

# **Moorside Primary School**



## **Early Years**

### **Foundation Stage Policy**



## **MOORSIDE PRIMARY SCHOOL**

### **PURPOSE, VISION & VALUES**

#### **Our Purpose**

Moorside Primary is a school at the heart of our diverse community in the West End of Newcastle.  
We pride ourselves in being a caring school community where everyone is welcome.  
We strive to deliver an outstanding education for all our children.  
We help everyone to become caring and active citizens.  
We encourage everyone to thrive and achieve their full potential.

#### **Our Vision**

We want everyone in our school to work together to make us as good as any school can be.  
We want to create new opportunities for everyone to succeed.  
We want to create a culture which broadens all of our horizons.  
We want everyone to be able to tackle the challenges we will face in an ever changing world.  
We want all of our children to effectively engage with each other and with our community.

#### **Our values**

##### **We all believe that**

Our local community deserves a school they can be proud of.  
We are a caring community where everyone is welcome.  
We all value, respect and support each other.  
Our community has the right to be safe and healthy.  
Our children should have the chance to enjoy and be enthused by their time in our school.

##### **We all work together to make sure that**

Everyone always tries their best and take pride in all that they do.  
Everyone demonstrates good manners at all times.  
Everyone respects each other and show consideration.  
Everyone respects and cares for our environment and resources.  
Everyone celebrates each other's successes and achievements.

## Aims

At Moorside we aim to provide the highest quality care and education for all of 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 learners. We value the individual child and work alongside Parents/Carers to meet their needs in order for children to make good progress.

***“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.”*** - ‘Statutory framework for the Early Years Foundation Stage Published: 31 March 2021

## Statutory Framework

We adhere to the Statutory Framework of the EYFS and the four guiding principles (printed in bold) 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/carers.
- **Children develop and learn in different ways and at different rates.**

## Educational Programmes (Appendix attached at end of the Policy)

The section is introduced by outlining the expectation that **children’s cognitive development must proceed hand in hand with their social development**.

A reminder that the EYFS curriculum should focus on developing the whole child and not just cognitive or academic ability. The Educational Programmes section is split into paragraphs for each area of learning - prime and specific - and provides adult guidance on how to support children to develop in each area.

In addition to this Early Years Foundation Stage policy, the following Moorside policies are also of particular importance and should be read in conjunction with this Policy:

- Safeguarding and Child Protection Policy
- SEND Policy
- Intimate Care Policy
- Behaviour Policy
- Supporting Children with Medical Conditions Policy
- Data Protection Policy
- Admissions Policy
- Equality Policy

The school website also provides useful information regarding children’s learning, including the EYFS Curriculum Intent, Implementation and Impact.

## Learning and Development

Teaching and development in the Early Years Foundation Stage at Moorside Primary School focuses upon:

- The partnership between teachers and Parents/Carers, so that our children feel secure at school and develop a sense of well-being and achievement;
- The understanding that teachers have of how children develop and learn, and how this affects their teaching;
- The range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- Making optimum use of the local community as an educational resource;
- The carefully planned curriculum helps children secure the Early Learning Goals (ELG) and achieve a Good Level of Development (GLD) by the end of Foundation Stage; extending into the National Curriculum for Key Stage One where appropriate;
- Enables children to take part in activities that build on and extend their interests and develop their intellectual, social and emotional abilities;
- Encourages children to communicate and talk about their learning, and to develop independence, self-management, and the ability to resolve personal conflict and disagreements with others;
- Supports learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- The identification of the progress and future learning needs of children through observations, which are regularly shared with parents/carers;
- Develop and maintain good relationships between our school and the settings that our children experience prior to joining our school;
- Establishes clear aims for our work, and the regular reflecting and monitoring, between EYFS staff and the Senior Leadership Team, to evaluate and improve what we do;
- The close communication between Parents/Carers and staff including workshops, Inspire sessions and open sessions to facilitate understanding of teaching and learning approaches.

We offer effective EYFS practice in the following ways:

### **Playing and Exploring**

Through play, our children explore and develop learning experiences, which help them to make sense of the world. They practise and build up ideas, and learn 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. They communicate with others as they investigate and solve problems. They express fears or relive anxious experiences in controlled and safe situations.

### **Active Learning**

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

### **Creativity and Critical Thinking**

Children should be given opportunities to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

## **Areas of Learning in the EYFS curriculum**

The EYFS has three 'Prime Areas' and four 'Specific Areas' of learning.

### **The three Prime Areas are:**

- Communication and language
- Physical development
- Personal, social and emotional development

### **The four Specific Areas are:**

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

## **Characteristics of Learning**

None of these areas can be delivered in isolation from the others. All areas are delivered through a balance of adult-led and child-initiated activities. In each area, the Early Learning Goals (ELGs) define the expectations for most children to reach by the end of the Early Years Foundation Stage prior to moving to Key Stage One.

## **Inclusion**

In line with our whole school ethos, the Foundation Stage embraces inclusion. We recognise and respect the abilities and strengths of our children at all levels of development and the wealth of knowledge and experience that they bring from their differing backgrounds and cultures.

We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning and we set realistic and challenging expectations that meet the needs of individual children, so that children are able to reach their full potential.

Moorside Primary School serves its local community and is a truly inclusive, mainstream primary school. It has a well-deserved reputation with Parents/Carers, other agencies and the Local Authority for meeting the needs and supporting the progress of pupils with additional needs.

We achieve this by planning to meet the needs of children with Special Educational Needs and Disabilities, children who are more able, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. We aim to build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence using a wide range of teaching strategies based on children's learning needs.

## **The Role of the Practitioner**

Teachers and support staff in Early Years will:

- Value every child regardless of ability, race, gender, age or achievement.
- Develop children's self-esteem and positive self-image through valuing all children's contributions as individuals.
- Actively engage in the children's learning, extending and intervening in children's play where appropriate.

- Provide support and enrichment through learning opportunities.
- Provide a quality learning environment, both indoors and outdoors, with a calm and secure atmosphere.
- Plan a range of stimulating activities which will be differentiated to meet the individual needs of children, extending their understanding and providing opportunities for assessment.
- Plan quality learning based on children's interests, extending their understanding and providing opportunities for assessment.
- Provide the best contexts for learning through purposeful fun and enjoyable activities.
- Value the relationship with Parents/Carers and acknowledge them as their child's first educator.
- Be encouraged to develop and extend their present level of skills to meet changing circumstances.
- Plan next steps to children's learning to make sure children make good progress in their learning.

### **Supporting child-initiated learning**

We are aware that child-initiated activity is a powerful opportunity for learning and we aim to make the most of this. We believe that the child-initiated activity is wholly decided by the child, based on their own motivation or interests, and it remains under their control. It is guided by expectations within our Early Years setting regarding responsible use of space, time and resources.

Early Years staff maintain their focus on learning and actively use a range of strategies to support and extend learning through engagement with the children. This includes introducing new words and ideas, modelling more complex ways of speaking, posing new problems, encouraging resolution of conflicts and explaining, or demonstrating approaches. Early Years staff ensure that the learning environment offers a range of stimulating open-ended materials, outdoors and indoors, which children use and combine in their own way to meet their own purposes.

### **Participating in high quality play**

Early Years staff communicate with children about their ideas and extend the activity through participating in the children's play. Early Years staff effectively consider the need to enter the play for a variety of purposes such as offering suggestions, introducing new vocabulary, managing behaviour or extending the activity through additional resources. They maintain playful ways of engaging by following children's directions and turning them into meaning.

### **Supporting play and independence**

Early Years staff show children how to play and use equipment appropriately by modelling, guiding or demonstrating. They encourage children to access resources and participate in the environment independently, developing children's positive attitude to learning. Early Years staff remain alert to the qualities of play, and to the knowledge and skills that children are using and applying. They develop children's positive attitudes to learning through social play.

### **Adult-led Learning**

We plan adult-led activities with an awareness of the children's needs and areas of strength, supporting the children's progress in all areas of learning. These activities are initiated by the adults and presented to the children in an open-ended approach with elements of imagination and active exploration that will increase the interest and motivation for children.

The adults build on what children know and can do, as well as drawing on interests, use of materials or themes in child-initiated activities. As with child initiated activities, the adults actively use a range of effective interaction strategies to support and extend the learning.

### **The Learning Environment and Outdoor Spaces**

The planning within the EYFS is based around different themes. These plans are used by the EYFS teams (teachers and support assistants) as a guide for weekly planning, however the teachers will adapt these in response to the needs, progress and interests of the children. This will be indicated on weekly planning. Staff make regular assessments of children's learning and use this information to ensure that future planning reflects identified needs.

The EYFS environment is organised to allow children to explore and learn in a safe and secure environment. There are areas both inside and outside where the children can be active, be quiet and rest, engage in solitary play and engage in cooperative play as well as direct teaching and small group work as well as one to one with an adult. The learning areas are set up to enable children to be able to find and locate equipment and resources independently.

Being outdoors offers the children further opportunities to explore, use their senses, develop their language skills and be physically active. We plan activities and resources both inside and outside enabling the children to develop in all areas of learning. We also ensure that children experience a range of trips offsite to develop their experiences and learning further.

The organisation of area both indoor and outdoor reflects the importance that is placed on children learning through play. Opportunities include first-hand experience, developing independence and resources to encourage children to initiate their own activities. These activities include, but are not limited to:

- Small world resources for retelling stories.
- Role play area.
- Large and small construction.
- Book corner with a range of fiction and non-fiction books.
- Writing table with a range of writing resources.
- Making area with access to a choice of natural and man-made resources.
- Technology.
- Interactive whiteboard.
- Malleable materials.
- Painting and creative equipment.
- Maths games and equipment.
- Outside classroom – a safe, fenced area including climbing frames, planting equipment and areas, outside toys including trikes, scooters, and role play areas as well as writing areas.

### **Continuous Provision**

The term 'continuous provision' describes all the physical areas of the setting, both in and outdoors, includes routines and deployment of staff. In any setting, these together create the secure environment needed to foster the children's confidence and development.

Continuous Provision should include learning opportunities across all areas of learning in the EYFS. Carefully chosen, well-organised and high quality resources are always available for children to access independently across every area of learning inside and outside.

### **Enhanced Provision**

Enhanced Provision is those carefully chosen resources, photos and artefacts that can be added to areas of continuous provision to develop the theme/topic and respond to children's interests making play opportunities purposeful.

### **Assessment**

At Moorside Primary School, we recognise that the environment plays a key role in supporting and extending the children's development. Through observation, we assess the children's interests, stages of development and learning needs, in order to plan challenging, achievable and exciting learning activities and experiences to extend the children's learning based on their interests.

AfL is on-going and informs future planning and teachers and support staff adapt their practise and guidance swiftly to support the needs of the child.

When entering Reception children complete a Baseline Assessment provided by the DfE and administered by experienced staff so that teachers have a clear understanding of each child's starting point and can plan accordingly for their individual needs.

Assessment in the EYFS takes the form of observation and any evidence that is recorded in books (where appropriate). Evidence of children's learning is recorded in a variety of ways and used to inform on-going assessments as well as end of year judgements for each child in all of the broad and prime areas of learning.

At the end of the summer term, teachers provide attainment results to Parents/Carers, reporting their child's progress and attainment against the Early Learning Goals and ages and stages. These final assessments at the end of the year are used to inform the child's next class teacher to highlight strengths and next steps for development.

### **Safeguarding, Welfare and Health and Safety**

It is important to us at Moorside Primary School that all children in the school are safe. We aim to educate children about boundaries, rules and expectations and to help them understand why they are important and special. Children should be allowed to take reasonable risks, however, they need to be taught how to recognise and avoid hazards and to ask for help, where needed. We are committed to protecting and promoting the physical and psychological well-being of all children. In addition, we recognise that children learn to be strong and independent from developing and maintaining secure relationships.

We aim to develop caring, respectful, professional relationships with the children and their families and children's safety and welfare is paramount at all times.

Safeguarding is of paramount importance and all staff understand that safeguarding is everyone's responsibility. All staff have completed Child Protection training and know about possible indicators of abuse and their responsibilities within Keeping Children Safe in Education. Staff are updated regularly with Safeguarding reminders and any developing pastoral needs.

All adults in school will have a cleared DBS check and will be guided directly by teaching staff in their support of children.



Staff have a duty of care to the children of Moorside Primary School which includes promoting the welfare and safety of children in all parts of the school site, and off-site when partaking in school visits.

**As a school, we are committed to:**

- Promoting the welfare of children.
- Promoting good health, and taking appropriate action when children are ill.
- Managing behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensuring all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensuring that the premises, furniture and equipment is safe and suitable for purpose.
- Ensuring that every child receives enjoyable and challenging learning and develop experiences tailored to meet their needs.
- Maintaining records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children

Please see the Moorside Primary School Child Protection and Safeguarding Policy, SEND Local Offer, Behaviour and Anti-bullying Policy, for how we support children and their families where there are concerns.

**Information and Storage and Record Keeping**

In-school assessments by teaching staff and Parents/Carers are recorded in a number of ways. All records are stored securely in line with the school Data Protection Policy.

**Parents/Carers as Partners**

We recognise that Parents/Carers are children's first and most enduring educators and we value the contribution they make. Children learn to be strong and independent from secure relationships. Therefore, we aim to develop caring, respectful, professional relationships with the children and their families.

**Parents/Carers are warmly welcomed into school and are:**

- Invited to come in and share learning experiences during the year.
- Encouraged to share and choose books to share with their children.
- Invited to participate with Inspire activities.
- Encouraged to share their child's learning and progress with staff.

**We recognise the role that Parents/Carers have played and their current and future role, in educating their children through:**

- Talking to Parents/Carers about their child before their child attends our school.
- Providing letters and newsletters that relay pertinent information and inform them about the work to be covered during the half term and making suggestions for ways in which Parents/Carers can support their children at home.
- Offering Parents/Carers regular opportunities to talk about their child's progress
- Encouraging Parents/Carers to talk to staff if there are any concerns
- Arranging consultation meetings for Parents/Carers each term at which the teacher can discuss the child's progress in private.
- Providing a written report for parents/carers on their child's attainment and progress at the end of each school year.

**Parental Involvement**

We recognise that Parents/Carers are children’s first and most enduring educators and we value the contribution they make. We recognise the role that parents/carers have played, and their future role, in educating the children. We do this through:

- Talking to Parent/Carers about their child before the child starts in our school.
- Inviting parent/carers to a consultation early in the autumn term to discuss how their child has settled and discussing any concerns as well as sharing how best to support their child with their learning.
- There is another formal meeting in the spring term to discuss the child’s progress.
- Arranging open sessions throughout the year that encourage collaboration between children, school and Parents/Carers.
- Offering a range of activities that support the involvement of parents/carers.
- We invite Parents/Carers to workshops that teach early maths, writing and RWInc methods of learning.
- We hold Inspire sessions where children and their Parents/Carers work on something collaboratively.
- Book Look sessions.
- Picnics.
- Sports Events.

### **Transition Periods**

During the first term in school, in Nursery and Reception, much consideration is given to supporting the children’s transition into their new class. Activities are carefully planned to promote the building of friendships, practising of routines and expectations, developing listening skills and concentration skills, positive play and independence. Joining in with assemblies and whole-school events builds up during the course of the year, once children have the skills needed to benefit from these activities.

When entering Year One from Reception, there is a negotiated timetable in place for those children whom still benefit from hands on, practical learning for short bursts of time as well as for those who need greater exposure to the outdoor environment. Our school’s group teaching model allows for children to receive learning tailored to these specific needs as they are developmentally ready for it.

### **Monitoring, Reflecting and Reviewing**

It is the responsibility of the Foundation Stage staff to follow the principles stated in this policy. The Head Teacher, Senior Leadership Team and Governors carry out monitoring of the Early Years Foundation Stage through observation and discussion as part of the whole school monitoring schedule. This monitoring can also involve our Achievement Partner and members of the West Trust and Local Authority.

<b>Policy updated</b>	<b>September 2023</b>
<b>Policy Review Date</b>	<b>July 2025</b>

## **Appendices 1**

### **Early Years Foundation Stage Educational Programmes**

**Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning.**

### **Communication and Language EYFS Statutory Educational Programme**

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

### **English as an Additional Language**

Speaking more than one language has lots of advantages for children. It is the norm in many countries around the world. Children will learn English from a strong foundation in their home language. It is important for you to encourage families to use their home language for linguistic as well as cultural reasons. Children learning English will typically go through a quiet phase when they do not say very much and may then use words in both languages in the same sentence. We communicate with Parents/Carers about what language they speak at home, try and learn a few key words and celebrate multilingualism in our setting.

### **Personal, Social and Emotional Development EYFS Statutory Educational Programme**

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

### **Physical Development EYFS Statutory Educational Programme**

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts

and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

### **Literacy EYFS Statutory Educational Programme**

It is crucial for children to develop a lifelong love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

### **Mathematics EYFS Statutory Educational Programme**

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to ten, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes..

### **Understanding the World EYFS Statutory Educational Programme**

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

### **Expressive Arts and Design EYFS Statutory Educational Programme**

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.