

EYFS Curriculum Policy and Outline

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This policy is reviewed on an annual basis

Annual Policy reviewed by: Miss Annette Elstob: **September 2021**

Next date of Annual Review: **July 2022**

Signed:



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Introduction

This policy is based on mandatory requirements set out in the 2017 statutory framework for the Early Years Foundation Stage (EYFS). Our policy reflects the mission statement and aims of Rolfe's Nursery School. In particular, we believe that every child has the ability to excel and fulfil his or her potential and we intend to help them do so. We will nurture and develop personal qualities of every child and place emphasis on the importance of high expectations, independence, confidence and resilience. We are committed to providing a holistic approach to learning to prepare our children and lay secure foundations so that they are 'school ready' but importantly also become good citizens who contribute to society and lead successful and fulfilling lives.

We have worked hard to create a real sense of community valuing the diversity within the Royal borough of Kensington and Chelsea. We have established a number of Rolfe's traditions to ensure children achieve age expected levels and above and we make no excuses to make certain this happens.

We provide all our educators with the training, tools, and support to inspire and impart a solid foundation for all pupils based on a strong learning culture to ensure all our children are positively challenged and motivated to succeed.

We firmly believe that our parents/carers are partners in their children's education. We are committed to involving parents in their children's learning and encourage this through a range of initiatives, so they are a part of their children's educational aspirations, achievements and are active members of our community.

The Early Years Framework

The Early Years Foundation Stage (EYFS) is for children from birth to five years of age. We recognise that all children begin Rolfe's Nursery School from different backgrounds, with a range of experiences and learning which is developed through several aspects of the EYFS Framework. It is our role to nurture and build upon children's prior learning and experiences. This is achieved through an all-rounded approach to learning, ensuring that parents/carers and staff work collaboratively to enrich children's learning and development.

The EYFS is based upon four themes and principles:

- 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**.

- The **learning and development** of children occurs in different ways at different rates.

Our Curriculum

We have developed a unique broad and balanced foundation stage curriculum which is founded upon the statutory requirements of the EYFS. We are committed to providing significant opportunities for children to master skills whereby they have rich learning opportunities through play and playful teaching and skilfully planned activities. This occurs in a safe, secure, and stimulating environment which supports the philosophy of 'depth to support breath'. Our curriculum ensures that we consider and support the individual child according to their interests, individual needs, developmental age, and ability.

Intent

Our curriculum intent is to empower children to become confident, independent, kind and resilient individuals. Rolfe's learners are life-long learners! We aim to deliver a personalized experience for each child and we value the fact that our children are unique. We aim to deliver a hands-on, skills- based curriculum that is highly inclusive and engaging. Rolfe's curriculum highlights the importance of play, exploration and critical thinking. We intend our curriculum to lay the foundations for future learning and to ensure that the children are ready for their next transition or future school.

Implementation

We share our aims with parents regularly through our curriculum events, newsletters, curriculum maps and consultations. We understand the importance of working with parents and ensuring that parents understand what they can do to support their child at home and build on learning that has happened at Nursery School. We use a range of core-texts and books very early on, exposing the children to the rich vocabulary, stories, rhyme and repetition. This is then progressed through to the children in their second year, where the texts are age-appropriate and suitably matched to their needs, abilities and themes. We operated a structured, yet exciting provision that helps to accelerate the children's learning and development. We operate two classes. N1, for 2 – 3 year olds and N2 for 3 and 4 year olds. This model allows to differentiate and pitch the learning accurately.

Impact

We monitor the children's progress closely, from the moment that they start with us and their journey is tracked throughout the year, allowing appropriate support and challenge to be put in place. Internal moderation is an important part of this process and the formative and summative assessment is shared with parents through Tapestry and through regular parent consultation events. We review and evaluate our planning and curriculum topics and themes, to ensure that we are actively meeting the needs of our learners.

Areas of Learning and Development

To achieve our aims our curriculum framework is broad and balanced ensuring that children experience an educational programme that covers and is based on the three prime and four specific areas of learning and development.

Prime Areas:

- Communication and Language

In both small and large groups, children are encouraged to extend their vocabulary and language skills by listening and responding to stories through the use of songs and rhymes. Children are supported to understand that written symbols carry meaning. They are made aware of the purpose of writing and when they are ready, use drawn and written symbols themselves. A comprehensive well-furnished book corner gives every child the opportunity and encouragement to become familiar with books, to be able to handle them correctly and to be aware of their uses both for reference and as a source of stories and pictures.

- Physical Development

A range of equipment and opportunities allow children to develop confidence and enjoyment in the use of development of their own body. The level of adult input allows children to safely create and meet physical challenges, developing increasing skill and control in moving, climbing, and balancing. At the same time children are encouraged in the development of fine motor skills enabling them to use tools including pens and pencils and to handle small objects with greater control and precision. This area also teaches children about the importance of a healthy lifestyle and self-care.

- Personal, Social and Emotional Development

Within a nurturing environment children are individually supported in developing confidence, autonomy, and self-respect. They are encouraged to work and concentrate independently and also take part in the life of the group, sharing and co-operating with other children and adults. Children learn through activities, conversation, and practical example. They learn acceptable ways to express their own feelings and to have respect for the feelings of others. All children are given the opportunity, as appropriate, to take responsibility for themselves and also for the group, group members and property. Children also learn to relate to other children and adults.

Specific Areas:

- Literacy

Children learn reading and writing skills, including phonic knowledge, simple reading, and emergent writing. Children are helped to understand that written symbols carry meaning, to be aware of the purpose of writing and when they are ready, to use drawn and written symbols themselves.

- Mathematics

By means of adult supported practical experiences, children are able to become familiar with the sorting, matching, ordering, sequencing, and counting activities which form the basis for early mathematics. As they use their developing mathematical understanding to solve practical problems, children are assisted to learn and use the vocabulary of mathematics, identifying objects by shape, position, size, volume, and number. Songs, games, and picture books help children become aware of number sequencing and when they are ready, to use simple mathematical operations such as adding. Children can recognise shapes and use simple mathematical language.

- Understanding the World

A safe and stimulating environment allows children to explore and experiment with a range of natural and manufactured materials. They learn to observe the features of objects and substances, recognising differences, patterns, and similarities. Children are assisted in exploring and understanding their environment both within the group and also in the wider community. A range of safe and well-maintained equipment enables children to extend their technological understanding using simple tools and techniques appropriate to achieve their intentions and to solve problems.

- Expressive Art and Design

Children are encouraged to use a wide range of resources and their imagination in order to express their own ideas and feelings and to construct their individual response to experience in two and three dimensions. Art equipment including paint, glue, crayons, and pencils as well as natural and discarded resources provides for open ended exploration of colour, shape, texture, and the development of skills in painting, drawing and collage. Children join in with and respond to music and stories. There are many opportunities for imaginative role-play both individually and as part of the group.

Extra-curricular activities

Although the seven areas of learning remain the main focus of our educational programme, we believe in providing a variety of rich educational experiences for the children who attend our provision. Therefore, we extend the curriculum so that the children experience enhancement classes taught by specialist teachers, which include: art appreciation classes, country dancing, drama and theatre, French, football, music classes, singing around the piano and topic science experiments lessons.

Characteristics of Effective Learning

When planning and directing the activities for our children, staff will reflect and consider the different ways that children learn and incorporate these into daily practices, considering the characteristic of effective learning:

- Playing and exploring
- Learning actively
- Creating and critically thinking

All educators and practitioners ensure children receive a balance of activities led or guided by adults and those led by children. These activities will be enhanced through interactions with peers and adults and through purposeful and challenging questioning.

Adult directed activities are activities which are directed by an adult and can be beneficial in the teaching of particular skills such as how to use and handle mark making tools and equipment such as a pencil or scissor.

Adult guided activities are activities which are adult initiated. These activities are useful when supporting children with development imaginary and experiential skills.

Child-initiated experiences will take place within a planned arranged environment set up by the staff, but the child will solely decide upon what takes place based upon their experiences and motivations.

Enabling Environments

The environment plays a significant role in supporting and extending the children's development. All children have access to an enabling and stimulating indoor and outdoor learning environments which allows the children to explore, learn and flourish securely and safely. These environments have been well-planned with high quality resources and materials to provide additional support to children across all seven areas of learning and development.

The environment is organised to ensure the children:

- Take risks, explore, investigate, observe, or reflect quietly
- Become independent learners and critical thinkers
- Develop positive attitudes to learning
- Integrate and collaborate with peers and adults alike
- Engage with stimulating resources relevant to all cultures and communities
- Use their imagination and be creative
- Use their senses
- Have access to resources, materials and tools which will foster literacy, mathematical thinking, encourage communication and language, knowledge of the world, physical development, and creative discovery

We recognise the importance for the children to experience learning opportunities outdoor and each child has regularly access to our extended outdoor play area where we have a Forest School. Our Forest school supports the acquisition and development of a number of skills, such as, foresting a love for nature and our environment, gross motor skills, empathy, communication, independence, problem solving and risk-taking, notwithstanding knowledge and understanding of the world around them.

Themes

During the academic year we follow different themes each term. These themes provide our educators with the opportunity to make relevant cross curricular links to ensure learning is meaningful to the context of the lives of our children, whilst expanding their knowledge and understanding through a range of exceptional on and off site learning

opportunities. These themes are shared with parents/carers through our termly curriculum maps.

Educational visits

We believe that children benefit from visiting places of interests and also having specialist representative and visitors come to Rolfe's. These experiences will always link to the seven areas of learning and development and to the theme/topic that the children are learning.

Reporting

Regular communication with parents/carers about their children's learning and progress is fundamental. Parents are encouraged to review and interact with their child's learning journal- using Tapestry- which depicts their child's learning and development. We hold termly consultation meetings with parents/carers to communicate the assessment and discuss their child's progress. During these meetings we will set and agree targets and next steps. At the end of the academic year parents/carers will be provided with a written report of their child's progress which directly relates to the EYFS.

Observation, Assessment and Planning

We take a holistic approach to the curriculum delivery, the planning of teaching, activities and experiences our children encounter to ensure we promote outstanding outcomes that facilitates the children's progress in learning and development.

Collating robust, reliable formative and summative assessment data is crucial and by far by an effective means of tracking children's progress, understanding their needs and planning for our children.

We ensure that all children in our provision have a personal Learning Journey. This is an online electronic learning journal through a programme called 'Tapestry'. This software enables us to record, track and share your child's learning against the Early Years Foundation Stage (EYFS) Framework. Having this journal online enables staff to take photographs, video and to make written observations of the activities your child undertakes and allows staff to instantly upload these throughout the day. Parents/carers will be able to view all their child's learning during their children's time

at Rolfe's Nursery School. Having access to this information provides an excellent opportunity for us to share details about children's learning and achievements so that parent/carers can celebrate their learning at home. Tapestry also creates personalised next steps for each child which parents/carers and view and use to support their child's learning and development at home. Parents and Carers will also be able to add their own photos, videos, and comments to the journal. This enables us to form an inclusive and fully holistic view of the child and strengthen parent/carer partnership.

First, we will collect baseline data by teacher assessment, observing the child and carryout a baseline assessment so that we understand and build an accurate picture of the child's starting point and what a child can do. Thereafter, we ensure robust teacher assessment through the 'best fit' approach using the Early Education guidance: Development Matters 2012, the ongoing formative and summative assessment are used to collate evidence of a child's achievements and developments.

- **Formative assessment**

Ongoing assessment is an essential function when assessing the learning and development of children. Staff will identify through their interactions and observations of the child as well as through contributions of parents/carers, their stages and level of development, interests, and learning styles. These assessments are used to enhance and influence future planning to extend, address any gaps in learning and accelerate progress.

- **Summative assessment**

We will facilitate interim termly summative assessments to give us a view of what a child is able to do at a given point in the EYFS. We analyse this data and use this information to impact on the teaching and learning.

- **Planning**

We have long-term planning which indicates what themes and topics are taught each term, and to which groups of our children. We also illustrate well-defined learning objective and teaching strategies within these plans. The EYFS Framework underpins and guides our planning and this is reviewed regularly by our educators. Our short-term plans are written by our senior educators on a weekly basis. We use these plans to identify and set the learning objectives for each session, provided suggested questions to challenge and promote critical thinking, identify the resources and proposed activities. These plans also enable us to personalise planning and differentiation for individual children to make sure we can specifically develop children's knowledge or skills in specific areas of learning.

Curriculum maps

We send parents/carers termly curriculum maps sharing key dates, to provide an outline of the main aspects of learning that will take place that term so that the children

can be supported at home as well as at school. The curriculum map will provide guidance of how to help children achieve the set learning objectives and offer suggestions of home learning activities to consolidate the learning which has taken place at school.

Evaluating and Monitoring Teaching and Learning

Educators at Rolfe's Nursery School continually pursue professional improvement to develop and keep up to date their skills, subject knowledge, and expertise at both national and local level. As a result, all educators are expected to evaluate the impact of their teaching, as part of their continuous professional development and improving themselves as a reflective practitioner.

The overview of the quality and effectiveness of teaching and learning is the primary responsibility of the senior leadership team: The Head and Lead Practitioners. The monitoring of the teaching and learning will take place as part of our monitoring cycle and draws on a range of evidence, e.g. lesson observations, work sample, tapestry observation and planning scrutiny, analysis of data, feedback from parents and children, moderation, etc.

This policy will be reviewed, updated and where appropriate amended before the start of each academic year and will evaluate local and national developments within EYFS.

Moderation

Educators meet regularly to internally moderate to deliberate the assessments they have gathered. Children at different developmental stages are discussed across the 17 areas of learning to ensure that the assessment is accurate and there is consistency in practice amongst all staff. This is also an opportunity for all practitioners to openly examine their evidence for the judgments made, question and challenge the assessment decisions.

Equal opportunities

All children at Rolfe's Nursery School will have a fair and equal right to access the curriculum regardless of sex, race, disability, religion, or belief and therefore, we are promoting British values of democracy and freedom for all. In accordance with statutory requirements we aim to ensure the curriculum is accessible to all children through our embedded practices of quality first teaching and differentiation. Further detailed information can be found in our Equal Opportunity Policy on the school website.

Special Educational Needs (SEN)

Through parent consultations, detailed assessment, and a robust internal referral system, we identify at the earliest opportunity any child who may have special educational needs (SEN). We will work in partnership with parents/carers and provide interventions to support the child's level of needs. Specialist intervention and

resources are implemented where there is an identified specific learning difficulty and where appropriate, external agencies such as speech therapist, occupational therapist and educational psychologist may need to provide specialist assessments, support, and advice. Further detailed information can be our SEN Policy can be accessed on our school website.

Gifted and talented

At Rolfe's Nursery School we aim to provide an Early Years Curriculum that is a suitable to the needs and abilities of all our children. We ensure our approach to teaching and learning enables each child to aim high and become the best versions of themselves. However, we recognise that we have gifted and talented children who have one or more attributes/abilities (or the potential to develop those abilities) to a level significantly ahead of their expected developmental age in the EYFS Framework. We have a separate gifted and talented policy which helps us to identify and support highly able learners who have been identified as 'gifted' and 'talented'. This policy can be accessed on our school website.