



The Trent Rylands Federation



Trent Vale Infant and Nursery School *and* Beeston Rylands Junior School

EYFS Handbook

Drivers

We have three drivers that shape our curriculum – **Possibilities, Responsibility and Community**. They come from an exploration of the backgrounds of our pupils, our beliefs about high-quality education and our values.

We have interwoven these drivers through the EYFS curriculum and they are explored alongside and within the breadth of study.

Possibilities

Teachers and parents need to have high aspirations for the children. Children need to feel confident and have high aspirations for themselves. They need to believe that anything is possible. To do this they have to have a good understanding of what is beyond school and develop a solid work ethic in order to get there. Informing children of the possible job roles, vocations and opportunities in society and the path they need to take to fulfill these ambitions is an integral part of school life. Small steps lead to bigger strides towards reaching goals.

Responsibility

We strive for children to have a strong sense of themselves and to understand what is right and wrong and why. We help children to relate to and help others: acting on somebody else's behalf if they need it. Alongside this we believe that children should have a strong sense of responsibility and duty to the world in which they live and to protect, sustain and future proof our environment. Even the smallest act can make a difference.

Community

The local unique environment and the deep sense of local community plays an important role in the life of a child at TRF and is the bedrock to family and school life. We want children to understand the history of the community, and also appreciate the rich cultural diversity within it today. We strive for all children to have a strong sense of pride in their locality and the people within it. We enjoy giving back to our community and aim for our children to be able to contribute positively to their local area. By being part of and contributing to a strong local community children will develop into positive citizens within the global community as they grow into adults.

Intent

The importance of early childhood education

The United Nations Convention on the Rights of the child states that children have a right to education without discrimination. Education should ensure children respect and understand the rights of others.

Early years settings are at the heart of their local communities. They provide safe and nurturing spaces for children to play and learn together. Together, children learn about respecting other people, co-operating and sharing. They learn about being true to themselves and respecting the rights of others.

At Trent Vale we believe that the foundation stage education should give the children the best chance to become well rounded happy individuals ready to succeed in an ever changing world.

Our intentions are, that by the end of Foundation Stage 2 we want our children to :

- Be settled and happy in their environment and have good relationships with both adults and their peers in order to make friends. To develop a sense of belonging to our school community. To make friends.
- Be respectful. To recognise they are part of a community, to learn to regulate their own feelings with adult guidance and be patient for what they want.
- Be both physically and emotionally ready to learn. To have a positive, confident attitude to learning.
- Be independent and resilient. Children will enjoy learning and are prepared to have a go and persevere. They will stay involved and focussed in their learning, and bounce back when things get difficult.
- Be effective communicators. Children will show good listening skills, engage in to and fro conversation using new language and vocabulary. They will ask questions to learn.
- Be curious about the world around them, in order to build the foundations of lifelong learners.
- Be making at least good progress from their starting points and will be equipped with the skills and knowledge to have a smooth transition to year one.

The Curriculum

Our curriculum celebrates diversity and supports the pupils' spiritual, moral, social and cultural development.

We intend our curriculum -

- To be broad and balanced to meet the needs of all pupils.
- To have the development of oracy at its heart.
- To support children in their learning by enabling them to gain and consolidate new skills and knowledge with a deepening understanding, as they start out on their educational journey.
- To enable children to progress from their individual starting points and prepare them for their next steps of their education.
- To be fully inclusive and meet the needs of all children, including children with SEN, by supporting them appropriately allowing them to be successful.

Implementation

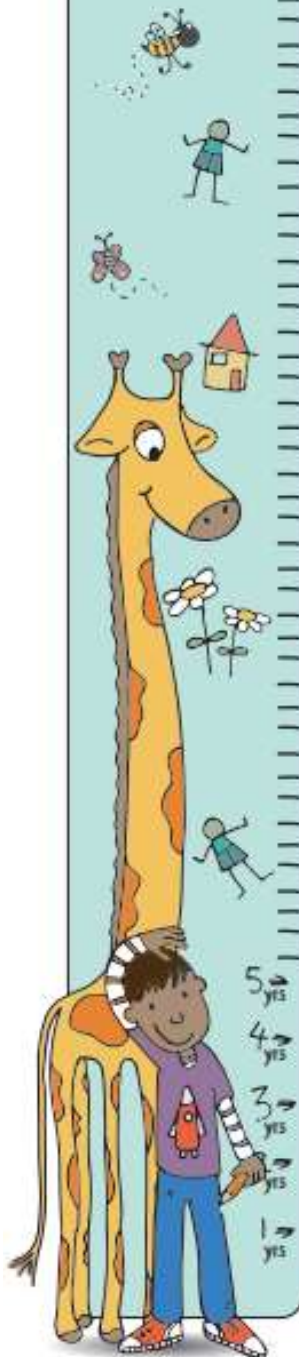
We follow the Early Years Foundation Stage Statutory Guidance – January 2024

We work closely as a team to develop and review our practice to ensure that we can give the children coming to our school the best start to their education, this includes ensuring that we consider and meet The 7 features of Effective Practice :

- The best for every child. ...
- High-quality care. ...
- The curriculum: what we want children to learn. ...
- Pedagogy: helping children to learn. ...
- Assessment: checking what children have learnt. ...
- Self-regulation and executive function. ...
- Partnership with parents.

Please see below for further details .

Seven Features of Effective Practice



1 The best for every child

- All children deserve to have an equal chance of success.



- High-quality early education is good for all children. It is especially important for children from disadvantaged backgrounds.

- When they start school, children from disadvantaged backgrounds are, on average, 4 months behind their peers. We need to do more to narrow that gap.



- Children who have lived through difficult experiences can begin to grow stronger when they experience high quality early education and care.

- High-quality early education and care is inclusive. Children's special educational needs and disabilities (SEND) are identified quickly. All children promptly receive any extra help they need, so they can progress well in their learning.

2 High-quality care

- The child's experience must always be central to the thinking of every practitioner.

- Babies, toddlers and young children thrive when they are loved and well cared for.



- High-quality care is consistent. Every practitioner needs to enjoy spending time with young children.

- Effective practitioners are responsive to children and babies. They notice when a baby looks towards them and gurgles and respond with pleasure.

- Practitioners understand that toddlers are learning to be independent, so they will sometimes get frustrated.

- Practitioners know that starting school, and all the other transitions in the early years, are big steps for small children.



3 The curriculum: what we want children to learn

- The curriculum is a top-level plan of everything the early years setting wants the children to learn.



- Planning to help every child to develop their language is vital.

- The curriculum needs to be ambitious. Careful sequencing will help children to build their learning over time.

- Young children's learning is often driven by their interests. Plans need to be flexible.

- Babies and young children do not develop in a fixed way. Their development is like a spider's web with many strands, not a straight line.



- Depth in early learning is much more important than covering lots of things in a superficial way.

4

Pedagogy: helping children to learn

- Children are powerful learners. Every child can make progress in their learning, with the right help.

- Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching.



- Practitioners carefully organise enabling environments for high-quality play. Sometimes, they make time and space available for children to invent their own play. Sometimes, they join in to sensitively support and extend children's learning.

- Children in the early years also learn through group work, when practitioners guide their learning.

- Older children need more of this guided learning.

- A well-planned learning environment, indoors and outside, is an important aspect of pedagogy.



5

Assessment: checking what children have learnt

- Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence.



- Effective assessment requires practitioners to understand child development. Practitioners also need to be clear about what they want children to know and be able to do.



- Accurate assessment can highlight whether a child has a special educational need and needs extra help.

- Before assessing children, it's a good idea to think about whether the assessments will be useful.

- Assessment should not take practitioners away from the children for long periods of time.

6

Self-regulation and executive function

- Executive function includes the child's ability to:

- hold information in mind
- focus their attention
- think flexibly
- inhibit impulsive behaviour.



- These abilities contribute to the child's growing ability to self-regulate:

- concentrate their thinking
- plan what to do next
- monitor what they are doing and adapt
- regulate strong feelings
- be patient for what they want
- bounce back when things get difficult.

- Language development is central to self-regulation: children use language to guide their actions and plans.

- Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead.



7

Partnership with parents

- It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.

- This includes listening regularly to parents and giving parents clear information about their children's progress.



- The help that parents give their children at home has a very significant impact on their learning.

- Some children get much less support for their learning at home than others. By knowing and understanding all the children and their families, settings can offer extra help to those who need it most.



- It is important to encourage all parents to chat, play and read with their children.

Our ethos in Early Years is to support children's personal, social and emotional development so that they feel safe and secure and are ready to learn.

The children will learn new skills, acquire new knowledge and demonstrate understanding through the seven areas of the EYFS curriculum:

Prime Areas

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Through these seven areas of learning we provide topics that excite and engage children, building on their own interests and developing their experiences of the world around them. We recognise that all children come into our setting with varied experiences. All staff work hard to build relationships with families in order to foster a supportive outlook to their child's development. We ensure that the learning opportunities provided widen children's knowledge and understanding of the world, setting ambitious expectations for all children.

The aim of our curriculum is to create a 'love for learning' mind-set :

- By ensuring staff have a good understanding of how children learn and ensure that they support, build upon and develop the characteristics of effective learning
These are:
 - *Playing and Exploring – children investigate and experience things, and have a go.*
 - *Active Learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.*
 - *Creating and Thinking Critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things.*
- By offering a well organised, considered and open ended continuous provision which enables the children to self-select, play imaginatively, to practise and repeat their learning and problem solve. This continuous provision will offer a core of familiar resources to which enhancements will be offered. It will be evaluated on an ongoing basis to ensure progression.
- By planning a well sequenced appropriate curriculum, which is based upon the Development Matters materials. We have written a detailed TRF EYFS Curriculum

Progression Document which sets out termly learning. This is underpinned by the TRF Curriculum Coverage Documents (substantive knowledge) and the Curriculum Progression Documents (disciplinary knowledge).

- By considering the sequence of topics carefully so that we start from the child and their interests, their cultural capital and to then move to widen their experiences. We will progress from a topic about themselves. Then move to learning about families, proceeding to the wider community or a setting they may be familiar with. We then introduce unfamiliar locations from further afield and fantasy. These topics are flexible as we value interests of the children. They are not over loaded with excessive content, to ensure that children's interests are followed and also to move at the child's own pace to target gaps in learning .
- By providing well organised sequenced activities and enhancements which will draw upon children's prior knowledge and provide meaningful learning experiences, developing each child's characteristics of effective learning.
- By directly teaching basic skills, knowledge concepts and values and then providing activities, resources and opportunities to practise and develop these skills either in teacher led activities or independently through play. As a child completes the journey from F1 and then through F2 (nursery to reception and then towards year one) there is a change in balance from child led to teacher led inputs and learning.
- By using each child's starting point and interests we provide child initiated activities that are impactful and progressive.
- By developing a language rich environment where adults provide high quality interactions and model vocabulary in order for children to develop their own speaking and listening skills. This will have a significant impact on the conversational skills of children.
- By using high quality, language rich texts that foster a love of story, reading and books.
- By high quality questioning and interactions to check understanding and address misconceptions enabling all children to succeed.
- By adults making continuous assessments that clarify understanding and are used to inform next steps and meet the needs of each individual.
- By offering a range of additional intervention and support for children who may not be reaching their potential, or are showing a greater depth of understanding and need further challenge. This includes, for example, sessions for developing speech and language, social skills, fine motor skills, phonics and mathematics
- By working with outside agencies to provide specific bespoke plans for children with SEN.
- By allowing children to be successful in their attempt at an activity and using effective feedback to help facilitate next steps in learning whilst also providing enough challenge to develop resilience.
- By suggesting home learning opportunities with information about what has been taught, allowing parents to build on their child's school experiences, at home.

Throughout each week the children will access:

- Whole class activities
- Small group focus activities
- Small group independent activities
- Child initiated activities
- Indoor and Outdoor learning

Outdoor Provision

Outdoor learning is a crucial element of the EYFS Framework and is essential in providing a broad and balanced curriculum . Being outdoors has a positive impact on children's sense of well-being and development.

- Our Outdoor learning provision consists of areas adjacent to classrooms, the large playground and field, a pond area and a forest school area. The areas are used all year round and in most weather conditions.
- We operate a free flow system to the areas outside our classrooms for some parts of the day. This is timetabled so that all children will get a balance of indoor and outdoor learning.
- We provide continuous provision outside for new or unusual play by offering a range of open-ended, problem-solving resources that challenge and evoke questions. It offers opportunities for doing things in different ways and on different scales than when indoors.
- Areas are planned to encourage learning that facilitates the development of the characteristics of learning along with the 7 areas of learning. These areas are developed and changed in line with children's development and interests.
- In F2, areas include sand and water play, a large construction area, tyres and steering wheels, a dough kitchen, messy maths, a potion station, a writing area, imaginary play, outdoor art, garden/planting area.
- In F1, areas include gross motor development (ball skills and climbing), a planting area (also used as outdoor classroom), large construction area, imaginary small world, mud kitchen, music area, dinosaur park, water station, sand area, outdoor role-play area, area for agility e.g. bikes and scooters, art and design area.
- Other areas - The F2 children also have access to the large playground area and field where they can develop large gross motor skills through the use of the climbing frame, pirate ship, trim trail, bikes, scooters etc. There is a focus on getting children active, raising their heart beat, teaching them to balance, ride bikes and climb.
- Field and Forest Area – Our field is a fantastic place to explore and observe nature and it offers the children a window to experience the seasons. There are a variety of environments, including long grass meadow, a willow tunnel, small shaded areas, a

gazebo along with a huge variety of trees. There is a trim trail to develop gross motor skills along with risk taking.

Our Forest area is used throughout the year. In the Autumn, Spring and Summer we have sessions here run by a forest school teacher. At other times, the class teachers will access these areas to support the curriculum.

- Playground- Our playground is a great space for our F2 children to play with friends. Children have time within the week, to play as a class using large toys such as bikes and scooters, balls and skipping ropes. They will also access this area at lunch times, when they will play with the older children in school.
- Pond area – Children have supervised access to the pond area. This is a great space for finding out about lifecycles, pond life and different habitats. It is used not only to support learning in Understanding the World and Expressive Arts but also to simply read a story or have circle time. It is very calm.

English

Reading

Reading is at the heart of our curriculum and our aim is to encourage a love of reading right from the start. The aim is to expose children to a range of books that not only develop a love of reading, but have been chosen specifically to develop their oracy, vocabulary and comprehension.

- At Trent Vale we have our 10 Core Stories per year group. The children will listen to these books regularly and will be able to join in orally, retell or read these books by the end of the year.
- We also base each half term's topic on a book. These books will be embedded in our provision through activities, story sessions and on display for children to access independently. Through this, children begin to internalise new vocabulary, language patterns and begin to retell stories.
- There is cohesion and consistency with our approach to align with the whole school English Curriculum that is followed from Years 1-6:
 - The inclusion of high-quality texts which are age and stage appropriate
 - Modelled reading and re-telling opportunities across each session
 - Structured comprehensions questions
 - A focus on Tier 1, 2 and 3 Vocabulary
 - Cooperative learning behaviours which develop oracy and interdependence.

Learning to Read

We believe that all our children can become fluent readers and writers. This is why we teach reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. Phonics is the process of learning to read using sounds and symbols that combine to create a phonetic alphabet that can be used to blend words together. We start teaching phonics in Nursery/Reception and follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

All staff are fully trained in the Little Wandle scheme.

Phonics in F1

- We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.
- We follow the guidance offered by Little Wandle Letters and Sounds, 'Foundations for Phonics' alongside a stimulating language-rich provision. One of the most important aspects of Foundations for Phonics is developing an awareness of sound, through activities that develop focused listening and attention, tuning in to sounds, including oral blending.
- We follow the 'Foundation for Phonics Progression and Planning' document to ensure that we cover the full curriculum, give appropriate support and challenge, and offer a variety of activities that engage the children in purposeful learning. This document details the order in which phonemes can be taught.
- We focus on one phoneme awareness game and one oral blending game daily.
- Phonics sessions are timetabled so that children get this provision every day.
- Phonics Inputs are taught to small groups of children, in short engaging sessions. We use a limited number of effective games, so that children are familiar with the games, and can focus on what they are learning, rather than learning a new game.
- We do not teach letter names (including singing alphabet songs). This is not helpful to children at this stage; it causes confusion. Letter names will be taught in Reception at an appropriate point, once digraphs have been introduced.
- We ensure accurate enunciation of pure sounds.
- In F1 there is a focus on just the phonemes (just the sounds) not the graphemes.
- There may be a few children who are ready for Phase 2 teaching in Nursery. If this is the case, it is important that this is done in consultation with the Phonics or Reading Leader within the setting.
- We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:

- sharing high-quality stories and poems
- learning a range of nursery rhymes and action rhymes
- activities that develop focused listening and attention, including oral blending
- attention to high-quality language

Phonics and reading in F2 Phase 2, 3 and 4.

- In order for children make a strong start in Reception: teaching begins in Week 2 of the Autumn term
- Daily phonics lessons in Reception. We build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson of 30 minutes a day. as quickly as possible.
- Each Friday, we review the week's teaching to help children become fluent readers.
- We follow the Little Wandle Letters and Sounds Revised expectations of progress: Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
- Teachers will assess children's progress regularly and there is a rigorous system in place to ensure that any child who is not keeping up with their phonics receives interventions immediately.
- Any child who needs additional practice has daily keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.

Reading Practice Sessions

- Children will read 3 times a week as part of a group reading practise session. These sessions focus on decoding, developing prosody (fluency and expression), and then comprehension.
- They will read phonetically decodable books that have been carefully matched to their phonic knowledge and reading level.
- This book will be then sent home to be read with an adult over the weekend.

Sharing Books.

- In order to encourage a child to become a lifelong reader, it is important that they learn to read for pleasure.
- Sharing books are also sent home in F1 and F2. These are books that the children have selected themselves. They may be picture books or a simple story or repetitive texts.
- They will now have a red sticker on the front cover to indicate that they may not be fully decodable and may not match a child's exact phonics level.

- These books are for parents to share with their child, to discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book etc.

Writing

There is cohesion and consistency with our approach to align with the whole school writing curriculum that is followed from Years 1-6.

There is a clear progression of learning from F1 to F2.

Writing in F1

We understand the importance of seeing writing development as a continuum and the link between gross motor and fine motor skills. We offer opportunities and targeted support to develop writing considering the following :

Gross and fine motor development

- Modelling of writing
- Mark making activities
- Name writing
- Pre-phonics teaching and activities.
- Pre-writing activities
- Writing for a purpose in play situations
- Forming some of the letters correctly within their name.

Writing in F2

Our phonics progression and teaching is the main vehicle for developing spelling and handwriting (the transcriptional skills). During the Autumn term and Spring term we will follow each phonic session with guided work which is planned to support the teaching of that day along with previous learning.

Children are taught to:

- Sit on a chair correctly and comfortably using the tripod grip.
- Hold a pencil correctly using the tripod grip
- Form lowercase letters in the correct direction starting and finishing in the correct place.
- Form capital letters as prompted by Little Wandle Phonics scheme
- Write their names correctly.
- Write the common exception words that have been learnt from the phonics teaching
- Write, from dictation, simple words and phrases made up of the sounds they have learnt.
- Begin sentences with capital letters and full stops.

As part of continuous provision and the topic work we do, we provide opportunities for children to apply these skills and write for a purpose in all areas of learning and the classroom. We also model writing to children and plan and write whole class stories and non-fiction writing together.

In the Summer Term, children will develop their writing composition using their knowledge and skills to write independently and for more extended periods. This writing will be based on the English and topic work. Children are taught to :

- Talk about writing in whole class and group situations
- Orally rehearse out loud what they are going to write
- Sequence sentences to form short narratives
- Reread what they have written to check it makes sense
- Read aloud what they have written

Mathematics

There is cohesion and consistency with our approach to align with the whole school Maths Curriculum that is followed from Years 1-6. High quality learning environments and meaningful interactions with adults, support children in developing mathematical thinking and discussion.

There is a clear progression of learning from F1 to F2, which forms the basis for learning in Year 1.

In F1

- Children develop a love of maths through games, songs, rhymes, and play using concrete manipulatives.
- There is a focus on the following counting principles; one to one correspondence, stable order and cardinal principle.
- Children's fine manipulative skills are a focus to develop 1-1 correspondence so children count each object only once.
- Maths will be delivered through short teacher directed inputs along side child led play and exploration. It will take place in all areas of the inside and outside learning environments.
- Vocabulary will be modelled and children will be expected to use it.
- Staff will use all opportunities within the day, to develop children's understanding of maths, e.g. Tidy up time, routines of the day and water play.

In F2

- We follow the White Rose Maths Scheme of work which is divided into 3 weekly units. There is a whole school "teaching for mastery" approach.
- Children in F2 have daily maths inputs to develop fluency, revisit key concepts and address misconceptions

- Children learn through games and tasks using concrete manipulatives and pictorial structures and representations which are then rehearsed, applied and recorded within their own child-led exploration alongside small group, teacher led activities.
- There is a strong focus on number sense to 10, subitising, base 10, using 10 frames and number bonds.
- Children will count regularly and recognise numerals beyond 10.
- Learning will be documented on a learning wall.
- As the F2 year progresses, children will be expected to record their learning in their maths books.

Wider Curriculum

- Our wider curriculum is taught through the learning areas; 'Understanding of the World' and 'Expressive Arts and Design.'
- There is a clear progression of learning from F1 to F2 and then on to Year 1.
- Staff will plan using the Trent Rylands Federation Curriculum Coverage documents (substantive knowledge) and Progression Documents (disciplinary knowledge).
- EYFS staff have a good understanding of how ELG's feed into the National Curriculum through our robust planning and CPD opportunities.
- In reverse, colleagues throughout the school are also aware of the key ELG's that link to each foundation subject and the progression of the subject.
- Exciting, purposeful and contextual activities are planned to build on children's natural curiosity.
- Building further on our oracy focus, children will be encouraged to employ subject specific language and terminology in foundation subjects, and such vocabulary will be modelled, both verbally and orally, by supporting practitioners.

Impact

The impact of the EYFS curriculum is reflected in having well rounded, happy, inquisitive and confident children so that they are well prepared for the transitions from Nursery all the way through to Year One. Our children are often amazing role models for others in school.

Children demonstrate high levels of engagement in activities, developing their speaking and listening skills, enabling them to access more areas of the learning and communicate to both adults and children.

Children develop skills across all areas of the curriculum including Literacy, Mathematics and Physical Development using these in different ways.

Children have developed a wider sense of the world around them and can draw on these experiences during interactions with others and link this to new learning.

Children at the end of Foundation stage have developed essential knowledge and skills required for everyday life and lifelong learning.

We measure progress and children's learning across the year through formative and summative assessment which are based on the teacher's knowledge of the child (including teacher notes), whole class floor books, children's work books and photographs .

We expect all our children make more than the expected steps progress from their starting points. The judgements of our school are moderated with other schools. This means judgements are secure and consistent with government guidelines.

Monitoring takes place through

- Learning walks and discussions with children.
- Lessons observations
- Learning Journey and 'Book Looks' to monitor progress, attainment and standards.
- Professional dialogue between all members of the Early Years Team.
- Pupil Progress Meetings.
- Internal moderation and family of schools meetings which ensure quality and accurate moderation with experienced practitioners.

The teaching and pedagogy are reviewed and evaluated regularly through PPA, half termly key stage meetings and staff meetings. We ensure that the areas we discuss and develop are reflected in changes and developments in our classroom practice.

The Early Years provision features in all areas of the School Development Plan and has a rigorous plan for development each year.