

Moorlands C of E Primary Academy

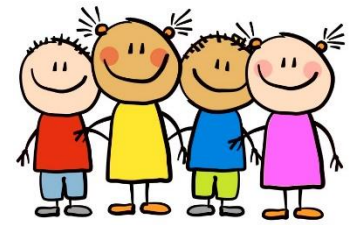


EYFS Policy

September 2023

Review Date: June 2024

Moorlands C of E Primary Academy,
Moorland Way, Belton, Great Yarmouth,
Norfolk, NR31 9PA



Early Years Foundation Stage Policy

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of their reception year. Moorland's Primary Academy's Early Years Foundation Stage accommodates children from the age of 3 to 5 within our Nursery and Reception settings.

Our Early Years Vision

In the Early Years at Moorlands C of E Primary Academy, our staff are dedicated to achieving the best possible outcomes for all children. We work as a team to ensure we provide high quality provision. We believe in providing a safe, vibrant and stimulating environment, with trusting, enabling and caring staff who help every child to reach their full potential.

The child is the centre of all learning and we plan provision around needs and interests to help develop a love of learning. We understand the importance of providing learning opportunities to encourage children's thinking, questioning and problem solving skills both inside and outside the classroom.

We are committed to giving our children the best possible start to school life. Teaching them to have self-belief; to persevere and to lead a healthy life style to help them grow and develop now and in the future.

"When we succeed in giving every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow."

Development Matters Sept 2020

Our high expectations will enable children to develop socially, physically, intellectually and emotionally and to achieve their full potential. We will ensure that all our children are kept healthy and safe and that they achieve the knowledge and skills they need to start in Key Stage 1.

Curriculum

The Nursery and Reception follow the curriculum as outlined in the revised EYFS Framework document (2021). The EYFS is based on seven key features of effective practice as set out in Development Matters 2020

1. The best for every child
2. High-quality care
3. The curriculum: what we want children to learn
4. Pedagogy: helping children to learn
5. Assessment: checking what children have learnt
6. Self-regulation and executive function
7. Partnership with parents

As part of our best practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning
- Promote equality of opportunity and anti-discriminatory practice
- Provide early intervention for those who need additional support
- Work in partnership with parents and where needed outside agencies
- Plan challenging learning experiences for all our children, based on the individual needs of the child
- Provide opportunities for our children to engage in adult led learning and self-initiated learning
- Provide a secure and safe learning environment indoors and outdoors
- Plan an exciting and challenging curriculum based on our observations of children's needs, interests and stages of development across the seven areas of learning.

Areas of Learning:

The EYFS is made up of three prime areas of learning:

- Personal, Social and Emotional Development
- Communication and Language

- Physical Development

There are four specific areas of learning:

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

All seven areas of learning and development are important and interconnected.

At Moorlands Primary Academy children are provided with a range of rich, meaningful first-hand experiences, in which children can explore, think creatively and are active. We provide a well-balanced curriculum and our planning ensures that each child has the opportunity to develop their knowledge, skills and understanding in every area of the EYFS. Each area of learning and development is implemented through planned, purposeful activities and through a mix of adult-led and child-initiated learning.

Inclusion

All children will receive quality first teaching on a daily basis and activities will be differentiated accordingly. In addition to this where children have been identified as having a specific need intervention programmes will be implemented. Teachers and Teaching Assistants plan programmes together and where needed with liaison with the Special Needs Co-ordinator. (Please refer to the Academy's 'Special Needs Policy' for greater detail).

Assessment, Recording and Reporting

- Assessments are made in line with the EYFS framework.
- Each child will have a 'Tapestry' online learning journal which will contain regular observations and assessments.
- Daily practice includes observations of children's development and progress.

- Discussions are held with all adults in EYFS about individual children's development and next steps.
- Significant observations of children's' achievements are recorded in their online learning journeys which are shared with parents.
- Parents are invited to attend Parent Interviews in the Autumn and Spring terms to discuss their child's learning journey and academic achievements in more detail.
- An end of year report is provided to all parents/carers on their child's development against the seven areas of learning
- At the end of Reception children are assessed against the Early Learning Goals for each area of learning.

Curriculum Coverage

At Moorlands we use starting points as the beginning of our termly learning journey. We then use the children's needs and interests to then direct our learning pathway. Below is an outline of the Reception Starting points –

<u>Term</u>	<u>Starting Point</u>
Autumn I	All About Me
Autumn II	Traditional Tales
Spring I	Winter, Snow and Ice
Spring II	Spring and New Life
Summer I	Minibeasts
Summer II	Journeys

Transitions

At Moorlands Primary Academy we recognise that starting school and moving up classes has the potential to be a stressful time for both parents and children. To this end we have established a strong set of procedures for transitions to be smooth as possible. All children starting in our Nursery are offered home visits prior to their child starting in a new setting. This gives children the security of meeting with their teacher in a safe, familiar environment and gives parents time to ask questions and share knowledge or any concerns they have about their child. In addition to this, all the children have a play session in the Nursery to meet the other staff and get familiar with their new surroundings.

All children starting Reception are offered Home Visits and are invited to attend two Stay and Play days with their parents (in July and September). We provided 'All About Me' books for each Reception child to complete over the Summer Holidays. The children then complete a staggered entry process for the first full week before then completing full days in Reception. This ensures that children who need extra support are given additional time to settle in.

In the summer term all our Reception children visit their new Year 1 teachers on two occasions prior to them starting Year 1. Reception teachers pass on their knowledge of each child's development, progress and achievement towards the early learning goals to ensure that all teachers have a well -rounded picture of the children prior to starting the new school year.

Health and Safety and Safeguarding

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. We follow the safeguarding and welfare requirements detailed in the 'Keeping Children Safe in Education' statutory guidance and adhere to the Academy's safeguarding policy.

We are a healthy school and participate in the free fruit and milk for under-fives scheme. For our Reception children we provide the universal infant free school meal and the menu is regularly monitored with the chef. We cater for those children who have special dietary requirements and have robust systems in place ensuring that all children receive the correct meal.

Fresh water is readily available for all children and we encourage children to bring in water bottles with water only. Children are taught the importance of keeping healthy in school through healthy eating; regular exercise and washing their hands correctly.

R. Snelling

Early Years Co-ordinator

September 2023

Reviewed: Annually

