



Early Years Foundation Stage (EYFS)

Intent

At Royton Hall, we hold high expectations for all our children. Our aim is for each child to enhance their cognitive abilities while also developing their communication, physical, emotional, and social skills in an environment that values diverse cultures, communities and individuals. We strive for all groups of children to make progress across the curriculum, preparing them for the next phase of their education and achieving excellent outcomes.

Our aims are to nurture lifelong learners in an environment that delivers high-quality care, fosters independence, supports emotional well-being, and celebrates individual interests and curiosities. We are dedicated to providing inviting and stimulating classroom environments, both indoors and outdoors, that offer exciting opportunities, encourage challenges, exploration, adventures, and instil a real love of learning. We aim for our children to be independent, to have confidence in themselves, and to engage positively with others.

At Royton Hall, we understand that play is a fundamental part of learning and it is at the heart of our early years curriculum. We believe that a balanced mix of adult-led and child-initiated play leads to the best educational outcomes. Warm and positive relationships between staff and children, along with consistent routines and strong partnerships with parents/carers, are essential.

We acknowledge the pivotal role early years education plays in establishing a solid foundation for the rest of a child's educational journey.

Our aim is to provide the essential knowledge that children need to prepare them for future success and to offer them the best possible start to their early education.

Implementation

At Royton Hall Primary School, we adhere to the welfare requirements set out in the Early Years Foundation Stage Statutory Framework. We are committed to actively safeguarding and promoting the welfare of all our children.

We have carefully designed a sequenced curriculum using the EYFS Educational Programmes for each area of learning, recent research and additional guidance. It identifies key skills and knowledge for children to be taught term by term, deepening learning and enabling them to achieve the early learning goals at the end of the Reception year. Developed in collaboration with school subject leaders, our curriculum ensures a consistent approach across the school, preparing children for their transition to Key Stage 1. We prioritise quality first teaching in all curriculum areas, with staff staying informed about guidance updates and participating in relevant training.

Our curriculum is taught through topics which are enriched with classroom enhancements, trips and visitors. Topics are supported by high-quality key texts, both fiction and non-fiction, providing a broad and balanced learning experience. These are chosen carefully to encourage children's speech, language and communication development. All planning however, is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests.

At Royton Hall Primary School, we implement the Little Wandle systematic approach for teaching phonics and reading, ensuring every child learns to read effectively. Our high-quality phonics teaching begins in the Nursery with the 'Foundation for Phonics' and continues into Reception with a systematic teaching of letters and sounds.

We provide many opportunities for our children to develop a love of reading, such as:

- **Weekly reading groups with an adult** (OTTER time)
- **1:1 reading sessions**
- **Class story times**
- **Independent reading time**
- **Inviting reading corners**
- **Parent/carer phonics-themed 'stay and plays'**

These activities are designed to engage children and foster a lifelong passion for reading.

We follow the White Rose Maths scheme, which offers a wide range of opportunities to enhance children's understanding of number, shape, measure, and spatial thinking. The scheme ensures that essential mathematical concepts are revisited and developed consistently throughout the year. It also includes recommended key books that are used to spark learning and increase engagement. As the children explore numbers, counting, problem-solving, patterns, shapes, and spatial reasoning through enjoyable games and activities, they develop positive attitudes towards maths and an enthusiasm for learning.

In the EYFS, we set realistic and challenging expectations tailored to the diverse needs of our children. Our planning process is inclusive and considers the requirements of:

- Boys and girls
- Children with special educational needs
- More able children
- Children with disabilities
- Children from various social and cultural backgrounds
- Children from different ethnic groups
- Children from diverse linguistic backgrounds

By addressing the unique needs of each group, we ensure that all children have the opportunity to succeed and thrive in a supportive and inclusive environment.

As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals. These judgements are made on the basis of accumulative observations and in depth knowledge of the children acquired through ongoing assessment. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

We are committed to providing high-quality and stimulating learning environments both indoors and outdoors. Our continuous provision is carefully planned and organised to ensure it is engaging and effective. It is regularly enhanced to align with current topics and themes, offering children the chance to learn through play while practicing, consolidating, and applying both ongoing and new learning across all areas of learning.

In Reception, children benefit from additional outdoor learning opportunities through our Forest School. This is designed to extend classroom learning while providing children with the chance to develop essential skills such as:

- **Team building**
- **Resilience**
- **Curiosity**
- **Respect**
- **Confidence**
- **Self-awareness**

These experiences are crucial for nurturing well-rounded development and fostering a love for learning in every child.

We have developed a 'language rich' environment to enhance children's communication skills. This is achieved through the use of songs, nursery rhymes, and stories, along with dedicated time for meaningful quality interactions between adults and between peers. Our trained staff play a crucial role in ensuring these interactions are both positive and progressive, enabling children to thrive and rapidly expand their vocabulary. This approach is designed to help children become confident communicators, setting a strong foundation for their future learning and development.

Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play.

Across the daily routine, staff ensure children have a balance of child-initiated and adult-led activities. It is recognised that young children learn by, taking part in activities guided by knowledgeable adults and lead their own learning sensitively supported by staff. During the summer term in Reception, the balance of learning is developed to support smooth transition into Y1.

We understand the importance of parental engagement and believe that our parents/carers have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Staff engage with parents/carers at points of transition, within home learning and the observation process. Parents/carers receive weekly updates to inform them of what their child is learning and staff share ideas with parents/carers to explain how they can support this at home. Parents/carers enjoy using Tapestry to engage in their child's learning and share experiences from home.

The EYFS staff communicate frequently with the school SENDCO to ensure rapid response to children's identified personal needs. Integrated services are used to maximise children's learning potential and parents/carers are involved and updated throughout the process.

Impact

Our children feel happy and safe and enjoying coming to school. They show high levels of engagement and motivation, which supports them to become lifelong learners. They take pride in all they do and always try to do their best. They develop strong communication skills and listening respectfully to the opinions of others. Our children become confident and capable readers who demonstrate a love of reading.

The children demonstrate self-awareness and gain confidence in their abilities. They demonstrate self-regulation, emotional resilience, and perseverance when facing challenges, while effectively managing risks. They are kind, respectful, and honest, showing inclusive attitudes and understanding their role in wider society.

We maintain strong connections with parents/carers, ensuring they are well-informed about their child's progress. We actively support parents/carers in contributing to their child's education.

All of our children access a balanced and challenging curriculum regardless of their background, needs or abilities. The children make strong progress from their starting points and are offered a broad curriculum which meets each child's unique needs. Our children are supported by adults that are well trained and passionate about providing the best education for every child.

The children's progress in our Early Years is monitored closely from the moment they start and their journey is closely tracked allowing appropriate support and challenge to be put in place. We react quickly to children at risk of falling behind and intervene to accelerate their learning. Our assessments are integral to our effective teaching and learning. We use both summative and formative assessments in conjunction with each other. Consequently, GLD in our EYFS is in line or above National Average, having started from a low point.

As a team, we carry out regular internal moderation and also ensure that staff attend external meetings and training to ensure that we feel confident with our judgement and that these judgements are consistent across our setting and other school settings.

Our children demonstrate the characteristics of effective learning and are well prepared for the next stage in their learning.