



ROOSE COMMUNITY PRIMARY SCHOOL

EYFS Intent – why do we teach what we teach?

Our INTENT is to ensure that all children develop to their potential, and leave EYFS 'school ready'. This is in terms of enjoyment, motivation and eagerness to learn. Academic skills run alongside this, but all children develop at different rates and at Roose we aim to ensure that all children are given early intervention to match every need.

We aim to ensure that children build up self-regulation skills, where they learn to control their emotions and thoughts and take control of their learning through metacognitive skills – to ensure that they can be in control of their learning and set themselves goals, drive their ambition forward and become a motivated learner.

At Roose we place great value on the development of children as individuals and providing them with the skills, knowledge and understanding they need to prepare them for the challenges in Key Stage One and beyond. Our aim in the EYFS is to build strong foundations rooted in academic success as well as moral and spiritual development, so that ultimately our pupils can be successful adults, go on to be active citizens of society and happy, curious life-long learners.

Our curriculum is therefore the cultural capital we know our pupils need so that they can gain the knowledge, skills and understanding they require for success. They can only do that if we embed the right habits for learning through the Characteristics of Effective Teaching and Learning – Play and Exploration, Active Learning and Creative and Critical Thinking.

Many of our pupils arrive below national expectations for their age and some come from disadvantaged backgrounds and with complex needs. We have to teach them how to listen, speak and meet the high expectations for behaviour by working together and being kind. As such, we prioritise personal, social and emotional development and communication and language in the curriculum. Our enabling environment and warm, skilful adult interactions support the children as they begin to link learning to their play and exploration. We invest time and energy into helping pupils set and reflect on their own goals by aiming high and developing a love of reading, writing and number. This is delivered through a holistic curriculum which maximises opportunities for meaningful cross-curricular links and learning experiences as well as promoting the unique child by offering extended periods of play and sustained thinking following children's interests and ideas. We value imagination and creativity and seek to create a sense of enjoyment and fascination in learning through a vibrant continuous indoor and outdoor provision, alongside trips and visits.

EYFS Implementation - how do we teach what we teach?

At Roose Primary School, implementation of the 2022 EYFS curriculum is done in a variety of ways. Children only learn effectively when they are safe, healthy, in a secure and stimulating environment and have the confidence to explore, make mistakes and grow. We follow all safeguarding requirements to ensure that children are safe and staff are fully trained and have continuous professional development, keeping up to date with new guidance.

The EYFS team plan a variety of activities to engage all children, at their level, with ambitious next steps. Children learn through playing and exploring, being active and thinking critically and creatively – and utilise all the space in our purpose built EYFS area – both indoors and out.

Our highly trained and skilled professionals work hard to engage children in a unique mixture of whole class sessions, group work, one to one interventions and work, adult directed and child initiated play and guided activities that meet the needs of each child as an individual. Obviously each cohort of children are different and at Roose, we are skilled at adapting our practice for children, and following their interests.

At Roose, we pride ourselves on giving children meaningful life experiences and the opportunities to develop their cultural capital, ensuring children have opportunities to experience visits, visitors and real life experiences they may not have done before. We immerse them with as many opportunities as we can to develop metacognition and understanding.

Children are provided with plenty of time to engage in ‘exploration’ throughout the variety of experiences carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside and outside classroom and equal importance is given to learning in both areas. The curriculum is planned in a cross-curricular way to enable all aspects of the children’s development including understanding the world and expressive art and design as well as to promote sustained thinking and active learning.

Reading is at the heart of our curriculum. Children follow ‘Success for All’ phonics program from Fisher family trust. This validated scheme has been newly implemented this year with all staff being trained and confident in the teaching of early reading.

We follow the Maths Mastery approach in Reception with an emphasis on studying key skills of number, calculation and shape so that pupils develop deep understanding and the acquisition of mathematical language. Pupils learn through games and tasks using concrete manipulatives which are then rehearsed and applied to their own learning during exploration. The early mathematical experiences are carefully designed to help pupils remember the content they have been taught and to support them with integrating their new knowledge across the breadth of their experiences and into larger concepts.

Our inclusive approach means that all children learn together but we have a range of additional intervention and support to enhance and scaffold children who may not be reaching their potential or moving on children who are doing very well. This includes, for

example, Talk Boost; our nurture group with some of our vulnerable children, THRIVE to cater for our looked after children, phonological awareness, colourful semantics or additional 'catch-up' provision in Maths. The characteristics of effective learning are viewed as an integral part of all areas of learning and are reflected in our observations of children.

Our regular monitoring of teaching and learning builds a great relationship with the EYFS team and allows collaborative feedback and these regular meetings underpin our strategic developments for the future. We tailor our staff PD to be early years specific and are focused on attending Early years staff meetings and clusters. We are passionate about moderating outcomes so that every member of our team feels confident in making accurate judgements about where individual pupils are and their next steps for learning. This is alongside half termly PD sessions with our on sight nursery. This is to gain more knowledge and understanding in issues arising, to build subject knowledge and one of our main priorities at Roose – improving children's communication and language skills.

EYFS Impact: how do we know what pupils have learnt and how well they have learnt it?

The EYFS provision at Roose has shown impact through increasing results each year for the Good Level of Development. Through the implementation of a progressive curriculum, children are showing that they are gaining a broader understanding of early skills and are becoming independent learners when applying these skills. The impact of the children's development can be seen through being immersed in our noisy EYFS, and watching the children communicate -alongside all the evidence from highly impactful interventions. Through implementing memorable learning skills, children are becoming more in tune with how they learn and are happily engaged in the carefully planned activities accessible to them. They want to learn, show that they are safe and happy and on transition each year to Year 1, impress other teachers in the school with their abilities.

Our curriculum needs to meet the needs of our children, including our disadvantaged pupils and those with SEND, so we spend time looking at and evaluating how children are learning. This is achieved through talking to children, looking at their work, observing their learning experiences and analysing data and progress by year group, groups and individuals. Every member of staff uses ongoing observational assessment to identify children's starting points and plan experiences which ensure progress. This information is tracked on Scholar Pack which enables us to measure our starting points against a national data set. We use this information on a weekly basis to plan learning experiences and next steps so that knowledge and skills are built cumulatively. During each assessment window, three times a year, teachers update the progress children have made onto our internal data system which allows us to assess the impact of teaching and evaluate whether it has been enough. Evidence of children's learning including observations, work samples, photographs and contributions from parents on our online learning platform 'Seesaw' which children use to reflect on their progress through pupil voice.

Reading is a whole school focus, and is no exception within the EYFS. Children are excited by whole class stories where they can develop their understanding of story language and

comprehension. Word reading and phonic skills that are taught daily are evident through children's knowledge by the time they leave Reception.

Our curriculum and its delivery ensure that children make good progress. During their time in our EYFS, children make rapid progress so that we meet the national expectation for GLD at the end of the year. Pupils also make good progress toward their age-related expectations before transitioning into Year One. We believe our high standards are due to the enriched play-based exploration alongside the rigour of assessment and teaching the children have as they move through the early years – a rich diet of balanced learning experiences is undoubtedly the best way to develop happy, curious children.

The IMPACT of what we desire to achieve at Roose is evident throughout children's abilities, confidence and progress. The EYFS at Roose is a wonderful place to be, and our children, parents and staff are advocates of their own successes.