



Moorside Primary School

Early Years Foundation Stage Policy

Updated: March 2021

Last reviewed and approved: July 2020

Next review date: March 2021

Moorside Primary School Mission Statement

Moorside Primary is at the heart of the community and the start of your child's learning journey. Our school is a vibrant, welcoming and safe place to learn driven by high expectations. We strive as a team to inspire confidence, develop resilience, promote democracy and give children a voice to be heard, recognising only the best is good enough. We challenge children to believe in and reach beyond themselves so they leave proud of their achievements and are ready to make their next steps as confident and responsible citizens in an ever-changing society.

At Moorside Primary School our Early Years Foundation Stage consists of 2 year olds, Nursery and Reception. Within our Nursery we offer 30 hours free childcare, 5 mornings/afternoons or 2 ½ days as well as any additional sessions which parents/carers can pay for.

The Aims of the Early Years Foundation Stage at Moorside Primary School are:-

- To provide a broad and balanced curriculum which embraces the themes, principles and commitments of the Early Years Foundation Stage and the seven areas of learning in the Early Years Foundation Stage
- To provide a happy, secure, stimulating and challenging environment.
- To provide opportunities for children to make choices which will facilitate independent learning, creative thinking and enable them to feel confident as learners.
- To provide opportunities for children to develop their communication, linguistic, investigative and problem solving skills through interaction with adults and other children.
- To promote children's imagination in play through stimulating resources and activities within the inside and outside classrooms.
- To develop a partnership with parents/carers based on a shared understanding of the learning needs of the children.
- To provide quality first hand, play based learning experiences that are well planned and contain an appropriate balance between different types of play, permeating all aspects of the curriculum.
- To provide a range and balance of child initiated, adult initiated and adult focused activities indoors and outdoors.
- To provide a smooth transition between the Early Years Foundation Stage and Key Stage 1 – Year 1.

In the Early Years Foundation Stage at Moorside Primary School we believe:-

- That all children in our care have an entitlement to a broad and balanced curriculum (irrespective of learning needs, race, colour, gender, cultural/social background, or religious persuasion).
- That what each child can do is the starting point of his/her learning.
- That how we provide for and interact with children has a profound effect on their well-being and learning.

- That information provided by parents/carers is valued and seen as a vital link in forming a partnership with families and in building a picture of each child.
- That the Early Years Foundation Stage is the springboard to a good start in their education at school.
- That play is a major vehicle through which young children learn and gain access to all aspects of the curriculum. Play is a natural process. It puts children in charge of their own learning. It helps children to make sense of their world and enables them to develop their personal qualities, attitudes and higher order learning.
- That children learn more effectively in a lively, rich and stimulating environment with opportunities to access all areas of the curriculum indoors and out.

Essentially we want children to make decisions, become independent learners, interact with people, enjoy learning and become confident with themselves, others and our world.

Staffing

Within the Early Years Foundation Stage at Moorside Primary School, all staff will;

- engage in dialogue with children
- watch, listen and respond to children
- model language well
- encourage children to express their thoughts and use new words
- support independence and confidence
- encourage children to speculate and test ideas through trial and error
- enable children to explore and solve problems
- behave as an excellent role model for children to copy
- support children to recognise and respond to their own physical needs
- attend to children's personal needs
- deal with children's care arrangements, including intimate care, the levels of privacy afforded to children, and supervision arrangements when undertaking personal hygiene tasks.

Staff knowledge and expertise is seen as a prerequisite for an effective Foundation Stage department and this is accomplished by:

- Nursery and Reception staff working closely together so that knowledge and expertise is shared by all parties.
- Members of the team keeping abreast of relevant research and information.
- Staff attending in-service courses, conferences and support group meetings.
- Ensuring that the Nursery Teacher and EYFS Leader have appropriate training and experience with knowledge of child development and the Early Years. They will have the ability to structure and support young children's learning, lead and manage the team and work closely with other agencies.

Planning the Early Years Foundation Stage curriculum

Learning experiences are planned for both indoor and out and are linked together through topic work which encompasses seven areas of learning. With reading at the heart of our curriculum, our topics are all planned through stories, however, as practitioners follow the interests of the children, these topics may vary.

The '**Prime Areas**' of learning;

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

The '**Specific Areas**' of learning;

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

Indoor /outdoor environments

The indoor environment will have structured focused areas of learning which is informed by continuous provision planning and enhanced collaboratively on a daily-weekly basis. The indoor and outdoor environment and provision will reflect priority areas within school;

- Communication and Language (speaking and listening)
- Physical Development (including mark making and emergent writing)
- Literacy and Mathematics (basic skills)

Opportunities for other areas of learning will also be catered for throughout the unit. Nursery (2, 3 & 4 year olds) and Reception aged children operate separately and will have their own areas of learning which are specifically targeted through accurate cohort baselines. Reception and Nursery will operate on the same timetables within separate spaces.

The indoor and outdoor environment will have open-ended opportunities for children to focus on the Characteristics of Effective Learning including their Personal, Social and Emotional development;

Playing and exploring – engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active learning – motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating and thinking critically – thinking

- Having their own ideas
- Making links
- Choosing ways to do things

All areas will heavily focus on a problem-solving approach and ethos in order to also maximise communication and language, practitioners focusing on talk, vocabulary, listening & attention, speaking and understanding.

Planning

Each Year Group considers how to provide for the children using three stages of planning;

- **Long term:**

This is informed by the Development Matters statements and Early Learning Goals the children need to meet in their development. EYFS staff will deliver topics/themes through planned children's literature and stories. Skill-based objectives should be planned for on Long Term Planning for 7 areas of learning- including opportunities for parental engagement, outings and involvement within the wider community.

- **Medium term:**

These plans cover the half term topic work each year group will deliver. Medium term planning will include details for each of the 7 areas of learning which will be delivered through planned stories. Medium term plans will detail the coverage of appropriate and relevant skills as well as possible learning activities and opportunities.

- **Short term:**

Short term/weekly planning in the EYFS is to be completed daily, routed directly through assessment for learning. Staff plan to meet children's immediate needs which is informed from evaluations of daily planning in order to inform the next day's planning. This will identify the learning intentions/outcomes to be taught along with evaluations linked to the activities provided. The needs of individual learners, based on observations, are catered for within this framework. Assessment for learning is also recorded through traffic light trackers used by additional adults within the setting when delivering small adult led groups in order to feed into teacher's daily planning.

Daily physical, topic/story and discrete vocabulary sessions are to be planned to support whole-school and EYFS priorities. Pre-phonics is taught discretely within Phonics sessions. In Reception, Phonics and Mathematics sessions are taught daily. In Nursery, Phonics and Mathematics small group sessions are taught on alternate days.

Separate short-term planning is done for children who access 30hours childcare and children who stay for 2 and a half days.

Continuous provision planning is to be enhanced collaboratively with all staff contributing through discussions, annotations and within weekly EYFS meetings. Enhancements will be supported by high quality observations of the children across the week to identify area strengths and areas for development and will be routed from children's interests. Continuous provision planning is to reflect all areas of learning to enable children to reflect, consolidate and use and apply their new knowledge and skills within a challenging, fun and safe learning environment.

Learning objectives are differentiated so that the able are challenged and those that need additional help are supported. Children can access sessions targeted to their immediate needs and stages in development across the unit where necessary. Gifted and talented pupils as well as children working well below development typical for their age will be identified through formative assessment in sessions. Interventions will then be set up, tracked and monitored for pupils who are working significantly below, or below development typical for their age. Liaison with the SENCO to support early identification of SEN where necessary.

Transitions

In the Summer Term, children in both Nursery and Reception begin activities to support their transition to their next classes. A structured programme of activities and events begins to expose the children to experiences from their next school year to support a smooth transition. Activities undertaken will include:-

- Ongoing dialogue between EYFS staff and Year 1 staff across the academic year with Year 1 staff attending weekly EYFS meetings within the Spring & Summer term.

- Year 1 staff to work within Reception continuous provision within Spring/Summer term to support with classroom set up for following academic year and to work alongside children within the cohort.
- Learning walk- children walk through their new year group classrooms with their current teaching staff.
- Story time- children visit classes in the new year group for stories and rhymes.
- Whole School transition day- Children will spend a morning with their new teachers and will stay for their dinner to recognise new routines.
- Transition booklet –This will be done for Nursery, Reception and Year 1 with pictures of the new environment and information which explains what to expect.
- Home Visits/Induction meetings for new Reception Children with Reception Teacher and member of EYFS staff
- Home Visits/Induction meetings for new Nursery Children with Nursery Teacher and member of EYFS staff

The children's next classes will involve more adult led and adult initiated activities, alongside enquiry based learning to continue developing children's 'Characteristics of Effective Learning' and build on their independence as learners. Children will access continuous provision through specific lines of enquiry based on specific topics planned throughout the year.

Observation, Assessment and Record Keeping

Learning Journeys are used to record the learning that occurs over the children's time in the EYFS. Children's Learning Journey will start with them in 2 Year Old Provision, Nursery and will continue throughout their time in Reception. Within EYFS, all observations within Learning Journeys are child initiated and capture learning through play. Adult led learning is captured within floor books to evidence progression of skills through a sequence of learning.

Nursery (3 & 4 year olds) Floor books

- Language & experiences floor book
- Phonics floor book
- Maths floor book

Reception Floor books

- Phonics floor book
- Maths floor book

Nursery and Reception staff will have allocated children to form 'Key Worker Groups'. Each member of staff will keep a file with the individual overview and the Prime and Specific objectives (Development Matters) for each of their key children. This is so that staff can ensure they are creating high quality observations of their key children and learning is consistently targeted to children's immediate next steps. The files are to be updated every term.

EYFS Learning Journey's will include:

- Child initiated evidence only
- Children's 'All About Me'
- Focused observations to support baseline assessment on entry to Nursery marked '**Baseline**'

- **All observations should include;**
 - **Focus** on the ‘Characteristics of Effective Learning’
 - A good balance between children’s original work and adult observations
 - **Analysis of learning observed**
 - **Curriculum links**
- Evidence of play and learning at home.
- Parent/carer comments every time Learning Journeys are share with parents/carers (once every term).
- Praise notes from home

Floor books will include:

- Adult led evidence only
- Sequence of learning
- Progression of skills

Intimate Care

Within the EYFS, we follow the intimate care policy closely when a child may need to be changed (see intimate care policy & DCC guidance).

This guidance sets out procedures for dealing with toileting and personal/intimate care tasks with utmost professionalism, dignity and respect for the child and the maintenance of highest health and safety standards possible. The aim being to safeguard pupils, parents, staff and the educational setting by providing a consistent approach within a framework which recognises the rights and responsibilities of everyone involved.

Parents will be asked to sign a Personal/Intimate Care and Toileting Parental Consent (Form to be completed by School Head Teacher or SENCO). A Toileting and Intimate/Personal Care Log must be displayed in 2 Year Old, Nursery & Reception Toileting areas and all changes **must** be logged appropriately.

Partnerships with parents and families and other agencies

As a primary school we work very closely alongside children’s centres in the area in order to provide the best start to your child’s school life. We work closely alongside Sure Start which delivered wrap around care before and after school in order for children to have a smooth transition between both settings. In the Early Years Foundation Stage we also believe that partnership with parents and families is paramount. To develop this partnership we provide the following opportunities:

Visits to school:-

- All Nursery and Reception parents/carers are invited to ‘meet the teacher’ through an information session with staff and Head teacher to set expectations and familiarise with routines for new parents.
- Parents/carers are invited to come to a range of events through the year including the Harvest Festival, Christmas performances, Easter Bonnet Parade and Sports Day as well as half-termly ‘Stay and Play’ dates.

Meetings with parents:

- Foundation Stage staff are all available to speak to parents/carers before and after school for Nursery and Reception.

- Meeting with parents/carers for new reception children in the following September to be held with all Reception staff and Head Teacher.
- ‘Stay & Play’ sessions are held every term for parents and carers to come and visit their child’s class and find out about what happens in a day and to be informed of their child’s new theme/topic the following term. Opportunities for family workers and other agencies to be available for parental support with regards to Communication and Language, Physical Development and toilet training.

Information sharing:

- Website/ School App/ Text messages/ Facebook/ Weekly newsletters and weekly celebration assemblies.
- Teacher email address for parental communication
- Website Blog: Nursery and Reception
- Praise notes from home and from school
- Parents/carers are encouraged to become involved in their child's learning, through a new, engaging homework system targeted towards parental involvement in children’s education.
- Traffic light Trackers received by parents/carer every half term to inform children’s attainment in the following areas;
 - Attendance
 - Punctuality
 - Relationships
 - Effort
 - Homework
 - Uniform
- Parent’s Evenings every term where books, learning journeys and parents evening form is shared with parents/carers.
- End of year expectations from the curriculum for parents/carers to understand the expectations of their child’s leaning and development.
- Internet user agreements are issued when a child starts school.
- Home/School Agreements are issued when a child starts school.
- A questionnaire is sent out to Foundation Stage parents/carers.

Admissions

The school’s admission arrangements are as described by the Durham County Council for all County schools. Arrangements for Admission to the school should be made either directly to Durham County Council Admissions Team, County Hall, Durham.

Eligible 2 Year Old ‘Play & Learn’ sessions available (Golden Ticket required).

Additional 2 Year Old sessions & Nursery sessions available at £15.00 per half day and must be booked two weeks in advance via the school office. See the EYFS Brochure for further information.

Nursery sessions are flexible at 5 mornings/ 5 afternoons or 2 ½ days.

30 Hours Free Childcare available (if criteria is met- contact the school office for further information).

Reviewed and approved July 2019

Next review date: July 2020 or as necessary if admission arrangements etc change.