



Riverside Primary School

Our Ethos and Approach
in Foundation Stage

2021/2022





Our Ethos and Approach In Foundation Stage

At Riverside children are at the core of what we do and we believe that children learn best when they are interested, inquisitive and engaged, which at this age and stage of development, is best achieved through play. Play gives children the opportunity to explore their own interests, enquire, plan and take risks. Additionally, play also allows children to use their creativity, develop their imagination, build on their dexterity and physical skills, not to mention supporting the development of cognitive and emotional strength. Play is important for healthy brain development. It is through play that children engage and interact in the world around them.

“Young children live in the here and now. If adults are to make a real difference to their learning they need to seize the moments when children first show curiosity, and support their next steps immediately.” - Anna Ephgrave, Planning In The Moment With Young Children, 2018.

Delivery of the 'Early Years Foundation Stage' curriculum (EYFS) involves a continuous cycle of three parts:

Observing children – What can they do and what do they know?

Assessing based on those observations - What is their next step?

Planning – How I am going to teach them the next step?

We respect children as individuals and understand that they all develop differently. By following 'In The Moment Planning', a model developed by Anna Ephgrave, rather than adults deciding what children will be learning



ahead of time and working with children in small groups, we engage with the children at activities they have chosen and teach the children 'in the moment'. Therefore, through play, children have access to all aspects of the Early Years Foundation Stage curriculum, all of the time, without limits or adult agenda. This means that we can meet the needs of individuals more effectively and pitch the challenge for individuals at an appropriate level.

In this model of 'In The Moment Planning' the role of the teacher looks a little different. The children will have free-flow access to the provision, which means that the children can choose where their learning takes place. The adult will stand back and **observe** what the children are doing, **assess** what they need to do/know/learn next and **plan** their teaching, which will be delivered there and then. This means that next steps for individual children are not something that are to be delivered at a point in the future, but right there 'in the moment'.

Although we do not plan for topics and themes, each child will take part in planned, daily carpet sessions where they develop key skills. Phonics and Maths lessons are a firm fixture of our every day. We know what the children need to achieve and are mindful of when and how best to support their progression in their learning and skills throughout the year and plan for this accordingly. We also use our class carpet sessions to share learning that has taken place during free flow sessions and to enjoy stories, songs and games together.