

Rishton Methodist Primary School

Early Years Foundation Stage Policy

2024 - 2025



Our Christian Vision

As a Methodist school, our values lie at the heart of all we are and do. Within our caring Christian community, where all are welcome, everyone is encouraged to be the best that they can possibly be. We promote respect, compassion and resilience to prepare our children for the challenges of an ever-changing world and encourage our whole school community to 'Rise up...take courage and do it" (Ezra 10:4).

Agreed by Governing Board on January 2025

Policy will be reviewed by January 2025

Created by W.Houlker Foundation Stage leader

POLICY PRINCIPLES

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life.
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind.
- Close partnership working between practitioners and with parents and/or carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.
- That together we cherish and celebrate children's achievements, giving them the confidence to aspire to be the best they can be.

Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021 .

Curriculum Design and Delivery

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021. The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Achievement of these prime and specific areas of learning is by:

- Playing and exploring.
- Active learning
- Creating and thinking critically.

Planning

The EYFS at Rishton Methodist School provides a happy, safe, caring, stimulating and well-organised environment in which children learn by building upon what they already know and can do. Skilful questioning helps children to bridge back to prior learning and share what they remember. Any gaps in previous learning is identified and incorporated into future planning. Practitioners look carefully at the children in our care, consider their needs, their interests and their stages of development and use all of this information to help plan a challenging and enjoyable experience across all areas of Learning and Development. Where a child may have

a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

Teaching

Each area of learning and development is implemented through planned, purposeful learning challenges, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Our outdoor provision mirrors the opportunities available to the children inside offering a mix of adult-led and child-initiated learning. Practitioners engage young pupils in high quality interactions in both the indoor and outdoor provision.

The Learning Environment

The EYFS classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, explore and investigate, be creative and imaginative or be quiet and rest. The classroom is set up in learning areas, where children are able to find and locate equipment and resources independently. The EYFS class has its own enclosed outdoor area. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children space to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all seven areas of learning.

Assessment, Monitoring and Reporting

Within the first 6 weeks that a child starts reception, staff will administer the Statutory Reception Baseline Assessment (RBA, May 2021).

Daily practice includes observations of children's development and progress

- Discussions are held with all adults in EYFS about individual children's development and next steps.
- Significant observations of children's' achievements are recorded in the floor books.
- Sonar is used to track children's progress and next steps.
- Pupil progress meetings reflect on the pupil's progress and identify areas for improvement.
- At the end of the EYFS, staff complete the EYFS profile assessment for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:
Meeting expected levels of development
Not yet reaching expected levels ('emerging')
- An end of year report is provided to all parents/carers on their child's development against the seven areas of learning

Early Years Impact

We recognise that every child is unique and that they develop and learn in different ways and at varying rates. We want all of our children to develop a positive attitude to learning and therefore we strive for our children to become curious, resilient and self-assured in order to prepare them for the next stage of education, laying secure foundations for future learning and development.