

Policy & Procedure



Moira Primary School

Early Years Policy

This policy is reviewed every year and was agreed by the Governing Body of Moira Primary School in September 2024 **and will be reviewed again in September 2025.**

Signed: _____ Chair of Governors

Date: _____

Statutory Policy

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Our Vision Statement

The adventure begins as all are welcomed through the doors of Moira Primary School. Here we celebrate and nurture creativity, kindness, curiosity and a healthy attitude to learning, across the whole school community.

1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the 2021 statutory framework for the Early Years Foundation Stage (EYFS).

3. Structure of the EYFS

The early years (reception) aged children are taught in a foundation stage class.

The early years children are accommodated in a purpose-built classroom. It is safe and includes an enclosed outdoor learning area which incorporates different zones for outdoor exploration and learning. The classroom is bright and airy and has its own cloakroom and toilet facilities. It has appropriately sized furniture which is adaptable and mobile.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2021 statutory framework of the EYFS.

The statutory framework for the early year's foundation stage (DfE 2021) states four guiding principles which should shape practice in the early years. These are:

- 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 with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers; and
- Importance of **learning and development**. Children develop and learn at different rates. (See "the characteristics of effective teaching and learning"). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND). (DfE 2021)

The ways in which a child engages with other people and their environment underpin learning and development across all areas. Adults and the considered use of the environment support the child to be an effective and motivated learner.

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

Please see our Early Years Curriculum Document for further detail.

4.1 Planning

Activities and experiences will be planned to enable children to develop and learn effectively. There will be a strong focus on the 3 prime areas. Discreet lessons are planned to ensure an appropriate balance of adult-led and child-initiated learning.

When planning, we will 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. If a child in our care may have a special educational need or disability, we will consider whether specialist support is required, and link with relevant services from other agencies, where appropriate in addition to the quality first teaching that all pupils will receive.

Through the activities planned and guiding their play, we will reflect on the different ways that the children learn and develop our planning to take this into account as outlined in the statutory framework (DfE 2021). We will reflect on the following areas outlined as 'characteristics of effective teaching and learning':

- **Playing and exploring** - children investigate and experience things, and 'have a go';
- **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements: and,
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things
(DfE 2021)

4.2 Teaching

We will implement each area of learning through short, discreet sessions followed by a range of planned, purposeful play, adult-led and child-initiated activities. We will respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. We will make use of the outdoor learning environment for lessons and play. The balance over the year will gradually shift towards more adult-led activities as the children grow older, and as their development allows, to help them prepare for more formal learning, ready for year 1.

5. Assessment

At Moira Primary School, ongoing assessment is an integral part of the learning and

development processes. We will observe during interactions in continuous provision, making observations of key learning in both adult initiated and child-initiated play. We will also assess through adult-led activities. We will observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. We also take into account observations shared by parents and/or carers.

At the end of the EYFS, staff complete the EYFS profile for each child. The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

Pupils are assessed against the 17 early learning goals, indicating whether they are:

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

We ensure our end of EYFS arrangements are reliable through:

- Our knowledge of the child gained through observation and interaction
- Our environment that enables the child to flourish to their full capacity
- Our assessments ensure a range of contributors e.g., parents, teachers
- Moderation with Be Skilled teachers and the Local Authority

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development through parent's evenings and induction sessions. We also communicate regularly through each child's Tapestry account. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by the governing body bi-annually or as deemed necessary.

Through good quality Early Years practice, we aim to ensure that children are educated in a welcoming, colourful stimulating environment which is safe, secure, happy and caring. An environment which acknowledges children's achievements and builds self-esteem.

For further information please refer to the EYFS statutory guidance