



## **MOORHILL PRIMARY SCHOOL TEACHING AND LEARNING POLICIES EARLY YEARS FOUNDATION STAGE POLICY 2019**

### **School Vision Statement:**

When our children leave Moorhill, they will be motivated and inspired learners who are articulate, literate and numerate. They will know that by working hard and working together they can achieve greater success; they will have high aspirations, lifelong skills for learning and will successfully demonstrate our core values in all areas of their lives.

We believe that to achieve these aims, staff, parents and pupils need to work in partnership. In order to achieve these aims we have in place a set of Minimum Standards which are shared with pupils, staff, parents and visitors. See appendix a.

### **The EYFS Framework**

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 a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up. ('The Statutory Framework for the Early Years Foundation Stage.' DfE April 2017).

The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

- Quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind
- A secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly
- Partnership working between practitioners and with parents and/or carers
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The learning and development requirements cover:

- The areas of learning and development which must shape activities and experiences (educational programmes) for children in all early years settings

- The early learning goals that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five)
- Assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers)

The safeguarding and welfare requirements cover the steps that providers must take to keep children safe and promote their welfare.

The EYFS is based upon four principles:

- 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.**

For further information please refer to

[https://www.foundationyears.org.uk/files/2017/03/EYFS\\_STATUTORY\\_FRAMEWORK\\_2017.pdf](https://www.foundationyears.org.uk/files/2017/03/EYFS_STATUTORY_FRAMEWORK_2017.pdf)

## **A Unique Child**

At Moorhill Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We know that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by their school and home environments and we begin to build links with families. We observe how each child learns to gain an understanding of the characteristics they develop to become effective learners. We use questioning, praise and encouragement to develop a positive attitude to learning and high self-esteem. During their first year at school, the children are introduced to the learning habits. They are taught to be observant, investigative, curious, determined, imaginative, adventurous, co-operative and to use reasoning. Children begin to understand the concept of the growth mind-set. They are taught that they can 'grow their brains' so that they understand that everyone can learn with practice and effort. The children are taught how to learn and how to become successful learners.

## ***Inclusion***

All children and their families are valued within our school. We value the diversity of individuals within the school and do not discriminate because of differences. All children at Moorhill Primary School are treated fairly regardless of race, religion, disability or stage of learning. We do not group children based on notions of fixed ability. We teach the children that practice and effort lead to learning and improvement. In the early years the children begin to learn to take responsibility for their learning and begin to understand the concept of challenge.

We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when planning for their learning. Planning for children with additional needs is in line with the Special Educational Needs & Disability policy.

In the EYFS we have realistic and challenging expectations and meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests and develop their self-esteem and confidence through a creative curriculum and learning environment

- using a wide range of teaching strategies based on children's learning needs
- providing a wide range of opportunities and environments to motivate and support children and to help them to learn effectively
- providing a safe and supportive learning environment in which each child's contribution is valued
- monitoring children's progress and taking action to provide support as necessary

We provide children with opportunities to help them develop the skills they need to keep themselves safe. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards both in the real and virtual world.

School planning is differentiated to allow all pupils to access the curriculum. Where pupils have specific physical disabilities that affect their levels of independence, it may be necessary to provide additional Teaching Assistant support and to modify the resources being used. This will also be reflected in the planning and delivery of the lesson. Risk assessments are made on a daily basis to check suitability and safety of resources along with those that are undertaken before any educational visits are made. These risk assessments ensure that those pupils with disabilities are fully included wherever possible. For external visits, the plans will be discussed with parents who will be invited to join their children if they are able to do so. Transport will be checked to ensure it meets the requirements of the disabled pupils travelling. Wherever necessary, the school seeks the advice of the agencies working with the disabled children and their families.

Please refer to the whole school Equality Policy for further information.

## **Positive Relationships**

At Moorhill Primary School we recognise that children learn to be confident and independent through the development of secure relationships. We develop caring, respectful, professional relationships with the children and their families.

### ***Parents as Partners***

We recognise the important role parents play in educating their children and actively encourage parent views. We do this by:

- inviting all parents to an induction meeting during the term before their child starts school
- inviting all parents to a further meeting during the term before their child starts school on Reading, Writing and Maths in the Early Years and how they can support their child at home
- encouraging parents along with their child, to attend consultation meetings every term to discuss their child's progress and next steps
- providing parents with a written report on their child's characteristics of learning, attainment and progress at the end of each school year
- encouraging parents to contribute observations in the home/school book, through Class Dojo and Maths with parents
- sharing our approach to reading and phonic teaching
- sign posting parents to additional support systems that may be needed
- seeking parent views through annual questionnaires

Staff develop good relationships with all children, interacting positively with them and taking time to listen to them. We work closely with Moorhill Preschool, parents and families and other agencies as appropriate to provide the best learning opportunities and care for the children in our EYFS setting. We also meet with staff from other settings to help induct pupils who are not as familiar with our setting.

## **Enabling Environments**

At Moorhill Primary School we recognise that the environment plays a key role in supporting and extending the children's development. The role of both the indoor and outdoor environment is to provide opportunities for adult led, adult focused, child led and child initiated activities, where children can learn and develop a range of skills such as, fine and gross motor, social, literacy and numeracy, art, design and imaginative, knowledge of the world around them, health care, communication and understanding. We provide stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways.

There are two Reception classrooms which mirror each other in organisation and resources. They aim to allow children to explore and learn securely and safely. The classrooms are set up to develop the children's independence and they are encouraged to find and locate equipment and resources independently. In addition, the classrooms have access to their own enclosed outdoor area. The outdoor learning environment is seen as incredibly important at Moorhill Primary School with its impact on health and well-being being a significant factor, especially for young children. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children opportunities to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all 7 areas of learning.

## **Learning and Development**

At Moorhill Primary School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected.

There are seven areas of learning for children in the EYFS Framework. Three are core areas which need to be developed prior to the other four specific areas. We deliver each of these areas through planned, purposeful play with a balance of adult-led and child-initiated activities. When Early Learning Goals are achieved by children, they can move onto the KS1 National Curriculum. This usually happens at the end of Reception or during the Autumn Term of Year One, however there are exceptions. The areas are as follows:

- **Personal, Social and Emotional**
- **Physical Development**
- **Communication and Language**
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The Reception classes have their own outdoor area used all year round in all weathers. Being outdoors encourages learning in different ways. It offers the children more opportunities to be creative and explore on a larger scale as well as to be physically active linking the indoors and outdoors together.

School planning is differentiated to allow all pupils to access the curriculum. Where pupils have specific physical disabilities that affect their levels of independence, it may be necessary to provide additional Teaching Assistant support and to modify the resources being used. This will also be reflected in the planning and delivery of the lesson.

## **Play**

Children's play reflects their wide ranging and varied interests and preoccupations. In their play, children can be inquisitive, creative, questioning and experimental and will learn at their highest level. Playing with their peers is important for children's development.

Through play our children explore and develop learning experiences, which help them make sense of the world. The adults model play, and play sensitively with the children fitting in with their plans and ideas. The children are encouraged to try new activities and judge risks for themselves. We talk to them about how we get better at things through effort and practice and that we can all learn when things go wrong. They practice and build up ideas learning how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own.

## **Read Write Inc.**

All children in Reception take part in Read Write Inc. This is a phonic approach to literacy and children are grouped according to their ability. Children are taught to read and write each of the 44 phonemes in the English language in a fun and interactive way. They begin Read Write Inc. in Reception and continue until they can read and write independently.

## **Observation, Assessment and Planning**

Planning within the EYFS starts with the Development Matters document, Early Years Profile Handbook and a Long-Term Plan of selected hooks. These are flexible in approach though and may change depending upon the current needs and interests of the children. From this we plan first hand experiences and provide opportunities for challenges appropriate to the development of the children. We follow a version of In the moment planning (by Anne Ephgrave) that means adults enter the children's play with their individualised next steps in mind and then teach, extend, assess, model and apply skills in a play based way.

In the EYFS, assessment of attainment and progress is based on observation, discussion, questioning and evidence of children's independent learning. Valuable evidence of children's learning is obtained in the form of written notes, photographs, work that the child has produced, models, notated dialogue with children and parent contributions. They are collated in the child's Learning Journal and the evidence is used to inform the EYFS Profile. A written summary is given to parents against the Early Learning Goals during the final term.

## **Safeguarding (to be read in conjunction with the schools safeguarding policy on school website)**

At Moorhill Primary School, there are clear procedures for assessing risk (see whole school risk assessment policy and risk assessments, including daily risk assessments that are situated in each classroom) which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. In addition to this, safeguarding and child protection policies are read by all staff to ensure the safety of the children. All staff have read the school's code of conduct and are mindful of how their behaviour reflects the school.

In line with the EYFS statutory framework 2017, we undertake;

- Procedures for administering medicines, which includes systems for obtaining information about a child's needs for medication and ensuring they are kept up to date. Medicines (both prescription and non-prescription) are only administered to a child where written permission has been obtained from the child's parent and/or carer via the school office. A written record is kept each time a medicine is administered to a child and the child's parents and/or carers are informed on the same day.

- Fresh drinking water is available at all times and the children are encouraged to bring in their own water bottles.
- Children's' dietary needs are recorded and acted upon when required.
- Fruit and milk is provided each day.
- A first aid box is accessible at all times and a record of accidents and injuries is kept in the first aid book situated in the staffroom.
- Medical boxes with children's inhalers/medication (including documentation for each item) are kept within the red box in each classroom.
- The Leader of Learning for YR & Y1 works closely with the Head Teacher and Deputy Head Teacher on behaviour issues. The EYFS follow the same behaviour system as the rest of the school (refer to Inclusions policy, behaviour policy, physical restraint policy).
- A fire and emergency evacuation procedure and policy in line with whole school policy.
- Personal mobile phones are not to be used when children are present and are stored within classroom cupboards. This information is shared with all visitors, students and volunteers who work in the Reception classrooms. There is a school mobile phone that is taken on school visits for emergency use. Each classroom has two cameras that are used for the collecting of evidence (see above). They are kept in school at all times and are not used for staff own personal use. All photos are deleted once they have been downloaded to the child's learning journey. Permission for the taking of children's photographs is gained from parents on induction to Reception.

We also ensure that 'End of the school day collecting procedures' are robust in order to ensure that children are kept safe. Parents must name individuals who will be allowed to collect their child, these are kept in each classroom so that all staff are aware. Children are not allowed home with another adult unless they are named on the list or the parent has given direct verbal information to the class teacher stating a new named person to be added to the list.

### **Transition**

At Moorhill Primary School, great care is given to ensure that our Reception children have a calm and smooth transition into Year 1. Refer to 'Transition Policy' for further information.

### **Monitoring and review of the policy**

It is the responsibility of the Leader of Learning for YR & Y1 to monitor the development of this policy through year group planning sessions and classroom observations. There is a named Governor responsible for the EYFS – **Libby Banks**. This governor will discuss EYFS practice with the practitioners and provide feedback to the whole governing body, raising any issues that require discussion. The Head teacher and various subject coordinators will also carry out monitoring on the EYFS as part of the whole school monitoring schedule. The Head teacher and Leader of Learning for YR & Y1 will review this policy every 2 years. The Governors will be advised of any changes to this policy.

Date: November 2019

Review Date: November 2021