

**Riccall Community Primary School**  
Coppergate, Riccall, York YO19 6PF  
Tel: 01757 248234  
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## **Early Years Foundation Stage**

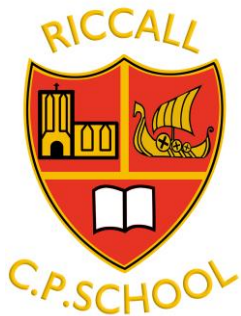
We pride ourselves on having high expectations for both the F1 (Nursery) and F2 (Reception) classrooms, based around the Riccall PETS, in order to ensure that every child reaches their full potential during their time in Foundation Stage.

### **Aims of our classrooms**

- To give each child a happy, positive and fun start to their school life
- To develop a child's curiosity and foster a lifelong love of learning
- To foster a strong sense of belonging and self-esteem in all children
- To encourage independence and resilience from an early age
- To develop growth mindset in all children
- To design a stimulating learning environment filled with awe and wonder
- To celebrate diversity
- For children to be cared for and taught by a staff team who genuinely love their job and take time to get to know them as individuals and actively get involved in their play

### **Our curriculum aims are:**

- For learning to be child-led
- For opportunities to be inclusive
- To offer a range of learning opportunities
- To have free flow between indoor and outdoor learning
- To enable each child, through encouragement and high expectations, to develop socially, physically, intellectually and emotionally to reach their full potential
- To support children in building relationships, through the development of social skills such as cooperation and sharing.
- To encourage children to develop independence within a loving, secure and friendly atmosphere.
- To offer every child a wide range of stimulating and exciting learning opportunities along with the freedom to explore their own ideas and individual experiences.
- To support the development of the children's learning in the 17 areas of learning of the Early Years curriculum outlined in the Early Years Framework  
<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>
- To help each child to recognise their own strengths and achievements through experiencing success and developing the confidence to work towards personal goals, through the promotion of growth mindset.
- To prepare every child for a smooth transition from F1 to F2 and then transition from F2 to Year 1 ensuring they have the skills to access the National Curriculum.



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## **Teaching and Learning**

### ***Play***

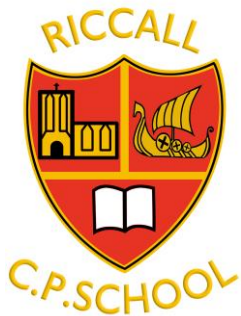
Learning through play is an extremely important part of our Early Year's Classroom practice. Children learn best from activities and experiences that interest and inspire them. Using children's current interests to inform the classroom planning enables the staff to provide a stimulating, active and appropriate environment in which the children can explore and develop their learning to help them make sense of the world. The children are given opportunities to think creatively and critically alongside other children, as well as developing the understanding of exploring and learning independently. All of the Foundation Stage team promote independence in the classroom and the children will revisit prior learning and experiences at their own pace to ensure a secure knowledge. Play gives our children the opportunity to pursue their own interests and inspire those around them. The children learn to adapt, negotiate, communicate, discuss, investigate and ask appropriate questions. It is important that adults take an active role in child-initiated play through observing, modelling, facilitating and extending their learning. The correct balance between child-initiated play and adult-led activities is extremely important.

### ***Adult-led Activities***

In both EYFS classrooms, we ensure there is an appropriate balance of adult-led and child-initiated activities that are based around the children's current interests. The children are encouraged to take responsibility for their own learning by exploring the provision areas and resources that are accessible to them. The Foundation Stage team support and extend the children's learning and provide the children with next steps, where appropriate, to move learning on.

In F1, in line with the children's developmental stage, children will be mostly working on the prime areas and so learning will be through free flow play between the inside and outdoors, scaffolded and modelled by the adults in provision. In addition to this will be a daily 10-minute phase one phonics session and whole class story time.

In F2, the majority of learning is still play-based in a rich learning environment designed to enhance certain skills. In addition to this will be daily phonics and short literacy and maths inputs, followed by small group activities. Challenges linked to the adult-led sessions will be available in the provision for children to explore independently. As the year progresses, the adult-led activities will become more challenging leading to more formal learning towards the end of the summer term in preparation for the transition to Year 1. The children's focused work is scaffolded and 'hot-marked' in F2 so that they receive instant feedback, and any misconceptions are addressed immediately. Where necessary, the children receive same day interventions to consolidate learning.



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The adult's role in both classrooms is to continually model, demonstrate and question what the child is doing. The staff will encourage the children to take part in specific activities to promote and build upon the skills that are to be achieved by the end of the Foundation Stage.

### ***Maths***

In the F1 classroom, the staff and children will focus on the following 5 principles:

<https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/07/Reception-Scheme-Guidance-for-teachers-Autumn-2020.pdf>

1. The One-to-One Principle
2. The Stable Order Principle
3. The Cardinal Principle
4. The Abstraction Principle
5. The Order and Relevance Principle

This involves exploring shape, space and numbers through rhymes, stories and songs. The children's learning will then be enhanced in the provision areas around the classroom based upon specific objectives.

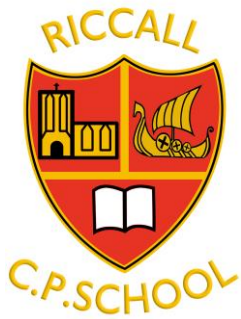
In the F2 classroom, maths lessons will be delivered to the children on a daily basis, using the mastery approach that is supported by the White Rose Maths scheme. The children will develop their skills around the Concrete, Pictorial and Abstract (CPA) approach in line with the school's maths policy. All evidence based around mathematics will be documented in maths books so that the learning and development is clear.

### ***Phonics***

Phonics lessons are taught on a daily basis, using the school's 'Riccall Spelling Bee' scheme.

In F1, children are exposed to phase one phonics activities each day, these skills are reinforced in the learning environment. In the summer term they will progress to segmenting and blending sounds in preparation for their transition to F2.

In F2, phonics lessons are delivered at tables to encourage the correct posture and pencil grip for writing. The children use lined books, rather than whiteboards, to promote writing on lines and correct letter formation. They progress through phases two to four throughout the year. Phase one phonics will be reinforced in the Autumn term and continued as an intervention for as long as certain children require this support. Children who are struggling to maintain the pace of the formal phase two to four lessons will have additional weekly intervention. Phonics skills are reinforced and applied in regular guided writing sessions.



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## ***Literacy***

Literacy skills are also taught on a daily basis.

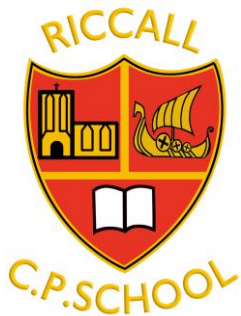
In F1, literacy activities link closely to skills such as drama, mark making, storytelling and building language vocabulary in provision areas. Quality story books are used to engage children in a love of books and reading. These stories are brought to life by the adults in the room who will extend the children's interests in the stories through provision.

Once the children have progressed to the F2 classroom, they will complete all of their adult-led guided writing literacy work in lined books. The staff will mark any writing using 'Sentence Sam', to allow children to see their strengths and areas to develop. As the school year progresses, the staff will work with the children in larger groups to encourage independence and build up their confidence. The children edit and make corrections to their work using the green pens and work is marked in line with the school marking policy. This approach has raised expectations and provides a smooth transition into Year 1. Child-led independent writing is actively encouraged throughout the year by designing an inspiring environment and setting interesting challenges.

## **Classroom Environment**

Our Early Years classrooms are designed to be cosy and inviting with a calm and welcoming environment that encourages positive learning behaviours. They have clearly defined areas of provision with resources that the children can access independently and with ease. The classrooms are set up to provide the children with experiences and activities in all of the seven areas of learning. There is a writing/phonics area, maths area, creative area, book corner, roleplay area, construction and small world areas in each classroom. These areas will be enhanced as necessary to promote certain skills and to complement any theme or follow specific interests of the children. The continuous provision is planned to be as open ended as possible to allow children to take the lead in their learning and use their imagination. For example, a selection of plain wooden blocks is always available in the construction areas; if the small world area is enhanced with animals the children may choose to build a farm or a zoo. If it is enhanced with cars, they may choose to build a racecourse. Areas are planned and maintained by the whole team who then model the use of new resources to the children before stepping back to observe and intervene, when appropriate, to support the learning and development. The staff will be seen at child level, modelling play in the classroom and supporting the children with using resources, interacting with other children and developing those essential skills in the prime areas of learning. Daily, the staff in the classroom will ensure the learning environment is set up with engaging activities in the provision areas. Daily activities will include water, sand, mark-making, accessibility to the reading shed, construction (both inside and outside), bicycles, paint and painting tools. The staff also encourage the





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children to look after the resources by modelling this and tidying/ resetting the resources for the following day.

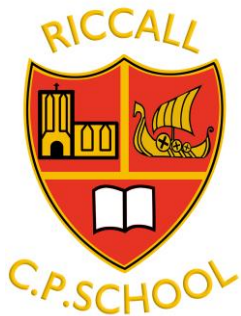
The outdoor areas are an important part of the classrooms with many children choosing to spend a large proportion of their learning time outdoors. There is free flow between the indoor and outdoor classroom most of the time. The adult in the outdoor area is available to observe the children's play and move it forwards. The resources available in the outdoor area also reflect the areas in the Early Years curriculum. There is a mud kitchen, Community Playthings blocks and large Lego for construction and roleplay. There are mark-making materials available in the form of pavement chalks, whiteboards and pens, pencils, paper and clipboards. There are various resources available for waterplay including a water cascade and various vessels with which the children can explore. There is a sandpit, a gardening area and various pieces of climbing equipment to develop gross motor skills.

The outdoor space is 'set up' daily, ready for the children to explore. However, in the interests of protecting resources from the elements, specific resources are cleared away at the end of the day. All members of staff take responsibility for promoting and maintaining the outdoor area. The outdoor areas allow the children to develop the same skills as indoors however, there are various opportunities such as the bikes, gardening resources, PE/games equipment that allow the children to develop different skills. The outdoor area consists of two different areas. If both areas are accessible, a member of staff should be positioned in each one for close supervision. The role of the adult in the outdoor area is to enhance and scaffold children's play either by helping them access resources, modelling play behaviour or scaffolding number or literacy skills.

### **Assessment and Class Learning Journeys**

Assessment is an essential part of the learning and development of children in EYFS. It involves practitioners interacting with children to understand their level of development, interests and learning styles, and to then shape learning experiences for each child by scaffolding learning opportunities. Adults spend their day getting to know every child and their current stage and interests in detail. This allows planning for next steps either in the moment or with specific enhancements and scaffolding. It is the assessment skills of the adult, combined with their knowledge of each child, which drives the learning forwards. The team will have a continuous professional dialogue regarding children's 'next steps' and anything they have specifically noted for a child which will inform planning and intervention.

To foster close relationships with the parents and carers, we share our class learning and individual moments using the Seesaw app. This helps involve parents and carers in their child's learning and enables us to share some of the interesting and exciting activities we complete in the classroom in a whole class learning journey. Parents can also add to these



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learning journeys and comment on any learning they have seen on Seesaw. All members of staff are responsible for recording 'wow' moments and uploading to the class learning journey.

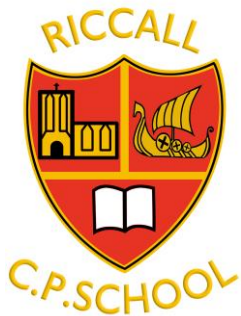
On entry to both F1 and F2, children will have a baseline assessment carried out in each area so progress can be monitored. This will involve getting to know the children and observing their developmental stage. The baseline is recorded as to whether a child is 'on track' in an area or whether it is an 'area of concern'. The 2, 3 and 4 year old checkpoints may be used to assess whether a child is at the expected level of development. Further summative assessments are carried out at the end of each term and the EYFS monitoring spreadsheet updated and shared with the Headteacher at pupil progress meetings. This often involves just observing the behaviour of the child and knowing the stage at which a child is and the progress they have made. Termly interim reports are sent to parents to highlight any areas where children may need extra support. In June of the F2 year, at the end of Foundation Stage, children are assessed against the Early Learning Goals (ELG) in all 17 areas. Children will be either emerging or expected in these areas. This information is included in the end of year school report and shared with the local education authority.

### **Independence in the Early Years**

Each child has their own labelled peg for their coat and bag, there is also a storage place for extra items such as shoes/ wellies in each cloakroom. It is expected that the children will take responsibility for their own belongings and staff will encourage children to keep their belongings tidy and in the correct place. Children are encouraged to be independent when changing their shoes, putting on and zipping up their coats, and changing wet or soiled clothes (in F2). Adults are expected to encourage this independence by supporting children but ensuring they are doing as much for themselves as possible.

### **Challenging stereotypes**

It is essential that the children in Foundation Stage are not subject to any stereotypes. Stereotypes play a significant role in how children view themselves and their abilities and have been shown to affect their wellbeing and limit their aspirations. At Riccall School, we encourage all children to have high expectations of themselves regardless of their gender, race or family background. Stereotypes are a key factor in children's choices and can contribute to lower wellbeing. Stereotypes can be reinforced by unconscious bias, so it is important to consider how we are communicating with children at all times. It is important to remember that choice of language is essential when speaking to children and all children should be treated equally. Any stereotypes which arise from the children should be challenged through discussion.



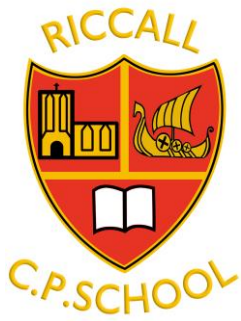
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## **Role of the Staff Members**

The class teacher is the named key worker for each child in the setting. Their role is to help ensure that every child's care is tailored to meet their individual needs and to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.

All of the staff in the EYFS classrooms will:

- Spend their days interacting with, playing with and scaffolding learning for the children in the classroom
- Actively seek to form healthy, positive, respectful relationships with the children in their care. The formation of healthy relationships between adults and children is essential in enabling children's wellbeing now, as well as their future successes.
- Demonstrate good and professional relationships with parents.
- Ensure confidentiality
- Promote the independence of all children in the classroom.
- Always promote growth mindset in the classroom.
- Contribute to the development and progress of the children.
- Ensure that they remain up to date with current practice in school by regularly checking appropriate resources (email, WAAG, newsletters etc.).
- Always ensure a safe and secure learning environment.
- Contribute to child-initiated planning (enhanced provision).
- Always maintain a high standard of practice.
- Model the use of good language.
- Always present themselves as a good role model.
- Always encourage outstanding behaviour in the classroom.
- Support the children in both child-initiated and adult-led situations.
- Model good practice to set up high expectation when provision areas are changed.
- Communicate effectively and appropriately with other members of the team and discuss any issues at an appropriate time when there are no children present.
- Maintain high standards of provision within the classroom at all times.
- Ensure good time management by arriving at 8.30am to discuss any necessary information.
- To maintain a consistent approach to SEND children to develop independence and positive behaviour both in class and around school, including playtimes / lunchtimes.
- Work in line with MITA (Maximising the Role of the Teaching Assistant) by working with all children.
- Show autonomy and self-motivation in helping to maintain the classroom and develop children's learning.



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This policy has been designed to lay out the expectations and practice in the EYFS classroom. We aim to provide every child at Riccall School with the opportunities that allow them to be the best that they can be.