



Rosedale
Primary School

Early Years Foundation Stage Policy

Person Responsible for Policy	Subject Leader
Date Reviewed	July 2021
Date to be Reviewed	July 2022

Our Vision

Rosedale Primary School values every individual and supports the right of everyone to learn, work and live in a just community and to be treated with respect.

Our Values

In and out of school you should always act with kindness and try to uphold our school values:

We focus on learning with reading at the heart of everything we do

We care for each other and always show respect

We are inclusive

We enjoy school life

We trust all members of our school community

We foster a love of the outdoors

We show bravery in everything we do

Our Aims

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up. (EYFS Statutory Guidance 2021)

At Rosedale Primary School we aim to provide each child with a safe, secure, nurturing and stimulating learning environment to enable each child to develop to their full potential. We promote children's 'school readiness' by providing our children with a broad range of knowledge and skills that provide the right foundations for future school and life. We provide a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly and planning for their next steps. We promote partnership working with parents and carers and strive to work together by building supportive working relationships together. We promote the equality of opportunity, ensuring that every child is included and supported in the best way.

Overarching principles

Four guiding principles shape practice in Early Years. These are:

- 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.
- importance of learning and development. Children develop and learn at different rates. The use of the characteristics of effective teaching and learning" supports this. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND). (EYFS Statutory Guidance 2021)

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

Educational Programmes

The statutory guidance states that Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning.

Rosedale EYFS Curriculum

Communication and Language

EYFS Statutory Educational Programme: The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.

At Rosedale we want our children's verbal and listening skills to be competent to ensure that they are confident communicators. At Rosedale, we recognise that our children start in Nursery from different starting points in terms of their speech and language and use of vocabulary. Our aim is therefore to provide opportunities for all learners to develop these key skills as soon as they enter Nursery. We do this through modelling appropriate and use of sentences and vocabulary. We have high expectations of our children and encourage them to develop their communication and language skills by providing many opportunities for them to do so. At Rosedale, we create a love of books, from the very start. Exposing children to stories, rhymes and poems and non-fiction books enables our children to learn and embed new vocabulary. By speaking in full sentences and developing a broad bank of vocabulary, enables children to become confident communicators as they move in Year One. This will also have a positive effect on their writing skills. Dedicated time to learning and practising Nursery Rhymes in the Nursery timetable is important to us at Rosedale, along with lots of opportunities to talk and imagine through role-play.

Physical Development

EYFS Statutory Educational Programme: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.

At Rosedale, we want children to be able to develop their physical skills to equip them to be healthy and active, making healthy choices from an early age. This will be built on as children enter Year One in terms of their work in PE and in PSHE, following the You, Me, PSHE scheme of work. In Nursery, lots of opportunities for building arm muscles (gross motor movements) will be provided and planned for to enable our children to then become confident with fine motor skills and fluent writers in Reception and Year One onwards. We have worked hard to develop and improve our indoor and outdoor learning environments to plan for, support and enable children to have lots of opportunities to develop both their fine and gross motor skills. The deployment of our P.E. lead is integral in supporting our children with their physical skills and promoting and encouraging them to make healthy choices and lead healthy lifestyles.

Personal, Social and Emotional Development

EYFS Statutory Educational Programme: 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. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

In Nursery and Reception at Rosedale, we want our children to learn to be confident, resilient and able to express and manage their emotions appropriately. Again they will be taught to make safe and healthy choices. Children will be taught about feelings from entry into Nursery, this will be built upon in Reception and this will continue as children enter Y1 and work on the You, Me PSHE curriculum. At Rosedale, we also use Big Talk Education to support our teaching of RSE. Children participate in sessions in Nursery and Reception and these are built upon as children move through school, right up to Year 6. We provide a safe and supportive learning environment, modelling positive interactions, supporting and developing friendships and modelling how to resolve conflicts. We provide learning opportunities, linked with Physical Development for children to know about the importance of looking after their bodies, including their teeth.

Literacy

EYFS Statutory Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only

develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

At Rosedale, we promote a love of books and reading as soon as children enter into Nursery. We want our children to be exposed to a breadth of good quality stories and books, building their repertoire of stories throughout Nursery and reception. We want children to be able to remember and compare stories and make links between them. We want children to engage in longer conversations about stories that they have enjoyed. We want children to be confident and fluent readers by the end of Reception. By the end of Nursery, we want children to be able to write their name. In Reception we continue to develop phonic knowledge together with equipping them with the writing skills to enable them to be confident to write sentences independently. We use Little Wandle Phonics Scheme from Nursery throughout Foundation Stage and Key Stage 1, to ensure that there is a consistent approach to the teaching of phonics which is built upon.

Mathematics

EYFS Statutory Educational Programme: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.

At Rosedale, we want children to be able to play with and become familiar and confident to use concrete resources as soon as possible to be able to really understand and develop their concept of number and shape, space and measures. We feel that concrete resources play an integral part in children being able to feel confident within mathematics and this is something that we strongly encourage from Nursery right through to Year 6. In Nursery we want children to be confident to count beyond 5, recognise numerals to 5 and link numerals and amounts to 5. In Reception we want children to be confident to count beyond 10, recognise numerals to 10, link numerals to amounts to 10, and recall number bonds 0-5. We want children to spot numerical patterns. We follow the White Rose Maths Hub Scheme of Work from Reception to Year 6.

Understanding the World

EYFS Statutory Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity

with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

In Nursery in Geography we want our children to be able to have an understanding of the roles and responsibilities of the people who work at Rosedale, the people who help us. We want children to understand the Geography of Rosedale; the immediate Geography of the buildings and the site. This will create the foundations for Y1 onwards, where children will then move onto learning about the surrounding areas and other locations.

In History we want our children to learn about their families, understanding their own history, who their families are, that all of our families are different and unique and to begin the use of historical vocabulary. Children will learn about toys they had as babies and how different they were to the toys that they have now. This will create the foundations for Y1 onwards where children build upon their knowledge of their families and toys.

In Science we want children to learn about their bodies, their senses and plants and animals. We build the foundations for Year One to Year 6 to build upon. We link our Science to PSED and PD work regarding our bodies.

We take into account children's cultural development, providing them opportunities to learn and explore about the Christian Faith which is built upon as children enter Y1 throughout their school life to Y6, where they will learn about different Faiths following the Doncaster scheme.

Expressive Arts and Design

EYFS Statutory Educational Programme: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

We want to give children opportunities to be creative, to express their ideas and thoughts and feelings in different ways, giving them the tools to do so through dance, roleplay, small world and building, music and art. Children will learn to study an artist in each year group. Our Foundation Stage sets the foundations for skills development for the rest of school through different media; pencil, paint and clay/dough. We create the foundations for children to be able to develop their creative skills which are then built upon throughout school.

Early Learning Goals

The EYFS Statutory guidance states that the level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs). Practitioners are expected to state at the end of Reception if children have met or not met the ELG'S for each Area of Learning and Development.

Special Educational Needs

We work closely with the school's SENCO to support children with SEN or disabilities. We adapt our provision and support to ensure that children with SEN or disabilities have the best possible start to Rosedale. We create support plans with achievable targets for our children to be able to do this. We involve parents and carers with this process so that they can support their children at home.

Parents and/or carers can access more information on how the EYFS is being delivered at Rosedale by talking to their child's Key Worker, Class Teacher or EYFS Lead.

Assessment

The EYFS Statutory guidance states that Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. At Rosedale we use ongoing assessment (also known as formative assessment) as part of our learning and development process. By working with the children very closely, we get to know and understand them and can plan for their next steps in learning.

Our assessments and observations feed into each child's own Learning Journey. Parents are welcome to access their child's learning journey at any time.

Assessment at the start of the reception year – the Reception Baseline Assessment (RBA)
The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception.

Assessment at the end of the EYFS – the Early Years Foundation Stage Profile (EYFSP)
The EYFS statutory guidance states that in the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1. See Early Learning Goals.

The safeguarding and welfare requirements

The EYFS statutory guidance states that; children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. Providers must take all necessary steps to keep children safe and well. The requirements in this section explain what early years providers must do to: safeguard children; ensure the suitability of adults who have contact with children; promote good health; manage behaviour; and maintain records, policies and procedures. In Early Years at Rosedale, we follow the school's Safeguarding policy to keep our children safe.

Information for parents and carers

Further information regarding the daily routines of the setting, food and drinks provided for children, how parents and carers can share learning at home and the school's policies and procedures relating to Safeguarding, Intimate care, SEN, Complaints, Behaviour policy is available on our school's website.

Procedure to be followed in the event of a parent and/or carer failing to collect a child at the appointed time.

Parents will be contacted by telephone to inform them that their child hasn't been collected and asked to collect their child ASAP. The child may be taken into our afterschool care, Rascals until they are collected. If the parent cannot be contacted, then the next point of contact will be contacted.

Missing child procedure

If a child appears to be missing from the classroom, another area within the school or the school grounds the following procedures MUST be followed:

- Check with other adults/children as to the whereabouts of the child
- Check communal areas such as toilets, shared areas
- If the child is not located immediately inform the school office who will notify the Headteacher or next available Senior Leader in their absence
- The Headteacher will then instruct other adults to search for the child (inside and outside the school grounds) whilst checking signing out register/medical appointments records.
- If the child is not located the Headteacher will notify parents/carers, the police and LA.

If a child is seen absconding or known to have absconded from the school ground the following procedures MUST be followed:

- If the child is not brought back into school immediately, inform the school office who will notify the Headteacher or next available Senior Leader in their absence
- Attempt to coax the child back into school if they can be seen
- If the child is not located the Headteacher will notify parents/carers, the police and LA
- On their return to school the Headteacher will arrange to meet with the child and their parents to discuss the incident and review site safety procedures if necessary Any incidents such as those described above should reported to the Headteacher, recorded and a risk assessment completed if appropriate.

Passwords

We operate a password system to protect children in the instance that other adults need to collect child with parental consent. We encourage parents to set up a password for their child with their child's key worker.

Information regarding staffing in the setting; the name of their child's key person and their role is provided through Parent App.