



# Early Years Policy

# Moorgate Academy

## **Mission Statement:**

Moorgate Primary Academy sees itself at the heart of the community. We provide children with an enriched curriculum and extended opportunities to thrive and develop them into lifelong learners. This is encapsulated in our school vision: Achieve, Challenge, Enjoy.



## **1. Introduction**

Early Years education is the foundation upon which young children build the rest of their schooling. At Moorgate Primary Academy we believe in a holistic approach to learning which encourages parents/carers, staff members and teachers to work together to support children's learning.

This policy outlines the purpose, nature and management of the Early Years Foundation Stage (EYFS) at Moorgate Primary Academy and is the responsibility of practitioners working in the EYFS setting. In the policy, the term 'practitioner' refers to the members of staff working with children within the setting.

Early Years educational provision at Moorgate Primary Academy is available to children from 2 years old within Nursery and from September of the academic year in which they will turn five years old for Reception.

## **2. Aims of the Early Years Foundation Stage**

Moorgate Primary Academy offers the foundations of an education for life, enabling children to develop as happy, confident, tolerant, independent and responsible learners through the provision of an enriched and enjoyable curriculum. In the Foundation Stage, we ensure children feel safe, happy and confident so that a strong sense of self-esteem enables them to create the building blocks for future learning.

We aim to support each child's welfare, learning and developmental needs by:

- Recognising that all children are unique and special and develop in individual ways and at varying rates - physically, cognitively, linguistically, socially and emotionally.
- Providing a safe, secure and caring environment where children feel happy and know that the practitioners looking after them value them.
- Fostering and nurturing children's self-confidence and self-esteem, promoting independence and decision-making.
- Developing children's understanding of social skills and appropriate self-expression.



- Supporting children to develop care, respect and appreciation for others.
- Providing playful learning experiences, which reflect children's personal interests and areas of curiosity and which build on children's existing knowledge and understanding.
- Providing effective learning opportunities in a range of environments, inside and outside.

### **3. The Early Years Foundation Stage Framework**

Teaching in the EYFS setting at Moorgate Primary Academy is delivered in accordance with the government's statutory document 'Statutory Framework for the Early Years Foundation Stage'.

The curriculum is centred on three prime areas of learning:

1. Communication and Language.
2. Physical Development
3. Personal, Social and Emotional Development

We also support activities through four specific areas, which strengthen the prime areas.

These are:

1. Literacy
2. Mathematics
3. Understanding the World
4. Expressive Arts and Design

It is vital that we recognise that none of these areas is isolated and all interrelate and that all Areas of Learning and Development are given equal weighting and value.

### **4. Active Learning through Play**

At Moorgate Primary Academy we recognise that young children learn best when they are



active. We appreciate the importance of children's play as a powerful motivator and an essential and rich part of their learning process, supporting them in all areas of development.

In the EYFS setting at Moorgate Primary Academy, we provide both enhanced provision and continual play opportunities inside and, within a secure area, outside. These activities are designed to engage children in practical, first-hand experiences, which will support them as they discover, explore, investigate, develop their personal interests and areas of curiosity, and make sense of the world around them.

## **5. Assessment and Record Keeping**

When our children enter our early year's provision at Moorgate Primary Academy, baseline activities and observations are carried out. During these initial weeks, the pre-entry data is utilised to inform planning of learner's next steps. The results of this baseline form the starting points to the teaching and learning.

On-going assessment is an essential aspect of the effective running of the EYFS setting at Moorgate Primary Academy. Our main assessment method is through observations of children in different teaching and learning contexts. We make spontaneous observations in order to capture significant moments of children's learning.

All children have a personal online Learning Journey, which records photos, observations and comments in line with the Early Years Foundation Stage curriculum. This enables us to build up a record to help assess children's progress and each child's learning and achievements during their time in the Early Years.

The Tapestry system is hosted on a secure, dedicated server based in the U.K. The only people able to access the online Learning Journals are members of staff, external moderators and parents/carers.

Observations are evaluated, children's learning priorities are identified and relevant learning opportunities are planned to support children to make the next steps and progress. Learning Journeys record children's progress over the academic year in all areas of learning of the EYFS framework. Samples of children's work are gathered together, along with photographic evidence and observations.



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There is continuous monitoring and assessment of each child's development using the Early Years Foundation Stage Profile. This is updated once each term to track individual progress. At the end of the year, it provides a summary of every child's development and learning achievements.

## **6. Planning**

- Acknowledges and values previous learning experiences;
- Clearly identifies learning objectives;
- Identifies and addresses specific learning needs and extends learning;
- Fits around a theme or topic for that week;
- Is adapted appropriately each day to reflect the needs of pupils;
- Provides stimulating, 'hands-on' activities and cross-curricular links;
- Recognises the children's present stage of development;
- Is based on the current Early Years Foundation Stage framework.
- Is the responsibility of the class teacher in consultation with team members and learning support assistants;
- Develops smooth transition to Key Stage 1 by the end of Foundation Stage.

Educational visits within the local community and further afield are also planned to enrich children's learning.

## **7. Induction**

A child's first experience of school is extremely important to us so we aim to make the transition from home to school as happy and gentle as possible.

Before any child joins us in school, parents are invited to an induction meeting where they can learn about the curriculum, routines and aims of the academy. They also have the opportunity to meet the Foundation Stage Team and visit the learning environment.

During the summer term practitioners, with parental permission, will go to visit the children in their own homes and, if applicable, in their current pre-school settings. The aim of these visits



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is to support us in developing our knowledge and understanding of each child in order to make the transition period as smooth as possible. Each child is also invited in for a stay and play session where they are given a flavour of the experiences that will be on offer.

Children entering our Nursery provision will have the opportunity to visit the school with a parent or carer for a stay and play session before taking part in a series of settling in sessions of various durations, gradually building up to their full session duration. The aim of this is to support the transition into school life, helping children to feel as secure and happy as possible.

The Reception children entering the academy are introduced each autumn term initially for a week of half-days, building up to full days. This supports a calm, happy transition where both child and adult have opportunities to interact on a 1:1 basis.

## **8. Transition**

Children in Nursery and Reception meet their prospective Reception or Year 1 teacher in the summer term. The teacher visits their new class in their current learning environment; the children then carry out activities within their new classroom, alongside their Reception or Year 1 teacher.

Any children moving from Nursery to Reception will follow the same transition as outlined above for children who are new to the academy.

Teachers from Nursery, Reception and Year 1 also meet to discuss the needs of the children in their class and strategies to ensure a smooth transition into Reception or KS1, such as routines, planning, activities, resources and LSA support. A summary of every child's development and learning achievements, based on the Early Years Foundation Stage Profile, is used to inform the baseline in Reception or Year 1 and the starting points for learning and teaching.

## **9. Parents as Partners**

At Moorgate Primary Academy we understand that an effective partnership between our academy and home will have a positive impact on children's learning and development. We



value the role of parents as children's primary educators and through home/school diaries, online learning journals and informal chats at the end of the day; we encourage parents to share their unique knowledge of their child. This supports practitioners in establishing interesting and stimulating learning experiences, responding to children's needs and interests.

Whole academy newsletters are also uploaded on our website. Throughout the course of the year parents receive a topic related newsletter that is early years specific.

Parents are invited to attend parents' evenings during the course of the academic year. The first of these takes place during the autumn term to allow practitioners and parents to discuss how children have settled into the setting. Another parent's evening takes place during the spring term where practitioners will feedback on children's learning and development progress.

Other opportunities for practitioners to share children's learning, development and well-being with parents include Learning Journeys, end of year reports and Star of the Week assemblies where children's achievements are recognised.

Parents are also invited into the setting on other occasions such as open afternoons for specific areas of the curriculum where they engage in planned activities with their child or for special events. During these events parents are invited to look through pupil's books and online learning journeys and add in personal comments which act as 'parent's voice'. This is highly valued and placed into their learning journey.

Parents and family members are encouraged to upload images and comments about their child's learning on to the online learning journey. Specific topics are shared with parents to help us get the most out of the comments. Images and comments can also be sent via email or handed to one of the EYFS practitioners.

Parents are always welcomed into our academy and encouraged to discuss any concerns they might have.

## **10. Mobile Phones**

Within the Early Years Classrooms, mobile phones are not permitted to be used whilst pupils



are in the room. This includes all staff members, visitors on site and parents. Signs are placed on all entrance doors to the Early Years classrooms as prompts. Pupils have access to iPads and digital cameras to take photos of their learning independently. Staff members check these are stored safely and delete photos at regular intervals.

## **11. Inclusion**

In our academy we believe that all children are special. We give our children every opportunity to achieve their best. All children will have equal access to the activities that support the desired outcomes regardless of race, gender or ability (including Gifted and Talented children and children with identified SEND). Activities and resources reflect every child. Support from parents and advice from inside and outside agencies may be sought in some cases.

### **EQUAL OPPORTUNITIES**

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*All children and staff have equal human rights at Moorgate Primary Academy*

The procedures in this policy are to be administered with full regard to our Equal Opportunities Policy and the rights of every individual.

This Policy is to reviewed: March 2024

R. Colloby (Early Years Leader)





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