



Rawmarsh
Ryecroft Infant
School

Foundation Stage
Policy

Reviewed: June 2026

Next Review Due: June 2027

Aims

We aim to extend the child's knowledge of themselves and the world around them by providing a caring, secure and supportive environment. We provide a carefully planned, structured and monitored curriculum that will enable each child to develop maximum levels of self-confidence and self-motivation, whilst playing and working in harmony with others.

The Foundation Stage Curriculum

We aim to provide a carefully structured Foundation Stage Curriculum that builds on each child's previous knowledge. We believe that every child should have equality of opportunity and should feel secure, included and valued. Our setting promotes achievement and provides activities and opportunities that are relevant, imaginative, motivating, enjoyable and challenging.

Our curriculum provides all children with the opportunity to learn and develop through play, talk and many practical experiences. This encourages an atmosphere and ethos in which children acquire knowledge and life skills.

Planning for Learning

The Foundation Stage Curriculum consists of seven areas of learning (three prime and four specific).

The Characteristics of effective learning and the prime and specific Areas of learning and development are all interconnected

The Prime areas are:

- Communication and language.
- Physical Development
- Personal, Social and Emotional Development

The Specific areas are:

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

Planning for teaching and learning takes place through the areas of learning and reflects the different ways that children learn. The characteristics of effective learning support the development of the unique child in how each child learns differently. Through quality interactions with children, we develop a clear knowledge of the skills children need more support with and ensure we provide activities, opportunities and scaffolding to enable children to acquire these skills.

Characteristics of Effective Teaching and Learning

Playing and exploring – engagement

Children learn by:

- Investigating and experiencing things
- "Having a go"
- Exploring their environment
- Showing curiosity and willingness to try new activities

Active learning – motivation

Children learn by:

- Being involved and concentrating
- Persisting when they encounter difficulties
- Enjoying achievements and taking pride in what they have accomplished

Creating and thinking critically – thinking

Children Learn by:

- Having their own ideas
- Making links between ideas and experiences
- Choosing ways to do things
- Developing problem-solving and decision-making skills

To enable most children to reach or go beyond the Early Learning goals by the end of the Foundation Stage, curriculum planning is based on:

- Development Matters in the Early Years Foundation Stage (EYFS)
- Statutory Framework for the Early Years Foundation Stage
- EYFS Profile Handbook
- Read Write Inc Phonics scheme and Lesson Plans

When planning the curriculum, teachers are aware of how children's learning develops and the next steps for progression. Teachers are aware and consider that children can learn and develop a range of skills, knowledge, understanding and attitudes across a number of areas of learning through one activity or opportunity e. g. Role play.

Teachers are also aware that being outdoors has a positive impact on children's development and offers opportunities for doing things in different ways and on different scales than when indoors.

Initially learning priorities are identified from records, meetings with nursery staff, discussions with parents and 'Baseline' entry assessments. Thereafter they are identified from observations and ongoing assessments.

Experiences that are scaffolded, relevant and motivating are then planned and delivered through a variety of teaching and learning strategies. Curriculum planning, teaching and assessment are monitored and reviewed by the

Headteacher, Senior Leadership Team, subject coordinator and class teacher.

Children are naturally curious, and this is fostered and developed by the provision of first-hand experiences. By providing quality first hand experiences, children become aware of different places, people and events. Throughout the

year we provide opportunities for visits, special events and visitors within school.

Within the Prime Areas

Communication and Language

This area of learning includes listening and paying attention in different situations and for different purposes. They listen to stories and respond to what they hear with relevant comments, questions or actions. Through activities that are imaginative and relevant to the children's stages of development we aim to develop their understanding and confidence. We provide opportunities to practice and develop these skills by surrounding the children with meaningful, purposeful print. High quality resources are provided to encourage and develop children's ability to observe, explore, investigate and communicate. Teachers and support staff provide a range of interactions and model speaking and listening, reading and writing.

Children are provided with a setting which motivates and excites them and promotes good concentration skills.

The Nuffield Early Language Intervention programme is carried out to support those children who struggle with speech and communication. This programme focuses on understanding spoken language, understanding and using vocabulary, sentences, storytelling and narrative, speech and social interaction.

Physical Development

This area is about improving skills of co-ordination, control, manipulation and movement. The children are assessed on their fine and gross motor skills. Children are supported to use the correct pencil grip and shown how to use tools such as scissors and tweezers. Children are encouraged to be active, to develop confidence and control of the way they move and the way they handle tools and equipment. They also learn of the importance of good health through physical exercise and a healthy diet. Children are encouraged to make healthy choices through the opportunity to have fruit and milk at school and to choose healthy options at lunchtime.

Personal, Social and Emotional Development

The Foundation Stage Curriculum enables our children to develop a sense of worth, self-confidence and self-awareness. They learn how to behave appropriately, have a caring attitude and have a positive approach to their work. How to manage their feelings and behaviour is taught and the children learn how to work alongside adults and their peers and be aware of the needs of others. Children also develop a growing sense of responsibility for their actions. All children are given the opportunity to develop these attributes during their time in school. The schools PSED programme explores:

- people who are special to us
- our feelings
- healthy eating and hygiene
- zones of regulation
- keeping safe
- drugs.

This is all delivered through class discussions, practical hands on resources, activities and links to real life and our everyday experiences.

Within the Specific Areas Literacy

This area of learning involves planning for learning with guidance taken from 'Development Matters in the Early Years Foundation Stage.' Children receive enriching language experiences and are taught reading and writing strategies with a strong emphasis on phonological awareness. Children receive daily phonics teaching and are grouped according to ability.

Mathematics

We aim to encourage children to become confident and competent in learning and using key skills. This area of learning includes number and numerical patterns.

Mathematical understanding is developed through contexts that allow children to enjoy using and experimenting with numbers. Children receive dedicated focus sessions based on learning objectives from 'Development Matters in the Early Years Foundation Stage,' but opportunities to develop the use of mathematical language, thinking and understanding are also exploited and planned for during everyday routines and with the activities provided within the environment.

Teaching involves strategies that are fun, lively, oral, interactive, practical, motivating, and challenging. Activities are linked to the specific area of learning and are imaginative and enjoyable. Children are taught in a climate that promotes positive feelings and encourages them to concentrate on increasing lengths of time. Children are encouraged to listen, show, and describe what they have been doing, access their equipment independently, ask questions, and talk about their learning.

Understanding the World

This area of learning involves the study of the past and present, people, cultures and communities, and the natural world. Children are encouraged to develop skills and understanding that help them to make sense of the world around them.

Through a range of well-planned opportunities and activities based on first-hand experiences and practical tasks, children are encouraged to explore, observe, discuss, predict, solve problems, and think critically. Activities are provided which are imaginative and enjoyable, and adults support children to develop and communicate their ideas. The importance of play is recognised as a valuable learning tool, and adults observe, work and play alongside children in order to support and develop learning.

Expressive art and design

This area of learning includes art, music, dance, role-play, and imaginative play. The classroom environment is stimulating and encourages children to develop their own expertise across the areas of learning and their own natural creativity. Children are offered a range of activities, and have the opportunity to respond, experiment, and explore using their senses. Children are encouraged to develop their ideas and understanding and express themselves through a range of representations with their resulting work being valued and often displayed.

Classroom Organisation

Within school we have two Foundation Stage classes which can accommodate up to 60 children. Within each classroom, we provide high quality resources to promote high expectations and standards of achievement. We encourage and promote children's independence from their first days in school. The outdoor area is seen as a 'third classroom', accessed by the children at points during the school day.

Assessment

Children are assessed during their first 6 weeks at school using the Government Reception Baseline alongside the school's own baseline assessment document. Gathering evidence for this involves carrying out little tasks with the children such as playing a number game and carrying out observations of the children within the environment to see how they access the resources available and how they respond to others. This information is then used to make a 'best fit' judgement about a child's attainment on entry to our school.

These initial assessments inform immediate individual needs and learning priorities. The results form the basis of discussion at half-termly pupil progress meetings and are used to set individual pupil targets and intervention groups.

Throughout the Foundation Stage, as part of the learning and teaching process, Practitioners assess each child's development to provide ongoing (formative) assessment. These assessments are made on the basis of the practitioner's learning and playing alongside children, accumulating observations, and knowledge of the whole child.

Assessment/Observations are used to determine children's interests, achievements, and any areas where extra support may be needed. It is used to group children for some areas of learning and to ensure progression and continuity through informing the next steps in teaching and learning. Assessment is carried out on a daily basis and forms the basis of the next week's planning and future planning. Assessment is built into medium and short

term planning but it is ongoing and arises spontaneously. It takes place through observation of, and interaction with the children. All assessment information is used by the school to plan for further learning and 'year on year' improvement in provision.

The results of assessments are shared with parents at regular parents' meetings, and future learning needs are discussed. End of Year Scores are sent to the LA for analysis. The school completes its own analysis and uses the information to support school improvement planning. Children's end of year scores forms part of their School Reports and are shared with Key Stage 1 staff as an aid to smooth transition into Year 1.

Foundation Stage assessments are 'on going' throughout the year and are subject to internal moderation and discussion by all members of the school's Foundation Stage team. Teaching staff are also part of the 'Learning Community' with other local schools and pre- School settings where up to date information is shared, concerns are expressed, and cross phase moderation is carried out.

Transition from nursery

Children start school in the September following their fourth birthday. We aim to make the transition from their pre-school setting to school as smooth as possible for parents as well as children.

Induction involves:

- A series of visits to FS1 and playgroup settings by members of staff during the summer term and discussions with the children's existing teachers and key workers.
- Opportunities for children to spend time in school both with and without their parents.
- An information meeting for parents in the summer term prior to entry.
- Separate play areas for Foundation stage children.
- Additional lunchtime supervision to support children with lunchtime routines.

Parent Partnership

We believe that parents and carers are our partners in children's learning. We aim to develop a close working relationship between home and school involving parents/carers in their child's development as much as possible.

We encourage this by:

- Inviting parents into school as part of 'stay and play' sessions and for special events such as creative days and celebrations of theme work.
- Encouraging parents to share news of their child's achievements, experiences, and interests at home.
- Weekly updates on the school's dojo system, which also aides as a communication tool between staff and parents.
- Communication via a home school diary.
- Support and advice for parents with special educational needs. We aim to

work in partnership with parents/ carers, sharing information about their

children's achievements or particular areas where extra support may be needed.

- Whole school newsletter each half term and regular updates on the school website.
- Formal consultation meetings in the autumn and spring terms.
- A written report in the summer term.

Special Education Needs / Inclusion

Rawmarsh Ryecroft Infant school is an inclusive school in every sense and has policies for SEN, Equal Opportunities, Behavior, Disability, Racial Equality and so forth.

All children are offered a curriculum that provides them with high quality learning opportunities. The curriculum is scaffolded and well suited to meet individual needs.

We aim to identify children with particular learning needs quickly and respond initially by further differentiation of the curriculum or if available, by the provision of additional adult support. If necessary, the school guidelines for SEND will be followed and the SENCO will be asked to support.

Parents will be consulted and involved at all levels of intervention. As a school we readily engage with outside agencies to receive specialised advice to meet the needs of particular pupils such as school health professionals, educational psychologists, behaviour support services, and feeder settings.

Equal Opportunities / Racial Equality

Every child will have equal entitlement to the Foundation Stage Curriculum regardless of race, gender, disability or social background.

The Role of the Foundation Stage Co-ordinator

The co-ordinator will:-

- Lead by example, showing a thorough understanding of the subject.
- Offer support to teachers in planning, teaching and assessment.
- Work alongside the Headteacher to monitor and evaluate planning, teaching, learning, standards and progress and plan for improvement.
- Analyse data to identify areas of need, strengths and weaknesses.
- Take responsibility for the organisation of resources in the Foundation Stage, carrying out audits, informing the Headteacher of any shortfall, ordering new resources where required.
- Keep up to date with local and national developments and disseminate any relevant information.
- Attend EYFS Leaders meetings on a regular basis held by the Local Authority.
- Attend learning community meetings involving updates and cross moderation.
- Report progress and developments in EYFS to the governing body.

Health and Safety

Learning can take many forms and children may undertake activities such as baking, physical, and large-scale construction activities. Care should be taken when children are using tools during lessons. Any potential dangers should be discussed with the children and modelling how to use the equipment should take place. Children should be encouraged to use aprons for any 'messy' work.

When using food, all hygiene rules should be clearly observed, and all adult helpers must be aware of the standards expected. Children must not be left unattended near the cooker or be allowed to use the oven.