



# Rivington Foundation Primary School

## Early Years Foundation Stage Policy

Our Mission Statement:

**Growing Together to Reach Limitless Possibilities.**

**Igniting Passion; Embracing Difference.**

**We Are Kind.**

### Our Vision:

**At Rivington Foundation Primary School we believe that every child's potential is without limit – we grow together.** At the heart of our school, all individuals have **limitless** opportunities to thrive in their own unique ways. By igniting passion and embracing difference, we can unlock **limitless** potential for all in our community. Through nurturing and trust, we can open **limitless** doors to exciting new adventures, challenges and experiences to spark **limitless** dreams for every child.

**At Rivington Primary School we believe great learning opens doors and expands horizons.** A love of learning is the greatest gift a school can bestow and should help all its children become the very best that they can be; developing a thirst for knowledge and building learning habits of mind that will last them a lifetime!

### Statement of intent

The Early Years Foundation Stage is fundamental in instilling positive attitudes towards learning. At Rivington Foundation Primary School we aim to work in partnership with parents to encourage independent, happy learners who thrive in school and reach their full potential. Our stimulating environment, including outdoor play area and regular use of our forest environment, supports the teachers' planned activities and the children's own initiatives for learning. In the Early years children will be encouraged to play, explore, make choices, have a go, persevere, be creative, solve problems, form good relationships, be safe, secure and happy.

### Description

EYFS at Rivington Foundation Primary School comprises of a mixed Nursery and Reception Class accommodated in one class room, our Foundation unit which consists of one classroom with its own outdoor area. The Nursery class has space for 8 children per day, parents may choose part time or full time and children currently attend between 10 and 30 hours a per week and have the option of extending this with our out of hours clubs. The Reception class consists of 15 full time pupils who also have the option of attending for additional hours in our out of school clubs. Children from both nursery and reception mix together during their learning and choosing time. All children are taught by all staff and use all learning areas.

## **Aim**

Our school is a place where everyone is treated equally, encouraged and respected. We believe that all children should be able to achieve their full potential academically, socially and emotionally. We are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a happy and caring learning environment. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential. We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.

- 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, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- Children develop and learn in different ways and at different rates

## **Principles into practice**

The Foundation Stage staff work as part of a team. We plan and work together to ensure continuity and progression, providing age and stage related activities to suit all our children. Staff have a wide range of experience and expertise in working with and educating children. The Staff are committed to professional development and attend up to date training courses and have excellent knowledge of the Early Years Foundation Stage and child development. The Foundation Stage effects a smooth transition from home to school which offers stability for the younger child. We run a successful stay and play and Nursery visit process to ensure that the children and the parents have a positive experience when starting with us. In all classes children are provided with an environment in which they are given opportunities to express themselves using a variety of mediums and suitable material to stimulate and extend imagination and understanding. Through planned play and talking, young children learn about themselves and the world around them, they are given opportunities to socialise, make friends and therefore develop personal, social and emotional skills and develop confidence. Our activities provide first hand experiences through play and discussion, children are encouraged to interact with others, to move about and explore a wide variety of learning situations. There are well-planned areas of provision and a wide range of activities, resources and materials available. Opportunities are provided for sustained activity and continuous provision, as well as spontaneous, self-chosen activities. It is important to us that children experience success, have fun and enjoy themselves whilst learning. We create a

stimulating environment to encourage children to free-flow between inside and out. We recognise that all children learn at different rates and in different ways. We ensure that our range of activities and our environment reflect the differing needs of all our children. Where and when needed we introduce intervention and extension groups which are run alongside our usual provision. These help to support the children's learning through targeted teaching of key skills that may need supporting or extending.

## **Foundation Stage Curriculum**

The Early Years Foundation Stage is a curriculum from birth to five years old, we follow the strands set by this curriculum and concentrate the learning opportunities on the seven areas of learning. All the seven areas of learning and development are important and interconnected. None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas are the prime areas:

**Communication and Language:** This covers all aspects of language development and provides the foundation for literacy skills. Children's developing competence in speaking and listening is focused on. We aim to extend and enrich the children's vocabulary through story time, rhymes, roleplay and group discussions. Children are encouraged to share their own experiences through speaking and acting out events in imaginative play and talking about their own ideas.

**Physical Development:** Children are given opportunities to move to music, use equipment, develop and practice their fine and gross motor skills. They develop an increasing understanding of how their body works and what is needed to be healthy. This is done in both indoors and outdoors and by working with a wide range of resources.

**Personal, Social and Emotional Development:** The school fosters and develops relationships between home, school and local community. Children are encouraged to learn to work, share, take turns and co-operate with others. They are encouraged to be independent and make choices for themselves. They are also encouraged to be sensitive to the needs of others and to respect other cultures and beliefs. Children are enabled to become confident and develop a positive self-image.

Children are also supported through the four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

**Literacy:** We have a variety of resources for the children to use to help them develop early literacy skills. The classroom is set up in such a way that there are opportunities for reading and writing in all areas but there are also specific mark-making and reading areas which children are encouraged to use independently. They also take part in teacher-led activities. In Nursery the children are encouraged to develop their pre-writing skills such as correct pencil control, left/right orientation and giving meaning to their marks. The Nursery children take part in daily Phase 1 phonics activities. When the children are ready in Nursery we introduce the first set of phonic sounds from the Phase 2 Letters and Sounds programme to prepare them for Reception. In Reception children have daily phonics sessions phase 2 to 4 through the year and learn to read and write sentences and become more independent in both these skills.

**Mathematics:** We aim for children to achieve mathematical understanding and a firm foundation in number through clear modelling, practical activities and consistent use of concrete apparatus. Children are also given the opportunity to learn about shape, space, position, pattern and measurement. We use a range of resources and teaching strategies such as songs, role play and exploration of mathematical resources. We use a variety of manipulative to achieve this, counters, beads, ten frames and others, a key one being numicon. White Rose and Power maths are also used in Reception which will prepare them for their future learning in Years 1 to 6.

**Understanding the World:** All children are given opportunities to solve problems, investigate, make decisions and experiment. They will learn about living things, their environment, the world around them and the people who are important in their lives. Children are also given opportunities to develop computing skills and to work with and use modern technology.

**Expressive Arts and Design:** We provide opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design, technology, music, movement, dance and imaginative play activities. Children are given opportunities to make paintings, drawings, collages, models and use basic musical instruments. Children also learn new songs and rhymes and enjoy singing them with each other. In Reception children participate in school assemblies.

### **Key Person**

Each child in the EYFS is assigned a key person. Typically Mrs. Davies is the key person for all Reception children and Mrs. Orgill is the key Person for all Nursery children. The managers of the out of school clubs act as key persons whilst the children are in their care. The key person helps to ensure that every child's learning and care is tailored to meet their individual needs. The key person seeks to engage and support parents and/or carers in guiding their child's development at home. They also help families engage with more specialist support if appropriate.

### **Outside**

We have two outside learning spaces, the 'Early Years Play Area' and the 'Big playground' which children have access to throughout the day. The Early Years Play Area is an extension of the classroom and there are a variety of resources to facilitate learning. Sometimes there are adult led activities which have a particular learning focus in the outdoor area but for much of the time children are encouraged to engage with independent activities which offer the children opportunities to make their own choices across the early years curriculum.

### **Forest School**

After the first half term the EYFS children attend Forest school. This is held in the forest a very short walk out of the school gates. Children are encouraged to independently explore and respect nature, increase their ability to take risks and have opportunities to follow their own interests. In particular, activities involve communication and language skills, personal social and emotional development, an increase in their knowledge and understanding of the natural world and a strong development of their physical control both fine and gross motor.

## **Assessment**

As part of our daily practice we observe and assess children's development and learning to inform our future plans. These observations are made across all the areas of learning. We record them in a variety of ways such as assessment tracking of focus activities and photographic observations of children working independently at chosen activities. Children's achievements are collated in their personal Learning Journey file, which is shared with parents. Each Reception child also have work books with reading, writing and number evidence in. Parents are invited to attend a parents evening each term where they are given feedback, next steps and an end of year report for their child. In the final term of the year in which the child reaches age five, the statutory EYFS Profile is completed for each child. Each child's level of development is assessed against the early learning goals. Practitioners indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). This is the EYFS Profile. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.

## **Behaviour In the foundation stage**

We have an overall set of positive behaviours that we teach to the children which are in line with the schools behaviour policy. These are called "The Seven Wonders" and include respect, responsibility, honesty, kindness, perseverance, courage and forgiveness. Within this we teach children their right to feel safe in school and their responsibility to report incidents. Children who consistently follow the behaviour policy will be rewarded through verbal praise and informing parents and carers of their child's outstanding behaviour. For any child who consistently behaves poorly the procedure is reminder, warning, consequence. This would take the form of time out to rethink behaviour. In some instances repeated behaviour may potentially lead to time out with a member of SLT and a meeting with parents or carers.

## **Inclusion**

We value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that most of our children achieve the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies.

## **Parents as Partners and the wider context**

We strive to create and maintain positive partnerships with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways. We hold regular meetings with parents, these consist of parent teacher meetings and information meetings about how we teach at school and how parents can help at home. We invite parents in to support in class with reading, cooking and forest school. Parents are needed

as support on trips and are invited to offer any relevant activities they feel would benefit the early years. Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible. We draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting.

### **Transitions**

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings. New Children (external intake) attend stay and play sessions to Nursery and Reception to develop familiarity with the setting and practitioners. Parents receive a booklet containing information about the year group they are entering and are invited to a meeting to talk about transitions. Children who are moving up a year within the school (internal intake) visit their new classroom and teacher during the summer term. The prospective teachers also visit the children in their current classroom. This helps to familiarise the children with the changes and makes their transition smooth. At the end of the summer term the teachers meet and discuss each child's development that year and plan together for an effective, responsive and appropriate curriculum that will meet the needs of all children.

### **Safeguarding**

The school takes its child protection responsibilities very seriously. Any concerns, which the school has, will be noted and, if deemed necessary, will be reported to the relevant agency. The safety of the child is always of paramount importance.

### **Equalities and disabilities**

All pupils in this school are entitled to a broad, balanced and relevant curriculum regardless of ability, gender, race and social circumstances. Both Gifted, talented and able children and those with Special Educational Needs are considered and the curriculum adapted to suit all levels of ability.

### **Special educational needs**

Care is taken to assess the needs of each child from Nursery age onwards. Should a child have any special need the parent will be informed at an early stage. Group and individual help is provided within the school where possible. We have links with various agencies and when necessary their involvement may be required to support certain children. Parents/Carers will always be informed if an outside agency is assisting us to support their child.

**Health and safety**

Foundation Stage staff have had first aid training. There will always be a person with paediatric a First Aid certificate working in the room. Children are taught the safe and appropriate use of equipment and materials. Children are taught to be mindful when moving around the school and are aware of safety issues. Risk assessments are undertaken before we embark on school outings.

**Dietary needs**

Parents/carers are asked to inform us of any foods their children are allergic to or any foods they do not wish their child to eat. A note of this is kept in the kitchen area and all adults involved are informed.

**Medical needs**

We keep a note of any medical needs, allergies, children who need inhalers, piriton, epi-pens.

Amanda Davies

September 2019

To be reviewed: September 2020