



# **Roman Road Primary School**

# Early Years Foundation Stage Policy

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## Content:

This policy outlines the provision Roman Road Primary School offers to all its children aged from two to five otherwise known as the Early Years Foundation Stage (EYFS). Children within this age range are taught in our preschool, nursery and reception classes.

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**OUR VISION IN EARLY YEARS**

*“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" (Early Years Framework 2021).*

We value that all children are unique and different individuals and so work alongside parents and significant adults to meet the needs of every child and help them to reach their full individual potential. We believe every child should make progress and that this progress will be different and unique to every child. With these intentions in mind, we are fully committed to the aims outlined in the EYFS Framework as stated above.

At Roman Road Primary School, our aim is to provide the highest quality care and play based education for all our children in our Early Years setting, thereby giving them a strong foundation for their future learning. We view our children as autonomous learners and hold a strong belief that children learn best when they are given appropriate opportunities to have ownership over their own learning in a safe environment that allows responsibilities, errors, decisions and choices to be made.

Children have a natural desire to play and it is through the power of play that children learn and develop many essential skills and knowledge. Through play, our children explore and develop learning experiences which help them make sense of their world. Our curriculum has a good balance of play (child initiated activities) and adult led activities to help develop those early essential skills and school readiness.

Happiness, self-confidence, high self-esteem and independency are at the heart of our provision. We strive to nurture these elements for every child so that they can build positive relationships and grow to be strong individuals.

## **PRINCIPLES INTO PRACTICE**

Based on the Every Child Matters agenda and the EYFS, we at Roman Road agree that every child has a right to grow up safe, be healthy, enjoy and achieve, making a positive contribution and achieving economic well-being.

To enable this, we:

- A balanced curriculum, covering the seven areas of learning (as outlined in the EYFS development matters), using play as the fundamental basis for learning.
- Promote an equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support.
- Work in partnership with parents and carers to support them in understanding the importance of play and within the wider context.
- Provide a stimulating and engaging environment, enriched with opportunities for children to explore and confidently develop essential skills and knowledge.
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment and parental feedback.
- Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult.
- Have a key person approach to develop close relationships with individual children.
- Provide a secure and safe learning environment indoors and out that allows children to have opportunities to take responsibility of their learning, make errors, decisions and choices.
- Allow children to have many opportunities to interact with their peers as well as adults and learn the importance of being part of a community within the school.

## **SAFETY**

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, following set procedures when children become ill or have an accident.

We have staff in EYFS with paediatric first aid trained.

## **INCLUSION**

We value all our children as individuals at Roman Road, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that most of our children achieve and even exceed the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies. Please refer to our separate policies on Equality of Opportunity and Learning Support for more detail.

## **THE EARLY YEARS FRAMEWORK**

A new Early year's framework and develop matters was introduced as of September 2021. At Roman Road we adhere to this new framework.

The new Statutory Framework of the EYFS and the four guiding principles shape the practice within our Early Years setting-in nursery and reception classes.

These are:

- **The Unique child:** responding to the uniqueness and difference of all our children, who are constantly learning and can be resilient, capable, confident and self-assured
- **Positive relationships:** Children learn to be strong and independent through a focus on a range of relationships, such as with peers, and with practitioners
- **Enabling environments:** Children learn and develop well in environments in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- **Learning and development:** Children develop and learn in different ways and at different rates. We offer a rich and stimulating environment with a play based curriculum in which children can reach their full potential.

At Roman Road, we strive to provide the following as outlined in the Early Years Framework:

- **Quality and consistency** - so that every child makes good progress and no child gets left behind.
- **A secure foundation** through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly.
- **Partnership** working between practitioners and with parents and/or carers.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

(Please refer to statutory framework on gov.uk website for full document)

## **LEARNING THROUGH PLAY**

At Roman Road, we view our children as autonomous learners and hold a strong belief that children learn best when they are given appropriate opportunities to have ownership over their own learning in a safe environment that allows responsibilities, errors, decisions and choices to be made. Children have a natural ability and a drive to want to play and it is through the power of play that children learn and develop many essential skills and knowledge. We provide our children with many opportunities to play through-out the day. Through play, our children explore and develop learning experiences which help them make sense of their world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems allowing them to build up the confidence to express fears or re-live anxious experiences in controlled and safe situations. During play, children are faced with many physical and mental challenges which help them to develop essential skills such problem solving, working with others, sharing and much more.

Active learning occurs when children are motivated and interested in what they are doing. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions and think creatively to solve problems. It provides children with a sense of satisfaction as they take ownership of their learning. We aim to promote this through well planned structured play and purposeful activities, both in and out of doors. We also aim to provide children with opportunities to learn off site by providing educational visits that put learning into context, for example, visiting the local park, church, farms and museums.

## **EARLY YEARS FOUNDATION STAGE CURRICULUM**

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning (3 prime and 4 specific areas) to enable children to achieve and exceed the early learning goals.

### **Characteristics of Effective Learning**

The EYFS framework and development matters includes the characteristics of effective teaching and learning. Nursery and Reception teachers plan activities within the classrooms with these principles in mind. They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them. We consider the Characteristics of Effective Learning within our observations, assessments and planning cycle in the EYFS.

The three characteristics of effective learning are;

**Playing and Exploring** – children investigate and experience things, and ‘have a go’

**Active Learning** – children concentrate and keep on trying even when they encounter difficulties, and enjoy achievements.

**Creating and Thinking Critically** – children have and develop their own ideas and make links between ideas, and develop strategies for doing things.

Children are provided with a range of rich, meaningful first-hand experiences through stories, rhymes, poems and role play in which children can explore, think creatively and enjoy achieving what they have set out to do. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

### **The Seven Areas of Learning**

The EYFS development matters outline seven areas of learning. Within the seven areas, three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These are known as the Prime areas and are as follows.

#### **PRIME AREA: Personal, Social and Emotional Development (PSED)**

PSED is broken down into 3 aspects:

- Self-regulation
- Managing self
- Building relationships

The outcomes focus on children learning how to work, play co-operatively with others and function in a group. It covers important aspects of personal, social, moral and spiritual development including the development of personal values and an understanding of self and others.

#### **PRIME AREA: Communication and Language (CL)**

CL is broken down into 2 aspects:

- Listening, attention and understanding
- Speaking.

The outcomes cover important aspects of language and communication development. The Early Years Policy places a strong emphasis on children developing competence in speaking, listening and understanding. Through allowing children to play with their peers and also adults, children are constantly surrounded by a rich communication and language environment. We believe imaginative role-play is a great way to extend language skills and children in our school and continuously encouraged to engage in this type of play. Story time is given great importance to in our early years setting as a means of developing children's language, speaking and early reading. Children have many story time sessions throughout the day as well as many books available to in their environment.

#### **PRIME AREA: Physical Development (PD)**

PD is broken down into 2 aspects:

- Gross motor skills
- Fine motor skills



Physical development is implicit in all areas of the EYFS framework. We provide children with many opportunities to help develop physical control, mobility, awareness of space and manipulative skills both in their indoor and outdoor environments. It also covers children developing an awareness of healthy eating and how to keep healthy. Positive attitudes are encouraged towards a healthy and active way of life.

The further four areas of EYFS Curriculum are known as “Specific Areas” and these are as follows

**SPECIFIC AREA: Mathematics (M)**

Mathematics is broken into 2 aspects:

- Numbers
- Numerical pattern

We aim to provide children with a confident and solid understanding of numbers and its concepts through practical activities. We encourage children to use and apply mathematical concepts and language in various situations and believe problem solving is a great way to encourage children to develop the fundamentals of numbers.

**SPECIFIC AREA: Literacy (L)**

Literacy is broken into 3 aspects:

- Comprehension
- Word reading
- Writing

Phonics plays an important part in this area and the ability to blend for reading and segment for spelling are skills that are promoted daily through RWI programme in the Foundation Stage at Roman Road. Development of early reading is also enhanced through daily story time and allowing children to develop their language through play. Development of early writing concentrates on providing children with many opportunities to develop their fine motor skills through exploring playdough, threading, opening and closing jars, screws and dowels etc. Early mark making is achieved through providing children with using various mark making tools including paint, chalk, pens, pencils, colour pens, sand, water etc.

**SPECIFIC AREA: Understanding the World (UW):**

UW is broken into 3 aspects:

- Past and present
- People, culture and communities
- The natural world

This is a major area of learning and enquiry focussing on children’s developing knowledge and understanding of their environment, other people and features of the natural and man-made world. It provides a foundation for historical, geographical, scientific and technological enquiry and learning through exploration.

## **SPECIFIC AREA: Expressive Arts and Design (EAD)**

EAD is broken into 2 aspects:

- Creating with materials
- Being imaginative and expressive

This area of the EYFS framework focuses on the development of children's imagination and their ability to communicate and to express ideas and feelings in creative ways. It also focuses on allowing children to explore different materials and media to construct and build with a purpose in mind.

## **NURSERY & RECEPTION**

### **Organisation of sessions/Classes**

**Nursery:** In the nursery we offer 52 part-time places where all children can attend for 15 hours per week. Children can attend each morning or each afternoon for 3 hours per session. We also offer 10 full time places for children of parents who qualify for the 30-hour free funding. A snack of fresh fruit, milk and water is provided during the session.

The nursery class has two classes with 26 children in both sessions.

All classes are taught by qualified Teachers, Nursery Nurses and Teaching Assistants.

**Preschool and Nursery sessions:** We offer 2 sessions as follows:

Morning session 8.30-11.30am

Afternoon session 12.15-3.15pm

**Reception:** The reception classes are divided into two classes. Each class can have a maximum of thirty children. The school day begins at 8.40am and ends at 3.15pm. Lunch is from 11.50 am – 1pm and children may have a meal provided by the school during the lunchtime period. Alternatively, children may bring a packed lunch from home. Reception children attend the lunch hall earlier than the rest of the school in order to help children settle in and have a longer time. Fresh fruit and water is available for each child and a carton of milk for children under five. We do not allow parents to provide children with snack from home.

### **30-HOURS FREE FUNDING PLACEMENTS IN NURSERY:**

As part of our commitment to support working parents, Roman Road Primary school is offering 30 hours free funding to eligible parents. We currently offer 10 places. The Extended Funded Entitlement (EFE) is only available to children of parents who meet the eligibility criteria. Parents will have to carry out an online assessment (<https://www.childcarechoices.gov.uk>) to find out if their child is eligible for a place. There is a deadline date for applications for children wanting to start in September. Parents who qualify will receive a code which they must present to the school so that we can then begin the enrolment process.

**Parents of three and four year olds will need to meet the following criteria in order to be**

**eligible for 30-hours free childcare:**

- They earn or expect to earn the equivalent to 16 hours at National Minimum or Living Wage over the coming three months.
- This equates to £120 a week (or c.£6,000 a year) for each parent over 25 years old or £112.80 a week (or c.£5,800 a year) for each parent between 21 and 24 years old and £56 a week for apprentices in their first year.
- This applies whether you are in paid employment, self-employed or on zero hours contract.
- The parent (and their partner where applicable) should be seeking the free childcare to enable them to work.
- Where one or both parents are on maternity, paternity, shared parental or adoption leave, or if they are on statutory sick leave.
- Where one parent meets the income criteria and the other is unable to work because they are disabled, have caring responsibilities or have been assessed as having limited capability to work.
- Where a parent is in a 'start-up period' (i.e. they are newly self-employed) they do not need to demonstrate that they meet the income criteria for 12 months.
- If one or both parents is a non-EEA national, the parent applying must have recourse to public funds

**A parent will not meet the criteria when:**

- Either parent has an income of more than £100,000
- If one or both parents is a non-EEA national and the parent applying does not have recourse to public funds.

**What happens if a parent loses eligibility?**

- They will receive a 'grace period' – this means they will be able to keep their childcare for a short period.
- Once the 'grace period' has lapsed, the parent should be entitled to the universal 15-hour entitlement.

**30-hours free placement sessions and charges for additional hours.**

- Our 30-hour free funding sessions are from 8.30am – 3.15pm.
- The children break for lunch from 11.30am – 12.15pm. Parents are asked to provide their child with a packed lunch from home.
- The amount of hours totals 33 hours and 45 minutes. We ask parents for a fee of £20 per week to cover the cost of the additional hours. We asked that this is paid in advance for the whole term. Late payments will incur an additional charge.

**INDUCTION TO NURSERY & RECEPTION**

As children commence nursery and reception for the first time, it can be a very daunting and anxious time for both the child and parent/carer. We place great importance and support in ensuring that our children and parents/carers experience a smooth and confident transition. Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child.

## **Nursery**

We aim to provide an induction programme that enables every child's first experiences of school to be happy, positive and fun.

- Children starting nursery will be invited to an induction day prior to their start date where parents and their children can spend time asking questions, look around the setting and get support, if required to complete relevant forms
- Our Nursery admissions take place throughout the school year. We take on children when they are three years of age.

## **Nursery 'Settling In'**

Parents of children at Roman Road nursery must remember to be available for the first few days settling into their new setting. This is to ensure your child transfers happily from home into nursery and adjust to new staff. For some children this is quite a big change and they take a few days to become settled in their new environment. A child's times and lengths of stay depends on how happy the child is and their needs. Some children will be able to stay for the full session quickly while others may take longer. Please take advice from staff about your child.

Children who have not been toilet trained will not be excluded from our nursery. However, in nursery, parent/carers will have to be readily available to help support their child where an individualised toilet training program will be put into place. The toilet training MUST commence at home first for two weeks before we can support your child in school. We will not start toilet training in school until the parent/carer has started the toilet training at home for at least two weeks. The toilet training program can take from one week to up to four weeks and can only work with the support and commitment of parent/carers.

## **Reception**

Parents and children are invited into school for an induction meeting in July where parent/carers will get the opportunity to meet the leadership team and teachers (where possible) ask questions about school uniforms, meals, teaching and learning, times and attendance. Children coming up to Reception from our own Nursery will be given an opportunity in July to meet, visit and play in their new classroom. Reception children start school with the rest of the school in the autumn term. For the first 1-2 weeks, we invite parents to come into class with their child to stay and play for a little while to help their child settle in and build the confidence for them to separate from their carer. The routine of the school day is introduced slowly, especially those aspects which take the children away from their normal EYFS environment, for example, PE and singing assembly and whole school assembly.

## **TRANSITION IN EARLY YEARS FOUNDATION STAGE**

We organise transitions around the needs of the individual child. We understand that we have a statutory duty to ensure continuity for children during periods of transition. We believe that smooth transitions support the personal, social and emotional development, learning and future success of every child. We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with staff.

We also want parents to have confidence in both their children's well-being and their role as active partners with the setting. We aim to make the setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

The EYFS Phase Leader is responsible for ensuring the Transition Policy becomes effective practice who will be required to reflect on the transition practice as part of the setting self-evaluation process on an annual basis. We will continue to build on good relations with other settings and schools within the area, as well as other professionals to make it easier to access help and support for children who have identified additional needs as they enter our setting.

## **Procedures**

We have a person who has responsibility for coordinating our transition policy. That person is the EYFS Phase Leader.

At point of entry to our setting:

- We have a written welcome procedure, which includes the collection of essential information through registration forms as well as information from the parent about the child's needs, likes and development.
- We encourage nursery parents to visit with their child as part of the settling in process. Please see our Settling-in Policy.
- Our brochure is designed to be an effective welcome document. It aims to answer parent's frequently asked questions, is easy to read and can be translated for EAL families.
- We invite parents/carers to our induction day to meet with the Early Years Phase Leader and learn important information about starting in our school. We also try and give parents/carers a tour of our school during this induction. It is also an opportunity for parents/carers to ask questions or share any important information.
- We display information for parents about what happens in our setting. These includes learning objectives, learning outcomes through children's work and photographs of children at play.
- We are happy for children to bring a favorite toy, comfort item or other transitional object

with them from home.

- Parents and children have the opportunity to spend time getting to know their children's teachers.
- The environment in our setting reflects the needs and interests of each child.
- The teachers and practitioners in nursery are aware of the likely emotional needs of the child.
- We collect information at point of entry about any other professionals who are involved with the child and family.
- We ask for parental permission to work with other professionals, before entry to ensure that the setting is ready to meet the child's physical, emotional, social and learning needs.
- We have a procedure for sharing information about a child who attends more than one setting.
- We give parents information about why this is important and (their key person) has responsibility for liaison with the other setting/carer.
- The Teachers and practitioners are usually responsible for telling the parent or carer about events in the day that have been important for the child.
- We use observation and assessment to plan for each child's learning and development. All those involved with the child share this information in the child's 'Special Folders'.
- We encourage parents and children to look at and to add information to the children's 'Special Folders'.
- We take photos of activities and events to show parents what happens in our setting for their Special Folder and displays.
- Communication is promoted with families by using a variety of methods, for example, newsletters, open sessions, meetings, parents' boards, play and stay, drop in sessions, informal conversations, fund-raising events, and outings.
- We work with parents as equal partners when creating Individual Education Plans (IEP) and Common Assessment Framework (CAF). We ask for permission before sharing information with other professionals.

At transition to a new setting, or transition into school:

- Parents are welcome to visit the school prior to applying for a place at our school. We have set induction dates and parent/carers must book an appointment by calling the school's office. These dates are available on our school websites or can be obtained by calling the school office.
- We ask parents for permission to contact the new setting to share information about the child's needs and interests.
- Where possible we invite a staff from the new setting to visit the child in our setting prior to the move.
- We ask parents to tell us about the school place that has been given to their child. We invite school staff to visit their 'new' children in our setting and we talk to key staff about individual children's needs.
- We complete a copy of the Newham Council Record at Transfer to School for each child in the half term prior to school entry. This is completed with the child's parents and sent to school before the end of the term in which the child starts school.

### **Transition from Home to Nursery:**

Transition from home to our Nursery begins weeks before children enter our setting. We completely understand that this may be the first time a child has left their parent/carer and vice versa so we carefully plan many transitional activities to support all in their first experience in school.

Activities include:

- Parents and their children are invited to look around our Nursery setting and ask questions prior to their child's start date.
- Induction days will take place prior to your child starting Nursery and parents will be given a date and time for this meeting (please refer to our Nursery Admission Policy for more details).
- **Home visits-** We do not do home visits. Instead, we invite new parents/carers and children to an induction meeting.
- **Welcome induction day in the summer term-** children starting Nursery in September are invited into the Nursery with their parents
- **Staggered entry-** children start at different times and for different amounts of time depending on the child's needs and time they take to settle. Procedures are in place and are individualised to each child.
- Nursery teachers to discuss how their child has settled and their next steps.
- Other 'Learning journey' meetings are organised throughout the year
- When children first start in Nursery, parents are welcomed to stay and play with their child in the nursery setting for 10 minutes. However, stay and play will depend on the child's needs and adjusted to meet the needs of the child.

### **Transition from Nursery to Reception**

We recognise that for children moving from Nursery to Reception is a big transition as it is a time for many changes. For some this will be their first time being in school all day, having lunch in a hall, being in a different classroom and outside space, taking part in Forest school etc. Although Children are still being taught within the Early Years Framework, however, the Reception day is much more structured than the Nursery day that they are used to. To ensure that there is a smooth transition and children enjoy and look forward to coming to Reception, many planned activities are in place;

- Collaborative exchange and meeting where possible - Practitioners invited from all Nursery settings that have children coming to our school.
- Home visits- We no longer carry out home visits.

### **Induction Day/Welcome:**

All parents entering Reception are invited to this event. They will meet Senior Leaders, the phase leader, reception class teachers and other members of staff that they may see when their child comes to Reception. At this meeting, parents are given an information pack containing everything they need to know. Parents can also ask questions, share important information and are given a short tour of the school.

- In the summer term 2, all children in our school are taken to their new classes to meet and familiarise with their teachers and have the opportunity to explore their new class room and outdoor environment.
- In September, the first 1 to 2 weeks are dedicated to **parent/child settling in period**. Parents are invited to come into their child's classroom when dropping off in the morning and stay and play with their child for a short while to help with settling in.
- **Staggered entry**- children start at different times across the first two weeks of school.
- **Children with special educational needs:** Children with special educational needs will have an individualised transition plan put in place. This plan will be created in collaboration between the parents, school SENCO and class teacher.

### Transition from Reception to Year 1

We recognise that for some children moving from Reception to Year 1 is a huge transition as children move from being taught within the Early Years Framework to the more formal approach of the School Curriculum. We recognise that Key Stage 1 is different and can be difficult to adjust to. Our aim is to approach this transition in a carefully planned way, making sure that this transition runs smoothly and comfortably for the children.

In the final term in Roman Road, the Year 1 teacher will meet with the Early Years staff and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children. Children will also be given the opportunity to visit their year 1 class and meet their new teacher towards the end of the summer term.

#### Summer Term before Reception move to Year 1:

- Summer term Reception teachers meet with Year 1 teachers to moderate Early Years Foundation Stage Profile. This is to ensure that Year 1 teachers fully understand the end of year data and gaps analysis.
- Year 1 teachers meet with Reception teachers to discuss individual children
- In Summer 2, Year 1 teachers visit their new Reception class. This time will be spent getting to know children.
- Transition morning - whole school procedure whereby each class moves up to meet their new teacher for the whole morning in Summer 2. Children are shown around new class areas, toilet area and spend time in the KS1 playground
- Children in Reception to prepare work to be displayed in the year 1 classrooms- so there is some familiarity
- Children take home a transition leaflet which displays photographs of their new class and area –cloakroom, toilets, playground and teachers. Parents are encouraged to look through this leaflet with their child.

We offer the following additional support for more vulnerable children and families:

- Our Equality and Diversity Policy identifies the procedures for transition for children with additional needs.
- We ask for parental permission to contact other professionals before entry to ensure that we are ready to meet the child's physical, emotional, social and learning needs.



- We collect information at point of entry from any other professionals who are involved with the child and family.
- We welcome professionals who support individual children to work in our setting where appropriate.
- We make referrals to other professionals where appropriate and signpost families to services provided.
- We work with parents as equal partners with, for example, IEPs and CAF.
- We offer families the opportunity to attend a transition meeting at points of entry. (Home to pre-school, nursery to reception class). There may be occasions where other professionals take the lead on CAF's or transition meetings for a child. At these times we work closely with these colleagues.
- The school SENCO makes an application for additional funding if we believe a child has a sufficient level of identified need with parental permission.
- We contact and work with the appropriate professional for vulnerable groups. This includes English as an Additional Language (EAL), Portage, Gypsy, Roma, and Traveler children (GRT). This includes family support from Children's Centers prior and during entry to our setting or on transfer to school.
- We have a flexible approach with those children who are highly mobile, for example GRT, Forces and Migrant Families.'
- Each child in our setting with complex medical needs has a Care Plan, which is shared with all those who have contact with the child.
- We assess and modify our environment to ensure that it meets the needs of the child.

### **TEACHING, LEARNING & ASSESMENT IN EYFS**

All classes are taught by qualified Teachers and Teaching Assistants. Additional support staff may be allocated to classes with children with special educational needs.

The Foundation Stage is led by the Head Teacher and the day to day management is undertaken by the Early Years Phase Leader. Teachers also work closely with subject specific coordinators.

#### **Child Initiated and Adult Directed Learning**

At Roman Road, we try to provide children a good balance of child initiated and adult led learning to ensure that children are acquiring the best learning environment that will help develop essential skills and knowledge. The term "child initiated" refers to the opportunity of allowing children to have the freedom to take responsibility of their own learning through making independent choices of what learning/activity they would like to explore and engage with. The term "adult directed" refers to activities where children's learning is led by an adult to provide children the opportunity to focus on specific learning needs. In the Early Years Foundation Stage we plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's child initiated play, early years' practitioners interact to stretch and challenge children further. Through a mixture of child initiated and adult directed activities, children are able to be creative and develop their ideas and skills and fully excess all seven areas of learning.

Children in reception classes have daily phonics session, including reading and writing activities

and daily teaching of Mathematics. More intense activities are usually tackled in the morning, when the children's concentration levels are at their best. The curriculum is delivered through topics. We have a different topic each term and learning is planned around this topic with the development matters and children's needs in mind. We use a play-based approach as outlined by the EYFS and provide our children with many opportunities to explore learning through play.

### **Indoor and Outdoor Environment**

We create a stimulating environment both inside and outdoor and children have the opportunity to free-flow between the two areas. The classroom and outdoor areas are thoughtfully set up to meet the requirements of the seven areas of learning as well as the children's needs and interests. Children have whole group, small group and one-to-one sessions which increase as they progress through the EYFS.

### **Planning**

Using the new EYFS Development Matters, we write long term and medium term plans based on a series of termly topics and children's interests, each of which offers experiences in all seven areas. Please see our plans for more details. These plans then inform our short-term weekly planning, alongside our observations, which remains flexible for unplanned circumstances or children's responses. We review and improve our long term plans every year and make changes accordingly based on our evaluation of how well the topics fit with children.

Planning for the youngest children in nursery will focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. The balance will shift towards a more equal focus on all areas of learning as children move through the Early Years at Roman Road and grow in confidence and ability within the three prime areas.

### **Key Workers**

At Roman Road, children are not assigned to a particular adult. All the adults in Early Years work collaboratively to support all children. All adults have a duty to build a positive rapport with all children and understand individual needs. All adults will observe the children continuously and assess regularly, identifying the next steps for learning and development.

A collaboration of teacher's and practitioner's knowledge, observations, assessments, discussions with parents, performance data all contribute towards learning about a child's developmental and learning needs. Pupil progress meetings are held regularly to identify barriers to learning and identify areas of need. Early years staff meet regularly to discuss the needs of children and identify specific areas in which individual and small groups of children require support. Activities and experiences for individual children, or groups of children will be planned, along with small group work where appropriate. Lead staff will be identified and any resources purchased. Parent workshops will be held when appropriate.

### **Assessing and Tracking Children's Progress**

Assessment is at the heart of learning and teaching. It is a key professional skill of all teachers and should be recognised as central to classroom practice. In EYFS, we assess for the following core reasons:

- To advance the learning process
- To gain information about how and what a child is learning
- To ensure that all children have an opportunity to show what they know, understand and can do, and what they need to develop.
- To help children develop an understanding of what they need to do to improve (related to shared learning objectives)
- To enable teachers to effectively plan work that meets the needs of the children
- To provide regular information for parents that enables them to support their child's learning
- To provide the leaders of the school with information that allows them to make judgements about the effectiveness of the school and set suitable targets

### **Assessment through Observations**

As part of our daily practice we observe and assess children's development and learning to inform our future plans. Progression throughout Early Years is based upon the EYFS (Development Matters) Curriculum. Children's progress is monitored carefully throughout their time in EYFS by planned intervention, observation and termly assessments. Assessments are an ongoing part of EYFS practice and are made in a variety of ways including teacher, practitioners observation of children playing, photographic evidence, staff notes, and parent feedback. Progress and attainment is recorded against the EYFS objectives. Significant observations of children's achievements are collated in their own personal 'Special Folder', which are shared with parents as well as the children themselves. Everyone who has contact with the children is encouraged to contribute and discussions take place. Observation and assessment of children's learning informs teachers, support staff, parents of the child's current attainment and the next steps the child needs to achieve. It also informs teachers of how the teaching and learning needs to be planned as a whole class and for individuals. At the end of nursery and reception, parents are presented with their child's special folder to take home and cherish.

Children are assessed when they enter our EYFS provision also known as 'on entry' to EYFS (baseline) and are monitored through an internal termly tracking system which highlights individual progress and achievement. They are continued to be assessed termly as part of an ongoing process (summative best fit assessment in relation to the EYFS statutory curriculum). This information is kept on a termly progress tracking grid. This allows for the carefully monitoring of progress and attainment in EYFS. Assessed at the end of nursery and of the academic year in which the child turns 5.

We invite parents to attend a parents evening three times a year and reports are written at the end of the year for children moving up when leaving nursery and reception classes.

Within the final term of Roman Road, we provide the parents of nursery and reception children with a report based on their child's development against each of the Early Learning Goals and the characteristics of their learning. The parents are then given the opportunity to discuss these judgements with the teacher in preparation for the next class teacher.

### **Progress and attainment in Nursery and Reception:**

At Roman Road we have high expectations for children to achieve their full potential in all areas of the development matters.

The previous EYFS development matters which is no longer in effect divided each aspect of the seven areas of learning by age band as follows:

Table 1.

Age Band	Level
8-20 months	Emerging
8-20 months	Expected
8-20 months	Exceeding
16-26 months	Emerging
16-26 months	Expected
16-26 months	Exceeding
22-36 months	Emerging
22-36 months	Expected
22-36 months	Exceeding
30-50 months	Emerging
30-50 months	Expected
30-50 months	Exceeding
40-60months	Emerging
40-60months	Expected
40-60 months	Exceeding
Early Learning Goal	Emerging
Early Learning Goal	Expected
Early Learning Goal	Exceeding

KEY:

Preschool	Nursery	Reception
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The new development matters (introduced in September 2021) has reduced the above age bands to three main bands and these are as follows:

Age Band	Level
0 – 3 year olds	Emerging
	Expected

3 and 4 year olds	Emerging
	Expected
Reception year	Emerging
	Expected

KEY:

Preschool	Nursery	Reception
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Within each age band, and for each of the seven areas of learning, there are early learning statements outlines in the new development matters that children should be experiencing and showing. Each of the seven areas of learning also have a set of early learning goals that children are expected to achieve by the end of Reception.

According to the new development matters and age band, children entering nursery are expected to be confidently meeting the objectives outline within the 0-3 years' age band. Children should leave nursery confidently meeting and showing the objectives outlined within the 3-4-year age band. By the end of reception, children are expected to leave reception confidently working within the early learning goals. 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).

**Good Level of Development (GLD)** – children should leave reception with a good level of development. This is measured according to whether children have met expected level in the three prime areas (CL, PSED and PD) and including Literacy and Math. Failure to reach expected level in one of the above areas will result in the child not meeting GLD.

However, not all children enter the Foundation S(FS) at age expected levels. Some children will be working above or below their age expected levels. At Roman Road primary school, we expect our children in the FS to make good progress from where they first entered. Children entering nursery in September aged 3 will spend 3 terms in nursery. Reception children spend 3 terms in school before going into year 1.

At the end of Reception, children need to be given an overall assessment of where they are at in terms of the Early Learning Goals (ELG) for each of the aspects within the seven areas of learning and this data must be provided to the local authority in June. Children will be given Emerging (the child is entering the ELG) or Expected (the child is securely working within the ELG). Exceeding has been removed from the new development matters.

**Internal School Data:**

Identifying where a child started when first entering nursery or reception is important in order to ensure that the child makes sufficient progress over the year. As a school we have created our own internal tracking system to monitor children's progress and attainment (which we had to adapt to fit the new development matters) and this is as follows:

	Attainment level		
Age band	Autumn	Spring	Summer

<b>0-3 (Preschool)</b>	1 (Emerging)	2 (Expected)	3 (Emerging)	4 (Expected)	5 (Emerging)	6 (Expected)	
<b>3 and 4 (Nursery)</b>	7 (Emerging)	8 (Expected)	9 (Emerging)	10 (Expected)	11 (Emerging)	12 (Expected)	
<b>Reception</b>	13 (Emerging)	14 (Expected)	15 (Emerging)	16 (Expected)	17 (Emerging)	18 (Expected)	
<b>ELG (End of Reception)</b>					17 (Emerging)	18 (Expected)	19 (Exceeding)

Age band	Expected on entry level	Expected on exit level
3 & 4 Nursery	6	12
Reception	12	18

We monitor our children in this way in order for teachers and support staff to acknowledge if a child is making a good level of progress and attainment from where they first entered. This also allows for early identification of children who are falling behind so that the right support can be put in place as early as possible. For our internal data, we have decided to include an “exceeding” level for end of reception (although this has been removed from the new development matters) as we understand that there will be some children in Reception who will show the ability to do more than reception level and it is important for Year 1 teachers to identify these children so that the correct planning and support can be put in place when they enter year 1.

Our internal data is used for:

- Early identification of vulnerable children falling behind.
- Planning of early intervention and support for vulnerable children.
- Identification of whole class strengths and weaknesses.
- Planning of lessons and continuous provision.
- Identification of children working at exceeding level so planning can challenge and continue to move children working above expected.

#### **RECEPTION BASELINE ASSESMENT**

As of September 2021, the government has introduced a statutory Reception Baseline Assessment (RBA). Every child in Reception must carry out the assessment and it must be completed within the first six weeks of a child starting Reception.

The assessment consists of:

### **Mathematics tasks**

- early number
- early calculation (early addition/subtraction)
- mathematical language o early understanding of pattern

### **LCL tasks**

- early vocabulary
- phonological awareness
- early comprehension

The assessment consists of practical tasks, using physical resources, and an online scoring system for the practitioner to complete as the pupil engages with the tasks. Administration instructions for each task and the recording of the assessment are provided via an online system so that the assessment is delivered and scored consistently across all schools (*Assessment framework Reception Baseline Assessment*).

The purpose of the reception baseline assessment is to provide an on-entry assessment of pupil attainment to be used as a starting point from which a cohort-level progress measure to the end of key stage 2 (KS2) can be created (*Assessment framework Reception Baseline Assessment*).

The assessment will fall under Ofsted’s regulatory framework for national assessments1 (*Assessment framework Reception Baseline Assessment*).

At Roman Road, we support and will adhere to the government’s statutory requirement for Reception Baseline. Every effort will be made to ensure that the assessment is administered within the first six weeks of the child commencing Reception, unless unforeseen circumstances (such as absences or school closure) does not allow us to. The Reception Baseline Assessment will only by carried out by Reception class teachers.

## **MONITORING OF PRACTITIONERS IN EYFS**

### **Teaching and Learning**

- Teachers are observed in one math, one literacy and one non-core subject. Lessons will be observed by Early Years Phase leader and another member of the SLT.
- Children’s profile folders will be monitored once each half term to ensure children’s profile have a sufficient amount of work, observations, learning journals and presentation.
- Pupil progress and attainment termly (EYFS Tracker and internal school spreadsheet for Maths and Literacy).

### **Profile folders**

Every child has their own “Special folder” containing work done by the child, observations made by adults about the child’s learning.

- Children’s profile folders will be monitored half termly (4 folders from each class) and

- will be graded (Outstanding, Good, Inadequate).
- Teachers will be given written feedback. If teachers want to discuss the written feedback then Foundation stage Coordinator will be available to discuss and provide evidence for their grading.
  - All monitoring less than Good will be discussed with the teacher.
  - Monitoring sheets will not be left on teachers desks etc but handed over to the teacher in person by the coordinator
  - Monitoring sheets need to be signed by the teachers to agree that that the document has been shared with them.
  - The monitoring sheets need to be photocopied three times – one for the teacher and one for the coordinator.
  - Monitoring is strictly confidential and should only be shared with the relevant staff.

### **PARENT PARTNERSHIP IN EYFS**

In the EYFS, working in partnership with parents is a key principle of effective practice. We strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate, confidently in their child's education and care. We actively seek parental contributions to the assessment process, including, verbal, photographic and written contributions to their child's 'Special Folder'.

We seek to enhance parents understanding of teaching and learning in the early years, by inviting parents to attend relevant workshops, including phonics and reading to support the continuity and progression of children's learning between the setting and home. By working closely with parents we can identify and support those children who have specific needs, or those who are disadvantaged. If a child is recognised as needing additional support in the setting, parents are consulted throughout the process.

We draw on our links with the community to enrich children's experiences by taking them on educational visits and inviting members of the community into our setting.

#### **Parents Evening for Nursery and Reception:**

Parents' meetings are held at the end of Autumn one to discuss how their child has settled. A second parents evening is held at the end of the summer ter. During this meeting, we discuss the progress their child has made over the year and what areas the child need more support with. Transition into the next year (reception for nursery children or Year 1 for reception children) is also discussed including what to expect and how parents can support their child during this transition. At the end of each full term, we hold "Drop in sessions" where parents are invited to look through their child's special folder to celebrate the learning that their child has covered so far. "Drop in sessions" have been difficult to carry out during the pandemic and

### **EARLY YEARS PUPIL PREMIUM (EYPP)**

#### **Background of EYPP**

In April 2015 the Early Years Pupil Premium became available to some children who are already in receipt of 3 and 4 year-old funding. It is an additional supplement and will be used to enhance the opportunities and experiences for these children.



### **National Rate of Funding (2015 – 2016)**

Each child will be allocated 53p per hour up to a maximum of £302.10 for 570 hours.

### **Eligibility**

3 and 4 year-olds will attract EYPP funding if they meet at least 1 of the following criteria:

- Income Support
- income-based Jobseeker's Allowance
- income-related Employment and Support Allowance
- support under part VI of the Immigration and Asylum Act 1999
- the guaranteed element of State Pension Credit
- Child Tax Credit (provided they're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on, which is paid for 4 weeks after they stop qualifying for Working Tax Credit
- Universal Credit

Children are also eligible for funding if:

- they have been in Local Authority care for 1 day or more
- they have been in care and then adopted
- they have left care under a special guardianship or residence order

For these children the Head teacher and representatives from social care will be involved in discussions about how best to spend the funding.

EYPP funding will be used for

- Specific Resources
- Training for staff
- Additional staff hours

At Roman Road Primary school, we strive to offer the best possible outcomes for every child and the additional funding will help to ensure that children in receipt of EYPP make good levels of progress; it will help to narrow the gap between the outcomes for EYPP children and the rest of the children in the school. The nature of the additional support that EYPP children receive will depend upon their need. Progress will be closely monitored and documented. Performance data will be analysed closely to indicate progress against targets set.