decisions together.
- Mutual Tolerance & Respect – we read stories from other cultures and teach children about different festivals and events such as Diwali, Christmas, Chinese New Year and Easter. We encourage children to talk about special times that they share with their families and help them to appreciate that celebrations can differ from one home to another. We use stories to help to teach children that they should treat others how they want to be treated and we help them to play respectfully and amicably with their friends by sharing toys and finding ways to avoid conflicts.

12. Monitoring & Review

The EYFS Leader reviews provision across F1 and F2.

The EYFS Leader, Senior Leadership Team and subject leaders carry out monitoring of the EYFS as part of the whole school monitoring schedule.

EYFS staff attend MAT meetings as part of moderation with other settings.

External moderation of the EYFS at Rokeby has included an audit by the Warwickshire Early Years Team, LA moderation of the EYFSP, visits from Headteachers within the MAT and other bought in advice.

The SLT will review this document every three years. Any changes to this document will be discussed and approved by the governing body at Rokeby.