



**Moorlands Primary School**

*High Expectations, High Achievements, Challenge and Enjoyment for All*

# Early Years Foundation Stage (EYFS Policy)

Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date	Approved by Governors
Becky Freeman	January 2017	January 2019	
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## Introduction

At Moorlands Primary School we believe that ‘Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have major impact on their future life chances.’

Within this document, the term Early Years (EY) is used to describe children that are in our Reception classes.

## Aim

At Moorlands Primary School we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

We adhere to the Statutory Framework of the EY and the four guiding principles that shape practice within Early Years settings.

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- **Children develop and learn in different ways and at different rates**

## Principles into practice

As part of our practice we:

- Provide a balanced curriculum across the seven areas of learning, using play as the vehicle for learning
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support
- Work in partnership with parents and within the wider context
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment
- Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult
- Have a key person approach to develop close relationships with individual children
- Provide a secure and safe learning environment indoors and out

## Early Years Curriculum

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals.

All the seven areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas are the **prime** areas:

- **Communication and Language**
- **Physical Development**
- **Personal, Social and Emotional Development**

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

The **specific** areas are:

- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

The three prime areas reflect the key skills and capacities all children need to develop and learn effectively. Children are provided with a range of rich, meaningful first-hand experiences in which children explore, think creatively and are characteristics of effective learning. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

As a team, we write long-term and medium-term plans using the EY curriculum based on a series of topics each of which offers experiences in all seven areas. These plans are reviewed by the Headteacher. Please see our plans for more details. These plans then inform our short-term weekly planning, alongside our observations, which remains flexible for unplanned circumstances or children's responses.

Children have whole group and small group times which increase as they progress through the EY. The curriculum is delivered using a play-based approach as outlined by the EY. 'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities'

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, early years' practitioners interact to stretch and challenge children further. In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice.

We create a stimulating environment to encourage children to learn using both the inside and out.

### **Observation and Assessment**

As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways. Everyone is encouraged to contribute, and

discussions take place. Significant observations of children's achievements are collated in their own personal online learning journey, which is uploaded for parents termly. Parents are encouraged to comment and contribute further to their child's learning journey by sharing home experiences. Twice a year, parents are invited to attend a parents evening where we will discuss the learning journey of your child. Within the final term of Reception, we provide the parents with a formal written report based on their child's development against each of the Early Learning Goals and the Characteristics of Effective Learning.

### **Safety**

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, following set procedures when children become ill or have an accident.

Please see our separate policies and procedures on Health and Safety and Child Protection for further information.

### **Inclusion**

We value all our children as individuals at Moorlands Primary School, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that most of our children achieve and even exceed the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies

### **Parents as partners and the wider context**

We strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways. Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible. We draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting.

### **Transitions**

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including nurseries and childminders. Children attend introductory sessions to Reception to develop familiarity with the setting and practitioners. They receive a small booklet containing photos and any other relevant information. Parents and carers will also invited to attend a Reception information evening where you can look round the school and meet the Reception team. Parents and children may be asked to complete an 'All about me' booklet.

In the final term in Reception, the Year 1 teacher will meet with the Early Years staff and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children. There will also be a moving to Year 1 transition evening for parents and carers.

### **Monitoring and review**

It is the responsibility of the EY teachers to follow the principles stated in this policy. There is a named Governor responsible for the EY. This Governor will discuss the EY practice with the practitioners and provide feedback to the whole governing body, raising any issues that require discussion. The Headteacher and SLT will carry out monitoring on the EY as part of the whole school monitoring Schedule.

## **Resources**

The organisation of the classroom reflects the importance that is placed on children learning through play and first-hand experience, developing independence and having opportunities to initiate their own activities. The Reception classes provide the following areas:

- Painting and creating equipment
  - Book corner with a range of fiction and non-fiction books
  - Role play area
  - Large and small construction
  - Interactive whiteboard
  - Malleable materials
  - Musical instruments
  - Small world area
  - Mark making with a range of writing opportunities
  - Computer
  - Math's area
  - Funky Finger area
  - Outside classroom – a safe fenced area including a mud kitchen, sand pit and water tray, bikes, scooters and opportunities for children to develop their gross motor skills.
- The Reception classes also have waterproof clothing to make full use of the outside play areas, school field, and the on-site Forest Schools area

## **Use of Whole School Resources**

- The Reception classes uses the school hall for dance, physical education, and assemblies
- Use of outside field, playground, outside classroom, outside library and MUGA
- Forest School area
- Practical room for cooking activities
- The ICT suite
- Music room
- Library
- Shared areas for all Reception classes to join in smaller working groups or interventions
- Sensory room