

Rickleton Primary School



Early Years Foundation Stage

Dates of previous revisions: September 2024

Latest revision: September 2025

Approved by Governors: September 2025

To be reviewed: September 2026

Review Date	Changes made	Ratification Date by Governing Body
May 2022	Minor changes made throughout to reflect to implementation of the statutory framework.	
September 2022	Changes to intent, implement and impact statements	
September 2023	pg.4 removal of Evidence Me app. pg,7 – changes to the teaching of Maths, removal of ‘significantly below’, ‘just below’ and ‘potential for greater depth’ in assessment section.	
September 2024	pg.4 – Nursery provision replaced with across the unit pg 5 – Removal of ‘we are taking part in a ‘toothbrushing’ pilot scheme’ to we continue toothbrushing after taking part in the pilot. pg5. Pupil Asset changed to Sonar pg6. Addition to ‘accommodations’ section and ‘Areas and requirements desirable’ section. pg8. Addition of forest school curriculum pg8. Pupil Asset to Sonar pg9 changes to Nursery induction and phone calls	
September 2025	Addition of: Intimate care paragraph in accommodation section pg 6 ‘Nutrition Guidance’ pg 10 ‘Capital Culture’ section added p.g. 11	

**Rickleton Primary School
Foundation Stage**

Early Years Policy

What is Early Years Education?

Compulsory full-time education begins the term after the child's fifth birthday. The period from age 3 to the end of the Reception Year is the Foundation Stage. It is distinct and important in its own right and in the perception of children for later schooling. The early learning goals set out what is expected by most children by the end of the Foundation stage.

In the early years environment children will be safe and secure to play, have fun, explore, experiment, develop confidence, curiosity and to learn. They will be involved in activities that have a clear purpose and rationale not necessarily an end product. They will be presented with learning intentions in the seven areas of learning.

Aims for Early Years

- To present children with a planned programme which fosters learning and is challenging and progressive. The programme will recognise what children already know and can do.
- To provide opportunities for children to make choices and become independent in their learning in a variety of stimulating and safe environments. This will occur through play and in other ways. Children need uninterrupted time to become engrossed, work in depth and complete activities.
- To develop each child's knowledge, skills and understanding in all areas of learning.
- To foster positive attitudes to learning: trust, confidence, curiosity, responsibility and independence.
- To establish and maintain good relationships with parents/carers.
- To use focussed assessment and record keeping based on direct observation and discussion which informs future planning and which builds on children's interests and prior learning.
- To ensure that no children are excluded or disadvantaged. Special educational needs are identified early and appropriate arrangements are made for them.

Intent

In the EYFS at Rickleton Primary School, the curriculum is designed to provide the necessary foundations for the rest of their schooling. It will recognise children's starting points and build on these rapidly. Before entry to Nursery, we use home visits to help us better understand the children's learning from any previous settings and their experiences from home. We aim to provide first hand, inspirational learning experiences, whilst allowing the children to build resilience, ambition and integrity. Our curriculum is inclusive and every child is recognised as a unique individual and we celebrate and welcome difference within our setting.

We provide creative enhancement opportunities to engage children with their learning and believe that children's first experiences of school should be safe, secure, happy, stimulating and supportive of children's well-being. This enabling us to develop a lifelong love of learning. At Rickleton Primary School, we have created an indoor and outdoor environment which supports children with their learning and development needs. This is adapted year on year to ensure we meet the needs of the current cohort. We aim to understand and follow children's interests and provide opportunities throughout our EYFS curriculum to support learning and to consolidate and deepen knowledge to make sure children meet their next steps in learning. We want the children

to develop into independent problem solvers and innovators, exploring and discovering new ideas.

The curriculum in the EYFS is taught to ensure that learning is consistent and progressive across all areas of learning. We prepare children to reach the Early Learning Goals at the end of the Foundation Stage and ensure children make at least good progress from their starting points to work towards achieving a good level of development (GLD). There is a strong focus on securing the prime areas of learning and developing strong basic skills, especially children's ability to become respectful communicators. We are conscious to support vulnerable children and ensure we narrow the gaps for all children, as well as being celebratory of children's small steps and achievements with learning, particularly the most disadvantaged and those with SEND.

We intend to prepare our children as best we can to transition into the National Curriculum in Year One seamlessly. We provide Year One with detailed analysis of each child and their characteristics of effective learning to ensure that the Year One teachers understand the children and can carry on their learning journey, ensuring children leave FS with a huge thirst for knowledge.

Working in partnership with parents and carers ensures that the children are encouraged to be independent, happy learners who thrive in school and make progress in their learning and development relative to their starting points.

Implement

At Rickleton Primary School, we use the Early Years Statutory Framework for the new 'Early Years Foundation Stage Framework' (last updated 2021), by the DfE. We ensure we teach children to develop within the Prime and Specific areas. We ensure that there is clear differentiation through questioning for our Nursery (3-4 year olds) and our Reception (4-5 year olds) children now we are working as a unit.

We have a curriculum that is inclusive and child-centred and is based upon a topic approach, which engages the creativity of children. The environment we shape is safe, inclusive and supportive, celebrating children's difference and uniqueness. When cohorts come through that are particularly boy-heavy we need to ensure we plan the curriculum carefully to ensure we engage the boys, especially in writing activities. We encourage active learning to ensure the children are motivated and inspired to be curious and develop a thirst for knowledge through engaging and exciting hooks.

All areas of the EYFS curriculum are followed and planned for to ensure there is a broad, balanced and progressive learning environment. Regular meetings take place to ensure all staff contribute to the children's learning journey and share ideas to provide the best provision possible.

The children develop strong basic skills, acquire new knowledge and demonstrate understanding through the seven areas of the EYFS curriculum; Personal, Social and Emotional Development; Physical Development; Communication and Language; Literacy; Mathematics; Understanding the World and Expressive Arts and Design

Children's starting points are taken into account as part of the plan, teach, review cycle. Planning for this curriculum is designed to be flexible so that a child's unique interests are supported and is based upon their current needs. Morning sessions in Reception are more structured, as children complete adult-led phonic activities, following the Read Write Inc. scheme. Following child-initiated activities in both the indoor and outdoor provision, children take part in an adult-led Mathematics activity, following the Mastery Maths Approach. The interactions with children during planned and child-initiated play and activities will involve: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges.

A vital aspect in the development of basic skills and knowledge is the use of enhancements in the provision, we ensure this closely matches the learning intention of the focussed activities to allow the children to independently consolidate such skills. In addition to this, we ensure that the

'continuous' provision allows the children to develop taught skills throughout the year on a daily basis. Continuous principles and practice begin in the EYFS and support children to develop key life skills such as independence, innovation, creativity, enquiry, analysis and problem solving, as well as effective and respectful communicators.

Staff in the EYFS make regular observations and upload some onto individual Dojo portfolios. This is then shared with parents to ensure they engage with the learning too. Children's work is also collated into a 'Learning Journey' and showcases all the children's independent learning. We regularly assess children's current levels of attainment alongside the non-statutory 'Development Matters' document and then ensure, through pupil progress meetings, that our planning, adult interaction and learning environment supports children to reach their next steps. From this we then plan interventions for groups or individuals if and when necessary.

Children in the EYFS learn by playing and exploring, being active and through creative and critical thinking which takes place both indoors and outdoors. Our outdoor area is used all year round and in most weather conditions. We ensure activities support the Characteristics of Effective Learning to ensure learning takes place.

Another important element for our children is the importance of health and self-care and supporting children's well-being. We explore yoga, relaxation and self-regulation techniques. The children have access to a healthy snack each day and they learn about the importance of a healthy and balanced lifestyle. In line with the new welfare requirements within the new EYFS Framework, 2021, we are now required to promote the "good oral health of children", following research by Public Health. We aim to reduce tooth decay in children through teaching children about healthy eating habits along with promoting and educating children about dental hygiene. In Reception, after taking part in a 'toothbrushing' pilot scheme children will take part in daily dry toothbrushing sessions. In both Nursery and Reception, the children take part in at least 1 discrete weekly PE session, on top of the outdoor physical activity.

Impact

We strive to ensure that all children in EYFS will reach their full potential as a result of excellent teaching, which is inclusive and is adapted to meet needs, taking into account individual starting points. We also strive for children to reach the Early Learning Goals at the end of Reception and achieve a Good Level of Development (GLD) at the end of the Foundation Stage.

The impact of our curriculum is measured by assessment procedures which allow us to measure outcomes against all schools locally and nationally. We measure the percentage of pupils achieving age related expectations throughout the academic year and put supportive interventions in place if and when needed. Class teachers use observations to make formative assessments which inform future planning and ensure that all children develop strong basic skills and knowledge at a good pace.

Summative assessment compares children's attainment to age related expectations as to whether a child is 'on track' or 'not on track'. This is tracked using Sonar to ensure rates of progress are at least good for all children, including vulnerable groups such as those with SEND, disadvantaged, gender gaps and birth term. Our assessment judgements are moderated both in school and externally. We take part in local authority informal moderation procedures, arranged by the local authority, this helps to support our validation in our judgements.

The ethos within the FS demonstrates that the children feel safe, included and supported within the school. Children show they are happy in school, using self-regulations and mindfulness strategies to manage their emotions. Pupil voice evidences that pupils are supported. Observations of children will evidence creativity and innovation as the children explore and develop their curiosity. Our children will demonstrate their inspiration through pupil voice, being enthusiastic about the teaching and learning in EYFS. Children will show a thirst for knowledge and are keen and eager to share their learning and talk to adults, when in the area to explain what they are learning and what they want to learn next. It will be evident through the resources and activities provided that the children are confident to try and solve problems, discuss different ways and learn through trial and error. Children enjoying sharing both learning in and out of school and respond well to the behaviour system, using Dojos, to reward their achievements.

The impact of the curriculum is also evident through how developed and well-rounded our children are. The curriculum will meet all children's needs and this will be evident in the extent to which children know and remember more of the intended curriculum. They embody our values and carry with them the knowledge, skills and attitudes which make them lifelong learners and valuable citizens of the future. Our pupils show readiness for the next stage of education into the National Curriculum.

Accommodation

Accommodation is reviewed annually to ensure that it meets statutory requirements and that it is:

- Bright, attractive, orderly and well ventilated.
- Has areas with furniture, which offer children the opportunity to be quiet, comfortable and relaxed as well as more boisterous. We are working on closing the gender gap and are conscious of the lower achievement of the boys. Therefore, we are working to make areas attractive and inviting to both girls and boys.
- Has a variety of different surfaces, textures and levels.
- Provides for the whole curriculum.
- Caters for children with visual impairments and adaptations have been made.
- Set up as an EYFS Unit in which Nursery and Reception access across the whole setting.
- Some of our pupils are likely to have specific toileting needs or toileting accidents due to the age and maturity of the children, which means that additional measures are required to ensure that children are safe and comfortable in the event of a toileting incident. It is important that all staff who work with the pupil understand the nature of toileting difficulties and how best to help them. A child with specific toileting needs or with persistent toileting incidents may require a toileting care plan. Teachers and support staff are in loco parentis and may need to take action in a toileting incident. The prime responsibility for a pupil's health lies with the parents or carer who is responsible for the pupil's toileting and should supply the school with any relevant information. Safeguarding procedures are of critical importance and this policy operates and refers to policies and practice within the School's Safeguarding Policy. There is an intimate care policy in place.

Resources

Resources are reviewed annually to ensure that they are:

- Adequate to match the needs of the children.
- In a safe and clean condition for use.
- Appropriate to all areas of learning.

Areas and requirements desirable:

- An attractive and comfortable place with a range of books (fiction and non-fiction) to 'read' in the 'Once Upon a Time' area.
- Sand – dry and wet with a variety of equipment.
- Water with equipment.
- Mathematical and scientific material (STEM, Investigation and Discovery area)

- A writing area with a variety of paper and tools to 'mark make' or write.
- Imaginative play areas e.g. role play, small world play
- A variety of creative media such as paint, clay, wood, recyclable materials.
- Access to range of ICT equipment including toys to allow children to take things apart and understand how to put them back together, torches in the sensory room, Bee Bots and an interactive Yoto box. iPads are also available from the school, if and when needed.
- Baking materials and equipment.
- Growing and living things.
- Collections of interesting objects to handle and develop aspects of transient art, as well as the development of a messy play area.
- Opportunities for children to develop their curiosity through a range of unusual and topic-based artefacts, encouraging children to ask a range of questions and make predictions based on what they already know.
- A variety of outdoor play equipment.
- A geographical display to support the children with their learning 'Around the World' linked to learning in Nursery and Reception.
- A developed outdoor area, including an outdoor classroom, stage, bikes, large scale building, a construction area, outdoor small world, pit stop (cars and garage) and outdoor mark making. The Willow Garden provides an investigation element with a mud kitchen, outdoor art area and a minibeast hotel and investigation centre.

Quality of Learning

At Rickleton Primary School, opportunities are provided for practical activities that are interesting, enjoyable, challenging and based on first-hand experiences. These will be planned to take account of the child's prior learning and provide opportunities for practice, consolidation or extension of skills, knowledge and understanding. The general ethos encourages the young child to explore, experiment, question, take risks, make and learn from mistakes and engage in purposeful play.

The Quality of Practice

Effective practice in the early years is based upon a well-planned programme of learning (purposeful intentions), which reflects an understanding of how young children learn. Clear aims for learning are established and shared by all staff, working together. Weekly planning meetings take place with all staff working with the children and an assessment of the previous week is made before planning for future learning experiences. Also, daily, informal conversations take place between staff to inform the next sessions.

Sound learning is supported by sensitive and timely intervention by adults to reinforce or extend children's responses. These quality interactions prove vital in ensuring that children can be challenged. There is a focus on varied pedagogy, there is a clear and progressive balance between child-selected and adult-initiated or directed activities. The best possible use of space, materials and equipment is made in order to give children a varied, stimulating and interesting range of activities. It is important that young children are given opportunities to work and play individually and in both small and large groups.

Curriculum

The curriculum received by the children in the early years at Rickleton Primary School is:

- Broad and balanced and promotes their social, emotional, intellectual, physical and spiritual development.
- Makes no distinction between 'play and work' recognising that both are ways young children learn with enjoyment and challenges and with regard to early learning goals.
- Provided in relation to the early learning goals.
- Gives support for learning both in and out of doors.
- Firmly established within a framework for long term, medium term and short-term planning.
- Takes account of the children's interests.
- Provides the basis for continuity of experience by establishing links with National Curriculum.
- At Rickleton Primary School our aim is that every child will read and write with no exceptions. We use a scheme called 'Read Write Inc' to teach the phonic skills to our children. The scheme is adapted to meet the needs of our children and we adapt the writing element in order to raise our expectations of the children. Children are taught Set 1 and Set 2 sounds with some beginning to learn Set 3 sounds. They are taught to blend and segment words containing these and begin to write and punctuate simple sentences. The scheme has been adapted slightly, to ensure children are reading books at an appropriate level, in line with their phonic knowledge.
- Staff have been trained to teach 'Mastering Number' as a scheme of work to the children in Reception. This focusses heavily on securing children's sound understanding of Number. This is tailored to meet the needs of the children in our Reception. Staff also plan to ensure that children also develop their shape, measure and spatial awareness. The lessons are carefully sequenced and structured approach to introduce and reinforce mathematical concepts to the children at RPS. Children in the Early Years begin to explain their mathematical thinking and develop their deeper understanding of number. Nursery have also bought into the Maths Scheme aimed at developing mathematical awareness in our youngest of children, this is called 'Master the Curriculum'. Again, the scheme is adapted to suit the needs of the children.
- Forest School sessions delivered weekly to offer children with a holistic approach to learning that complements the goals of the EYFS by nurturing children's physical, emotional, social and cognitive development in a natural, engaging environment.

Equal Opportunities

Children are given equal opportunities to engage in activities regardless of race, class, gender, culture, religion, home language, social circumstances, special educational needs, disability or ability.

All children experience an appropriate programme of learning intentions, and receive adult support as required.

Individual Needs

Children's special educational needs are supported by a carefully planned curriculum and supportive adults. Children's needs are assessed against 'The Ranges' to identify their level of

need and their support is carefully mapped out on a 'Provision Map'. Regular meetings take place with the SENCO to review the provision and support for those children with additional needs.

Assessment, Record Keeping and Reporting.

Ongoing (formative) assessment based on regular and close observation of and discussion with individual children informs future planning. This process involves all practitioners who come in to contact with the child. Parents/carers contribute to the assessment process by taking part in dialogue between home and school.

At Rickleton, each child's progress is teacher assessed, using teacher observations and informal assessments, alongside professional judgements. Teachers may use the 'checkpoints' within the new Development Matters Guidance. Currently, the children's attainment is then transferred onto the school's chosen assessment system called 'Sonar'. The main form of assessment is practitioners knowledge of the child's 'starting points' and the progress they have made throughout the year. The statutory 'Reception Baseline Assessment' is carried out in the first 6 weeks of starting Reception. Children who start the year later are also assessed as soon as they start.

Throughout the year, Early Years teachers input whether a child is 'below' or 'on track' to gain an awareness of children's attainment at key data points throughout the year. The Early Years Leader then analyses the data in order to plan for future learning. This also enables the teachers in the EYFS to identify and track those children who are not yet meeting age related expectations. The new framework guidance states that teachers are to assess those that are meeting expectations (expected) and those that are working towards expectations (emerging). They are no longer required to assess children working above expectations (exceeding). We do however, consider those children who have the potential for greater depth as they move into Year One.

Transitions

The following processes take place to ensure children's successful transition to EYFS (under normal circumstances):

1. In the Summer term, parents/carers are invited to a 'Welcome' meeting with EYFS staff. The routines and procedures are discussed, as well as, explaining the required forms.
2. The children, who are new to the setting (Nursery and some Reception), are invited to visit the setting to meet the staff and explore the setting.
3. Reception – EYFS makes calls with Nursery provisions, regarding the children who do not currently attend Rickleton Nursery. Visits will be made if required.

Nursery – Teaching staff will arrange home visits and will meet with parents/ carers and the child, before the child starts. Parents will complete an 'All About Me' questionnaire. Phone calls are also now made during the home visit week. Rising 3s also now receive a home visit too.

4. A short induction period is in place. This can change each year, based on the needs of the children.
Reception September - children will all attend full hours from the start.
Nursery September– Rising 3 begin contracted hours, week 2. Other children attend an am session and a pm session another day before starting their contract hours in week 3.

With regards to Reception transitioning to Year One:

1. PSHCE in the Summer term is heavily focussed around moving on.
2. Children visit their new class and meet their new teacher as part of whole school transition day. They will spend time in their new environment, including finding out where to enter, hang up their coat and where to find the toilets.

3. Parents will be able to view a PowerPoint uploaded to the school website with key information.
4. In the Summer term, Reception and Year One staff will meet to discuss each child's development in order to support a smooth transition to Year One, discussing the characteristics of effective learning.

Links with Parents/Carers and other Agencies

Transitions between settings are carefully planned and carried out in a way that enables the child and parents/carers to move positively from one to the other.

Parents/carers are made to feel welcome, valued and encouraged to contribute to work with staff. Parent events are held throughout the year including a 'reading' meeting which will support the parents in assisting their children's development of reading at home.

Prior to admission, all parents and carers will:

- Have clear information about the setting.
- Have the opportunity to provide information about their child.
- Be able to visit with their child prior to admission.
- Have all the legally specified information i.e. session hours.

The 'setting' will work co-operatively with the Together for Children Early Years Department.

Nutrition Policy Statement

At Rickleton, we are committed to promoting the health and wellbeing of all children by ensuring that meals, snacks, and drinks provided are nutritious, balanced, and developmentally appropriate. In response to the revised Early Years Foundation Stage (EYFS) requirements effective September 2025, our setting:

1. Adheres to GOV.UK nutrition guidance

We ensure all food and drink offerings align with the new national nutrition standards for early years, as outlined on GOV.UK, and follow the Eatwell Guide for children aged 2–5 years, <https://help-for-early-years-providers.education.gov.uk/health-and-wellbeing/nutrition>

2. Fosters a positive food environment

We support children's relationship with food by offering a wide variety of textures, flavours, and foods. We plan engaging food-related activities (e.g., cooking, tasting, growing herbs) to encourage curiosity and enjoyment around healthy eating.

3. Ensures safety and hygiene

Staff are trained in food hygiene, choking prevention, and paediatric first aid. We safely prepare food (e.g., cutting grapes lengthwise, softening hard items) and supervise mealtimes to reduce risks. The snack area is located in a clearly visible place within the area and a staff member is rotated there so children can be observed eating. Children eating must be within sight AND hearing.

4. Meets dietary needs and food allergies

We gather information on each child's dietary needs, allergies, and intolerances before attendance. A clear protocol is in place for managing allergies, with appropriate substitutions and allergen information provided for all meals. Children wear lanyards and are placed at the front at the line to ensure kitchen staff are aware of needs.

5. Promotes cost-effective, nutritious meal planning

We use simple, budget-conscious recipes and seasonal ingredients—sharing ideas with parents—to offer varied, balanced meals that reflect cultural diversity and support home eating habits. We often hold ‘culture/themed’ meal days in addition to the usual menu.

6. Collaborates with families

We engage parents and carers through sharing recipe ideas and reinforcing healthy food messages at home.

7. Monitors and adapts

We review our nutrition practices regularly to ensure they remain effective, safe, and in line with the latest guidance, making adjustments where needed.

Cultural Capital Statement

At Rickleton, we are committed to providing all children with a rich and engaging curriculum that develops their cultural capital — the essential knowledge, experiences, and skills they need to succeed in life. We recognise that every child arrives at our setting with unique backgrounds, experiences, and starting points. Our aim is to broaden their horizons, nurture curiosity, and build strong foundations for lifelong learning.

Definition

We adopt Ofsted’s definition of cultural capital as:

“The essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education.”

Our Approach to Cultural Capital

We understand cultural capital as being about:

- Exposing children to new experiences beyond their immediate environment.
- Valuing diversity and ensuring inclusive opportunities for all.
- Building confidence, resilience, and independence through varied learning experiences.

How We Embed Cultural Capital

We embed cultural capital in our curriculum and daily routines through:

Literacy and Language Development

- Reading a wide range of books, including stories from different cultures, backgrounds, and experiences.
- Daily storytelling, rhyme time, and language-rich conversations to extend vocabulary.
- Introducing children to new words and concepts through thematic learning.

Celebrating Diversity and Cultural Awareness

- Marking a variety of cultural and religious festivals such as Diwali, Eid, Hanukkah, Chinese New Year, and Christmas.
- Encouraging children to share traditions from home and bring in family photographs, stories, or artefacts.
- Cooking sessions using recipes from different cultures.

Broadening Experiences

- Regular outings and trips to places like the local library, nature reserves, farms, and museums.
- Welcoming visitors such as local artists, musicians, emergency services, or community leaders.
- Role-play and small-world play that reflects different occupations and communities.

Promoting Life Skills and Independence

- Teaching children to manage their own hygiene, dress themselves, and tidy up.
- Snack and mealtime routines that encourage social interaction and independence.
- Encouraging turn-taking, sharing, and conflict resolution through supported play.

Arts, Music, and Creativity

- Providing access to a wide variety of art materials and creative tools.
- Listening to music from different cultures and time periods.
- Encouraging self-expression through dance, drama, and role play.

Nature and Outdoor Learning

- Regular access to outdoor play and nature walks to build awareness of the natural world.
- Planting and growing in our garden area.
- Learning about weather, seasons, and caring for animals.

Impact and Evidence

We measure the impact of our cultural capital provision through:

- Observations and assessments that track children's progress and engagement.
- Learning journeys and floor books showing experiences, comments, and reflections.
- Parent feedback and involvement in activities.
- Staff reflections and continuous development of our curriculum offer.

Staff Role

All practitioners at Rickleton are committed to identifying gaps in children's knowledge and life experiences and responding with planned opportunities to enrich their development. We value every child's background and ensure that learning builds on what they already know and extends their world view.

Monitoring and Evaluation

This policy will be monitored annually. Evaluation is part of an on-going and continuous process of improvement.

Date policy adopted by setting: _17.09.23_

Date accepted by governors: _____

Date for review: _____

Changes to Policy (July 2025)