



Moorlands Schools Federation

EYFS Policy

Date of approval – June 2026

Date of review – June 2027

Approval level - LGC

Responsibility for preparation – Headteacher/EYFS Lead

Review Date	Summary of amendments made
24.06.26	Page 1 – Deleted DfE date Page 2 – Add carers to parent/carers Page 3 – changed weekly to regular meetings and add and assessment (both formative and summative) Page 5 – add intimate care sheet. Page 6 – Induction at Moorlands section - add this is assessed on an individual basis in the best interest of a child's well-being. Add routines, visiting playgrounds

Rationale

- *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 quality first teaching and learning together provide the foundation children need to make the most of their abilities and talents as they grow up.*
 - *The Early Years Foundation Stage (EYFS) sets the standards that all Early Years providers must meet to ensure that children learn and develop well and are kept healthy and safe.*
 - *It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.*
- (Following latest DfE, Statutory Guidance and Framework for the Early Years Foundation Stage).*

Our aims at Moorlands Schools Federation are to:

- Provide a safe, challenging, stimulating and caring environment which is sensitive to the needs of each individual child.
- Promote and intertwine our school LEARN values within the Early Years Curriculum and Early Years provision.
- Enable choice and decision-making, fostering independence and self-confidence.
- Work in partnership with Parents/Carers and value their contributions.
- Ensure that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, have the opportunity to experience a challenging and enjoyable programme of learning and development.
- Promote the safeguarding and welfare of children, through our strong safeguarding procedures. (See school Safeguarding and Child Protection Policy).
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for future learning and development in Key Stage 1 and beyond.
- Provide opportunities for children to learn through planned, purposeful play in all areas of learning and development.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.

The four guiding principles that shape EYFS practice at Moorlands 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**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- Children **develop and learn** in different ways and at different rates.

A Unique Child

At Moorlands, all children and their families are valued. Children are treated as unique individuals and always have equal access to all provisions available. All children are encouraged to achieve their personal best. We know that children develop in individual ways and at varying rates. We provide children with every opportunity possible therefore, our planning and teaching practice is adapted to meet the needs of all groups and abilities.

Early identification of special needs is crucial to enable staff to support the development of each child. At Moorlands, any additional support required is always discussed with parents/carers at an early stage along with the school's SENDCo for further information and advice. Appropriate steps are taken in accordance with the school's SEND policy.

Each child at Moorlands is encouraged to recognise how they contribute to our Moorlands LEARN values: Lead by example, Engage and enjoy, Achieve your best, Respect everyone and everything and Never give up.

Moorlands LEARN values, link closely to the 'Characteristics of Effective Learning' within the EYFS Framework. Staff identify and enhance these characteristics whilst observing children's learning and development. The 'Characteristics of Effective Learning' highlight how children engage with people and their world around them. At Moorlands, we ensure every child's unique characteristics are valued and encouraged.

It is important to Moorlands that children in EYFS are equipped with the relevant knowledge, skills and understanding to keep themselves safe. We provide children with opportunities to help everyone develop important life skills by taking risks in a secure environment. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to educate children about boundaries, rules and limits and to help them to understand why they exist.

We recognise that *'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.'* (DfE, 2024, Statutory Framework for the Early Years Foundation Stage). Whilst at Moorlands we focus on physical safety, we also have mental wellbeing always at the forefront of our practice. Alongside many ways of supporting wellbeing, Moorlands EYFS use the 'Jigsaw' curriculum to help scaffold children's holistic development.

Positive Relationships

At Moorlands, we aim to develop caring, respectful, professional relationships with all children and their families. We recognise that parents/carers are children's first and most enduring educators and we value being partners with them in their child's education. We recognise the role that parents/carers have played, and their future role, in educating the children. In order to establish and maintain positive relationships with families we:

- Promote an open-door policy both physically and virtually, through 'Class Dojo', emails, zoom meetings or telephone calls.
- Offer two formal parent / carer meetings throughout the year to discuss their child's education and progress.

- Provide parents / carers with a report detailing their child's attainment and progress.
- Provide parents / carers with an opportunity to celebrate their child's learning and development at home by completing 'WOW' moments.
- Share children's interests and engagement via 'Class Dojo' posts.
- Ensure all parents / carers know their child's teacher and teaching assistants as well as additional members of staff involved in their child's education.
- Develop a range of activities throughout the year that encourage collaboration between school and families.

This is alongside our induction procedure which offers additional support for establishing positive relationships.

Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident but also challenged and extended. At Moorlands, we recognise that the environment plays a key role in children's development. We have daily access to an indoor and outdoor environment that is set up to reflect the seven key areas of learning. Whatever the weather, the children will be able to access our outside environment during their exploring time in class, as well as having regular Outdoor Learning lessons.

To ensure we meet the individual needs of all of our children, we make regular observations of the children's interactions, interests and development of skills. Staff will observe and enhance children's play as needed, based on children's individual needs and next steps. Observations and assessment (both formative and summative) are used to inform our planned continuous provision.

Play based learning is crucial at Moorlands; we thoroughly value the importance of children directing their own learning. In order for children to be the directors of their learning, our environment is set so children can locate equipment and resources independently. Children are expected to show respect and take responsibility for the learning environment in school. We value the importance of teaching key skills at the start of the year, in order for children to understand how to respect resources as well as being responsible in keeping their learning environment safe and tidy.

Learning and Development

There are seven areas of learning and development that shape educational provision at Moorlands. All areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These are called the prime areas:

Prime Areas

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

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

Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Art and Design

Linking to the prime and specific areas of learning, are 'The Characteristics of Effective Learning'. At Moorlands, we ensure the children's learning opportunities are structured to encourage all three characteristics. These characteristics are:

- **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.
- **Creating and Thinking Critically** – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

At Moorlands, planning starts with the long-term project overview plan. Our EYFS curriculum respects and promotes cultural diversity which in turn, celebrates the fact that our pupils are living in a diverse and multi-faith society. At Moorlands, we are proud that our curriculum provides rich and diverse resources as part of everyday provision as well as prioritising and celebrating key historic events.

Medium term curriculum plans are written and used by the EYFS teachers as a guide for weekly planning. A weekly focus is based on the learning objectives linked to the EY curriculum which is shared with all EYFS staff.

Our weekly plans consist of:

- Continuous and enhanced provision – the resources and experiences that are provided continuously for children within the learning environment, alongside additional resources and experiences that prompt, extend and deepen learning.
- Adult directed provision – learning that is structured by the teacher, offered as whole class, small group or individual activities.
- Intervention provision – learning that is structured solely based on specific learning needs offered as small groups, 1:1 sessions or targeted learning in children's play.

We deliver learning for all of the seven areas through purposeful play and learning experiences, with a balance of adult-led and child-initiated activities. This develops through the year in order to support transition into Year 1.

Through play, the children 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. Staff use observations of children's play to inform their planning and practice. All staff are highly skilled at observing children to identify their achievements, interests and next steps for learning.

Alongside learning through play, the children are also taught essential skills and knowledge as part of direct lessons. These lessons develop throughout the school year, building on children's stamina for learning. For more information on direct lessons in EYFS please see the appendices below.

In the EYFS, assessment of attainment and progress is based on observation, discussion, questioning and evidence of children's independent learning. At the start of their year at Moorlands, children are assessed on entry (baseline assessment). Throughout the school year, we assess children's progress using observations and assessment based resources. At the end of their foundation year in school, the children's progress is recorded on to the Early Years Foundation Stage Profile. Each child's level of development is recorded against the Early Learning Goals.

Health and Safety at Moorlands

There are clear procedures for assessing risk which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment.

In line with the EYFS Statutory Framework 2024 at Moorlands we undertake the following:

- A whole school approach to supporting pupils with Medical Conditions. (See Supporting Pupils with Medical Conditions Policy)
- Fresh drinking water is available at all times.
- Children's dietary needs are recorded and acted upon as required.
- A healthy snack of fresh fruit or vegetables is provided each day for all children.
- First Aid boxes for each class are accessible at all times and records of accidents and injuries are kept.
- All staff follow our Relational Behaviour Policy at all times.
- All staff follow fire and emergency evacuation procedures ensuring children in EYFS are supported and aware of procedures. (Also see school Emergency Management Plan)
- All staff follow the Safeguarding and Child Protection Policy stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used for staff's own personal use.
- All staff follow the agreed procedure for if a parent/carer fails to collect a child at the appointed time. The child is taken to the school office and contact is made with the named contacts and the child is supervised until they are collected.
- All staff follow procedures to support children's safeguarding and well-being if they have a wet or soiled accident at school:
 - Involve the child in the intimate care.
 - Try to encourage a child's independence as far as possible in his or her intimate care.
 - Where a situation renders a child fully dependent, talk about what is going to be done and give choices where possible.
 - Treat every child with dignity and respect and ensure privacy appropriate to the child's age and situation.
 - Care should not be carried out by a member of staff working alone with a child. Two staff members should always be present.
 - Ensure any incidents where a child has received intimate care are reported using the intimate care sheet.

Induction at Moorlands

At Moorlands, we provide an effective transition to school routine to support all children starting school. Unless there are exceptional circumstances, all children will be full-time at school by week 3 or week 4 depending on annual term dates. This is assessed on an individual basis in the best interest of a child's well-being.

We are aware that children react differently to change and new experiences and we are sensitive to the needs of individuals. We also take into consideration other factors that could affect the children's transition to school.

Here at Moorlands, we offer a range of ways to support each child's transition into school. As we continually reflect on our practice, we are always reflecting on new ideas and routines to help support children's transitions into school. Specific transitions will be unique to different years, just as our planning and provision is unique to each individual child.

From our positive relationships with parents and carers, at Moorlands, we support children's induction by always offering:

- Prospective parents / carers a tour of the school or signposting to our school website for further information.
- Inviting all parents / carers to an induction meeting before their child starts school to outline the induction process and clarify what they can expect when their child starts school.
- Information to all families on how we aim to work with their child, sharing our approach to Phonics and other curriculum areas.
- Cohesive partnerships with other settings, involving speaking or meeting with pre-school and other settings to discuss each child's academic and social progress.
- Families a chance to meet their child's class teacher which enables discussions about their child and any questions they have.
- Opportunities to spend time with their peers before starting school such as stay and play sessions and teddy bears' picnic.
- Additional visits or meetings to settings where appropriate by the school SENDCo and class teacher.
- A supportive transition period to enable a positive start to school:
 - With the children attending school part time initially before working towards full-time attendance.
 - This may involve half day sessions and half day sessions including lunch. This part-time timetable, is minimised to support busy family lives whilst also ensuring each child has time to explore the new spaces in their school such as the lunch hall, playgrounds and other learning environments in smaller groups.

Our short part-time timetable, ensures children have a strong and positive start to school, embedding relationships and routines, visiting playgrounds and other learning environments in smaller groups.

Other information is available on the school's website under the EYFS class page regarding induction opportunities.

Links with other policies

This policy links to the following policies and procedures:

- Safeguarding and Child Protection Policy
- Children with Medical Conditions Policy
- Trust Complaints Policy
- Relational Behaviour Policy

Monitoring and Review

This policy is agreed and monitored by the Local Governing Committee, and will be reviewed as per the schedule or earlier if necessary