



Early Years Foundation Stage Policy

Faith Courage Love

Faith to move forward in confidence and succeed.
Courage to make a difference in the world every day.
Love one another as God loves us.

Faith - Rocliffe School will prioritise good relationships and will model respect for all in their policy implementation.

Courage - Rocliffe school commits to implementing this policy with integrity and in order to achieve the best possible outcomes for all stakeholders.

Love - All policies will be implemented in such a way as to ensure faith in fair process.

Date of Policy	Date of Review	EYFS Leader	Headteacher
March 2024	March 2025	Lucy Horn	Lesley Briggs

At Roecliffe C of E Primary School, we strive for all children to achieve their full potential and have high aspirations for their futures.

Our school values are **Faith, Courage and Love**. We combine these values with our four Roecliffe Positive Learning Behaviours (Active participant, Independence and Responsibility, Working Positively with Others and Challenge Myself and Resilience) to help develop our children into caring and compassionate learners who have positive attitudes towards their learning.

We believe that EYFS (Early Years Foundation Stage) is a crucial stage in a child's development so we endeavour to develop the best foundations for successful learning from the very beginning of a child's time with us.

Our Aims of our EYFS Provision

- To provide children with a rich and engaging curriculum that sparks curiosity and helps them develop a love of learning;
- To offer a warm and welcoming environment, equipped with well-trained staff, to ensure children feel happy, safe and secure enough to take risks within their learning and play;
- To provide a stimulating and creative learning environment so children are able to further their learning experiences through their play;
- To encourage children to build up their confidence and independence within an environment that supports this;
- To promote the social, emotional, physical, spiritual and intellectual development of every child;
- To prepare children for a successful transition into Year 1 and for those positive learning behaviours to continue into their future learning.

Statutory Requirements

The EYFS Statutory Framework (2021) states that learning and development requirements comprise:

- the seven areas of learning and development and the educational programmes (described below)
- the early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the reception year
- the assessment requirements (when and how practitioners must assess children's achievements, and when and how they should discuss children's progress with parents and/or carers)

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. These are the **prime areas**:

- communication and language
- physical development
- personal, social and emotional development

Providers must also support children in 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

In planning and guiding what children learn, practitioners must 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

At Roecliffe we promote these characteristics through our positive behaviours for learning, observations and interactions with adults within the areas of provision.

The Curriculum at Roecliffe C of E Primary School

Children joining Roecliffe C of E Primary School have already learnt a great deal and have already started their journey through the early years. Some have attended our own nursery, at least part time, and others from surrounding nurseries and childcare settings. We acknowledge their learning and experiences they have had so far and build on what they already know and can do.

At Roecliffe we ensure that no child is excluded or disadvantaged and we offer a curriculum, activities and learning opportunities that match the needs of young children, indoors and outdoors.

We provide a rich and ambitious curriculum that stimulates and encourages a love for learning whilst fostering independence in our pupils. At Roecliffe, we have adopted an Enquiry Based Learning approach. Each Enquiry (or topic) is delivered over a half term and contains engaging topics which children are encouraged to explore deeper into. Children are encouraged to question and independently find their own answers. Skills are modelled to the children by staff members and pupils are encouraged to develop these skills through firstly assisted practice, and then independent practice. Our Enquiry Based approach supports our children to have greater ownership of their learning, to engage fully with their learning and develop their independence in their thinking and in their skills and knowledge development..

Phonics (early reading and writing) is taught through a scheme called 'Little Wandle'. It provides robust and consistent phonics lessons and gives children the opportunity to recap on and build upon their previous learning on a daily basis. Once children can confidently blend sounds to read words, they are part of a reading practise session. This group reads twice a week with a Little Wandle trained teacher or teaching assistant. These lessons have the focus on decoding, prosody and comprehension. Children will also take this reading session book home at the end of the week. Children who are at risk of falling behind are given keep up sessions straight away. These are planned by a teacher and reviewed every three weeks to assess the children's progress.

Little Wandle also supports the development of writing. Once children have learned enough sounds to create a word (S, A, T, P, I, N) they practise segmenting words to write down the sounds.

We strive to ensure that all children have a smooth transition into Year 1 and are able to read and write simple sentences.

For maths, we follow the White Rose Scheme. The White Rose Scheme offers lots of different ways in which maths can be represented through models and images to support our pupils to develop their mathematical knowledge and skills. Children are encouraged to use lots of practical resources to help them understand abstract concepts and are also encouraged to think about how they have retrieved their answer and to explain their thinking. We encourage 'maths talk' as it is very beneficial in allowing children to share and speak through their thought processes.

Assessment and Observation

Within EYFS, assessment is a key tool to help track the progress of children in Nursery and Reception. At Roecliffe we use an online learning journey called 'Tapestry'. Parents and carers have access to their child's online profile and are encouraged to add to it from experiences and learning at home. This helps us to develop a bigger picture of the child and to create conversations about the types of activities they get involved in outside of school. These assessments enable us to make informed decisions for each child and this is tracked termly on our school's internal tracker to show how the children are progressing and developing across the seven areas of learning. This information is then discussed with the Headteacher at pupil progress meetings, where we look at the impact of teaching and learning, to ensure every child is achieving their full potential.

The class teacher maintains regular communication with parents and carers and will offer advice and support wherever necessary.

The EYFS Framework states that Development Matters is a non-statutory curriculum guidance for the EYFS and it is available to support providers in their delivery of the EYFS learning and development requirements. At Roecliffe, we use Development Matters to help inform our judgments of pupils' progress.

At the end of Reception, an EYFS Profile is completed for each child. This provides parents/carers and teachers with a well-rounded picture of a child's knowledge, understanding and attainment within each of the seven areas of learning. The class teacher will assess whether the children are meeting expected levels of development or still need some support to reach these expected levels. These will be indicated as 'expected' or 'emerging'. This information allows children to have the support they need and helps to provide a smooth transition into Year 1.

Characteristics of Effective Teaching and Learning

Within the EYFS framework, there are Characteristics of Effective Learning. These are reflected on to help plan what the children learn. There are three characteristics of effective learning, which are:

- **Playing and Exploring** - Children investigate and experience things and events around them, 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

These are assessed and encouraged through observations and high quality interactions between staff and children.

Roles and Responsibilities

Who?	How can they help?
Governors	The governors are involved in reviewing and developing the school's EYFS policy. This will be reviewed regularly to ensure any changes are made. The EYFS governor monitors EYFS to ensure the quality of teaching and learning is having a positive impact on the children's development.
Head teacher	The head teacher supports the EYFS leader to review and develop the EYFS policy and monitors the teaching and learning and environment to ensure it is of high quality.
EYFS Leader	The EYFS leader reviews and develops the EYFS policy and monitors the teaching and learning and environment to ensure it is of high quality. The EYFS leader keeps up-to-date of any new development, guidance and resources and will inform staff about them. They will also report to the Headteacher and inform them of the development in EYFS.
Teaching and Support Staff	The teaching and support staff will work together as a team to provide high quality and effective teaching and learning. They will help to create a positive, engaging and stimulating environment which reflects the learning across the

	prime and specific areas of learning.
Parents and Carers	<p>Parents and carers have a significant role in supporting their child through the Early Years. We recognise them as their child's first and most enduring educators.</p> <p>We promote a positive relationship with parents by:</p> <ul style="list-style-type: none"> • encouraging them to contribute towards their child's online learning journey on Tapestry. This helps to create a bigger picture of the child; • Keeping parents up-to-date with what is going on in school, this can be through newsletters, Tapestry and the website; • Providing parents/carers with the information, advice and support they need to help their child; • Inviting parents/carers to join us in 'Stay and Play' sessions at school to see what the children have been up to; • To have parent consultations and discuss targets and support for children to help them strive in their early years of learning; • Being available via email, phone or school gate if you have any concerns they may want to discuss.

Safeguarding and Health and Safety

At Roecliffe Primary School, we take all the necessary steps to ensure children are safe and happy in our care. All staff in EYFS are required to read our safeguarding policy alongside the DFE document 'Keeping Children Safe in Education' document. Mrs Briggs, our headteacher, is the Designated Safeguarding Lead, and all concerns are reported to her. Staff complete annual safeguarding training and further training throughout the year to ensure that we safeguard our children as robustly as possible at our school.. The school implements all safeguarding actions throughout the school year according to our safeguarding plan (available on our school website).

We follow the whole school procedures for reporting accidents and keep in touch with parents/carers regularly to inform them of any accidents that happened at school.

We have a first aid box within our EYFS area. The only medicine that can be administered to a child at school is a medicine which has been prescribed by a doctor, dentist, nurse or pharmacist and needs to be taken four times a day.

Pupils with additional needs or SEND

It is very important that parents notify staff members of any needs their child has whether this is as their child begins their education in Early Years or if additional needs become apparent later on. Staff can then ensure that provision and practice is in place which supports their child's needs.

Staff members will talk with parents if they feel that a child needs additional support at school and will complete an identification form to discuss with parents and Mrs Briggs, the SEND leader in school. Additional or different provision will be put in place so that the child's needs are met. Our staff members are vigilant in identifying any additional needs early in a child's education so that these needs can be supported as soon as possible.

Implementation of the Policy

A copy of this policy is available for any member of staff, Governing Body, parents and relevant outside agencies.