

Context

- 104 place nursery – consisting of 36 morning places, 36 afternoon places and 16 full time places
- 90 place reception
- High level of deprivation – **F1 60% EYPP, F2 77.4% PP**, whole school 67.9% PP
- High proportion of EAL - **F1 33.3% EAL and F2 34.4% EAL**, whole school 40.4%



Challenges

Baseline assessments help us to identify barriers to learning including:

- Low personal, social and emotional development
- Poor Oracy and communication skills
- Underdeveloped retrieval and recall skills
- Limited life experiences
- Low attendance



EYFS

Intent

Our EYFS curriculum is designed to promote independence and empower children to take ownership of their learning. Quality first teaching is at the forefront of our approach, and we strive to provide a curriculum that enables children to gain powerful knowledge through meaningful, hands-on experiences. We believe that children learn best when they feel respected, motivated, included and able to collaborate with their peers. Our curriculum is underpinned by our Rosslyn learning powers of being respectful, motivated, inclusive, collaborative, resilient and aspirational. We strive to provide an environment that offers challenge and opportunities for children to retrieve and apply their learning, using and developing common play behaviours in a progressive and developmentally appropriate way.

Implementation

Themes linked to high quality stories are carefully planned to provide inspiration for learning and introduce new knowledge, vocabulary and experiences. Throughout the day children experience a balance of child initiated and adult led learning both indoors and outdoors. We initially place a strong emphasis on the Prime areas of learning; Personal, Social and Emotional Development and Communication and Language. Through our core focus on effective interactions, high quality texts and Helicopter stories we have a clear commitment to developing children's oracy and early vocabulary. As the children grow and progress we build on the prime areas of learning and support them to develop skills in the four specific areas with an emphasis on children's literacy and mathematical development through direct teaching of Read, Write inc and mastery mathematics. This sequence supports children in acquiring the skills and knowledge required for a smooth transition into Year 1.

Priorities

The whole school development priorities focus on the identified key barriers to learning - **Writing, Attendance, Retrieval and Oracy**. These priorities also form part of the Early Years action plan.

Impact

Ongoing assessment is an integral part of the learning process. Practitioners get to know children's level of achievement and interests, and then shape teaching and learning experiences for each child reflecting this knowledge. In their interactions with children, practitioners respond to their own day-to-day observations about children's progress. Floor books, Evidence me and writing journals are used to capture some of this evidence. Each term the children are assessed against the 7 areas of learning and at the end of EYFS the children are assessed against the Early Learning Goals. The EYFS team meet regularly to moderate their judgements and attend external moderation through the trust and local authority.

Enrichment and personal development

- RSC school – Shakespeare weeks
- Take One Picture project from the National Gallery
- Curriculum visits
- Curriculum workshops
- Science days
- Humanities days – Remembrance, History day, Activism Day
- British values days
- Sports coaches
- Visits to our woods
- Baking

CPD

- NPQEYL
- Early Years Expert
- Transform Trust EYFS Network
- Transform Trust applied and Leadership applied
- RWI training and development days
- Helicopter stories
- Squiggle Whilst You Wiggle
- Early Talk Boost
- Nottingham University Oracy Project
- Voice 21
- Nottingham city agreement trialling
- Weekly staff meetings
- Termly INSET days on curriculum planning and development



Partnership with parents

We place high value on rapidly creating good relationships with children, and their parents to allow children to feel safe and happy in the setting. We promote strong links with parents and encourage them to be involved in their children's learning in a range of ways including;

- Getting ready for nursery sessions
- Stay and play
- Class Dojo and social media platforms
- Parents evenings



Transition

- Curriculum progression
- Open days for families
- 'Starting School' parents meeting (F2)
- Visits to and links with other settings
- Working in partnership with outside agencies – SSBC, NHS
- 'Getting ready for nursery' sessions
- Transition day and transition visits
- Transition book
- Provision meetings for vulnerable pupils
- Transition meetings and moderation between staff
- Additional, bespoke transition for SEND pupils

