



Achieve, Challenge, Enjoy
Moorgate
Primary Academy
STAFFORDSHIRE UNIVERSITY
ACADEMIES TRUST

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 September of the academic year in which they will turn five years old.

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 at Moorgate Primary Academy is delivered in accordance with the curriculum outlined in the latest version of the EYFS statutory framework that applies from September 2021.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

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

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- 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

At Moorgate Primary Academy, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA). This, along with pre-entry data and baseline activities and observations during the initial weeks help to inform the planning of each 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 carry out planned observations of individuals and groups of children regularly. We also 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.



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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.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

6. Planning

Practitioners within the EYFS plan activities and experiences for children that enable children to develop and learn effectively.



Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

Children's learning is further promoted through the use of educational visits both within the local community and further afield. These visits are planned to support the planned topics and the interests of the children within the cohort.

As children grow older, and as their development allows, the balance of planning gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

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.

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 in their current pre-school settings. The aim of these visits is to support us in developing our knowledge and understanding of each child in order to make the transition period as smooth as possible. The children are also invited in for a stay and play session where they are given a flavour of the experiences that will be on offer.

The Reception children are introduced into the academy in the following autumn term initially for a week of half-days, for a calm, happy transition where both child and adult have opportunities to interact on a 1:1 basis.

8. Transition

Children in Reception meet their prospective 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 Year 1 teacher.

Teachers from Reception and Year 1 also meet to discuss the needs of the children in their class and strategies to ensure a smooth transition into 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 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.



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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

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.

12. Monitoring arrangements

This policy will be reviewed and approved by R.Colloby (Early Years Leader) every 12 months.

At every review, the policy will be shared with the governing board.

Last Reviewed – 29/11/2021

This Policy is to be reviewed: November 2023

R. Colloby (Early Years Leader)



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