



MOORFIELD
SCHOOL

EYFS POLICY



“Play is a central part of young children’s learning. Through play, children explore ideas, feelings and relationships. They take risks, make mistakes and try things without fear of failure. Play can push out the limits of what is possible and help children to be creative, flexible and imaginative for sustained periods. Rich play promotes control, mastery, confidence and well-being.”

Learning for life: Early Education 2002

FOUNDATION STAGE POLICY

to be read alongside our FOUNDATION STAGE HANDBOOK

Contents:

1. 10 common principles of Early Years Education
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10 COMMON PRINCIPLES OF EARLY YEARS EDUCATION:

1. The best way to prepare children for their adult life is to give them what they need as children.
 2. Children are whole people who have feelings, ideas and relationships with others, and who need to be physically, mentally, morally and spiritually healthy.
 3. Subjects such as mathematics and art cannot be separated; young children learn in an integrated way and not in neat, tidy compartments.
 4. Children learn best when they are given appropriate responsibility, allowed to make errors, decisions and choices, and respected as autonomous learners.
 5. Self-discipline is emphasised. Indeed, this is the only kind of discipline worth having. Reward systems are short-term and do not work in the long-term. Children need their efforts to be valued.
 6. There are times when children are especially able to learn particular things.
 7. What children can do (rather than what they cannot do), is the starting point of a child's education.
 8. Imagination, creativity and all kinds of symbolic behaviour (reading, writing, drawing, dancing, music, mathematical numbers, algebra, role play and talking), develop and emerge when conditions are favourable.
 9. Relationships with other people (both adults and children) are of central importance in a child's life.
 10. Quality education is about three things: the child, the context in which learning takes place, and the knowledge and understanding which the child develops and learns. Tina Bruce 'Early Childhood Education'
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OUR EYFS VISION STATEMENT

At Moorfield, we aim to provide every child with the skills to become a happy, independent and curious life-long learner.

OUR EYFS MISSION

Moorfield embraces childhood as a magical time, upholding an image of the child as a powerful, competent, capable, and integral member of the community. Moorfield envisions each family as unique, deserving of respect, and the centre of the child's life. The school fosters interpersonal relationships among children and adults in order to provide an educational experience of the highest quality built upon the belief that children have a natural disposition for learning and an innate curiosity that, when intentionally and carefully nurtured, blossoms into a life-long love of learning.

The Foundation Stage applies to children at Moorfield aged 2-5 years old and covers the years they spend from the beginning of Nursery to the end of Reception. Key Stage 1 begins for our children at the end of Reception. The Early Learning Goals set out what is expected of most children by the end of the Foundation Stage.

AIMS IN THE FOUNDATION STAGE

At Moorfield, we recognise the importance of Play Based Learning as a fundamental process of learning in the Foundation Stage. Therefore, we aim to: -

- Provide quality Play in a stimulating, happy and safe environment, which allows the children to develop and learn.
- To promote and encourage independence and self-regulation, enabling children to become leaders of their own learning as teachers support them (where necessary) in their discoveries.
- To develop self-esteem, self-confidence, independence and a positive attitude to learning.
- Provide adequate planning, time and space for Play.
- To encourage creativity, self-expression and imaginative thinking.
- To foster social and emotional skills necessary for integration within the classroom and beyond.
- To stimulate curiosity and foster skills of observation, investigation and problem solving in all areas of the curriculum.
- To promote children's thinking skills and personal capabilities.
- Help children accept the teacher can take an active role in furthering the learning situation and promote physical, social and emotional development.
- Provide a holistic learning experience, covering a variety of skills giving first hand experiences and setting new challenges; helping children appreciate the wonder of the natural world.
- Allow time for careful observation of and interaction during children's Play to facilitate assessment and planning for progression and continuity, recognising differing needs and attitudes.
- To regularly assess our practice, keeping up to date with the latest theories and research.
- To value every child and recognise their need for love and security, being positive role models so that they too will develop respect for people, property and the environment.

RATIONALE

At Moorfield, we believe that play based learning is essential to the development of the whole child. One of the most important aims of Education is to help each child fulfil his/her potential in all areas of life, not just academically. Learning Through Play can be a useful tool in the fulfilment of this aim. Through play activities, children are encouraged to use their initiative, develop self-esteem and confidence, explore, be imaginative and creative, socialise with peers and other adults and through experiencing success develop positive attitudes towards school and learning.

- Children learn and develop through Play.
- Play is a motivating factor for learning.
- Adult help and participation are necessary for learning to progress.

Play provides an opportunity for children to come to terms with themselves, their culture and language, with other people and the world, and to make sense of real life situations. Play provides opportunities for exploration, investigation and problem solving and for children to practice their developing skills. It also provides opportunities for them to represent their experiences and use what they have learned in different ways – through music, language, imaginative and creative activities. The role of the adult is crucial in supporting and extending children's play. Well planned and well-resourced play activities which allow for progression in a child's thinking and understanding can provide the context in which these principles become the reality for all our children. Progression in play reflects the observation and assessment of children's knowledge, skills and attitudes. Through our observations, assessment and professional judgement we gain valuable insights into how each child learns best. This information informs our planning to meet the needs of each individual. Progression comes as a result of understanding the interests, needs and experiences of the child. As Practitioners we must provide progression in the activities to meet the developmental needs of children.

“Childhood play is the context for children's development and is fundamental to their growth and learning from infancy through adolescence, contributing to their physical, cognitive, social and emotional development.” (Isenberg & Quisenberry, 2002)

- We believe that children need to feel happy and secure with a safe and stimulating environment. This environment should be one which is constantly changing and developing in response to their individual needs. Children need to know that they are valued as individuals and that their previous experiences and achievements are appreciated and used effectively.
- Children should have the opportunities to explore a well-planned and resourced environment, both indoors and outside. They should be given time to be active and reflective and time to talk and share their experiences with a variety of enthusiastic, interested listeners.
- Children need to be both physically and mentally active and involved in first hand experiences, making choices which develop their confidence and help them to take responsibility for their own learning. Learning through play should be the main focus of

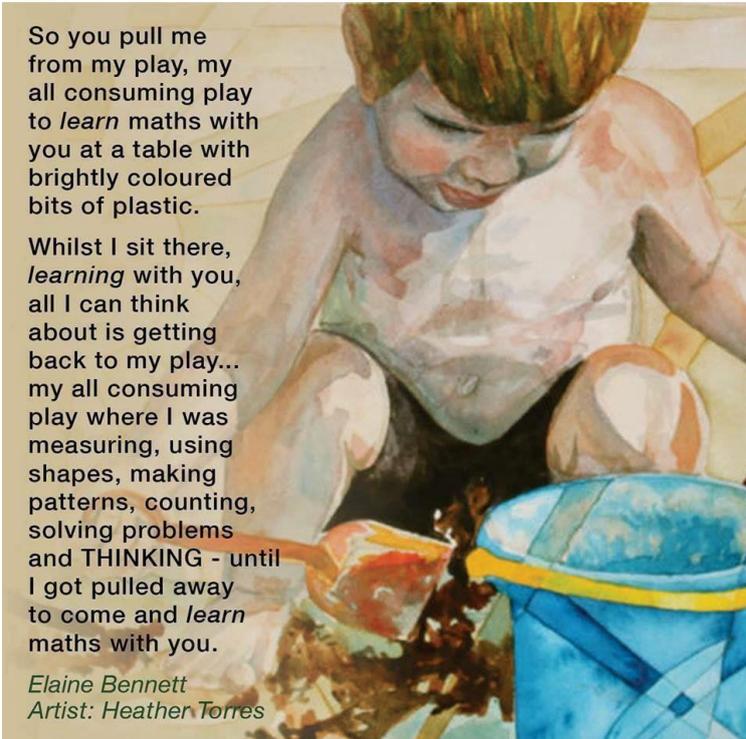
children's education. Adult led activities and continuous provision should be exciting, purposeful and relevant to their immediate interests.

- We believe that children need opportunities to initiate, organise and plan activities themselves. They need time to become engrossed and involved, to work in depth and complete activities. They need time to explore and investigate collaboratively or individually. This will encourage them to become independent learners and confident problem solvers.
- We feel that children need to realise that home and school are working in harmony in an atmosphere of mutual respect to meet the needs of the individual child. We believe that a child should not feel excluded or disadvantaged because of ethnicity, culture or religion, home language, family background or special needs.
- Children need caring adults who value their needs and who understand the rapid growth and development taking place during the Early Years. They need to be encouraged to have a positive image and a high self-esteem.

Janet Moyles states that: "Anyone who has observed play for any length of time will recognise that, for young children, play is a tool for learning and practitioners who acknowledge and appreciate this can, through provision, interaction and intervention in children's play ensure progression, differentiation and relevance in the curriculum. The sense of children actively seeking to construct their own view of the world and the contribution of quality interactions with other, both adults and children, is now widely accepted as a suitable approach to early years' curriculum."

PLANNING

Moorfield Primary School are an 'in the moment' Early Years, seizing the moment for children to progress. Based on what the children are already deeply involved in, this way of planning relies on us being skilled practitioners using quality interactions to draw out the children's knowledge and build on it there and then (in the moment). This means that we need to be able to see the teachable moment from the child's perspective and be skilled enough to know when to intervene and when to stand back and observe. Planning in the moment is all about capturing the moment of engagement and running with it to make sure the children progress.



So you pull me
from my play, my
all consuming play
to *learn* maths with
you at a table with
brightly coloured
bits of plastic.
Whilst I sit there,
learning with you,
all I can think
about is getting
back to my play...
my all consuming
play where I was
measuring, using
shapes, making
patterns, counting,
solving problems
and THINKING - until
I got pulled away
to come and *learn*
maths with you.

Elaine Bennett
Artist: Heather Torres

The teachable moment

National Strategies document states: "It is in the moment of curiosity, puzzlement, effort or interest – the 'teachable moment' – that the skilful adult makes a difference."

What does the child gain from the teachable moment?

The child should feel valued, important, interesting, capable, and able to learn as well as gaining knowledge, skills, attitude and understanding therefore making progress in one or several areas of the Early Years Curriculum.

What does the practitioner gain from the teachable moment?

They should feel valued, important, interesting, capable, and able to teach as well as gaining a sound understanding of the child's knowledge, skills, attitude, understanding and progress.

Jane Wotherspoon HMI states: "Teaching... is all those different things that you do as an adult that help young children learn... communicating, modelling language, working with children as they initiate their own play and activities, being ready to intervene on the moment, demonstrating how to do something, explaining why something is as it is, showing children something, exploring ideas with them, encouraging them, questioning them, checking what it is they are understanding, helping them to record something that they did so that they get the

structure and sequence of events, providing a narrative for what they are doing, facilitating what they are doing, setting challenges, all those sorts of things are the sorts of things we mean when we are teaching.”

Planning in the moment means that Early Years practitioners should be doing all of these things, all day, every day.

Planning:

This way of working means that most of our written planning will be retrospective (forward planning only for the general layout to the day and its minimal inputs for songs and stories and talk times). Each practitioner records what they have done to help the children progress each day on the planning sheets. When planning this way, time can be used at the end of each session to give the children an opportunity to talk about what they have learnt and in most cases the teacher can use this as a whole class teaching opportunity or to consolidate knowledge. It would also give ideas as to what to put on the exploring table, and whether things need further enhancing to address interests or a current line of curiosity. These sheets are to be filed away, with any photos and evidence to go with them- it doesn't HAVE to go in the child's learning journey. Some of these 'in the moment' activities will be documented on a display board and/ or in a large scrap book which the children can add to at any time.

The Early Years Framework 2014 states: “1.6. Practitioners must consider the individual needs, interests, and stage of development of each child in their care and must use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.”

Planning in the moment fully allows this to happen and encourages the children to pursue their own interests.

The Learning Environment

This way of planning means that the learning environment (both the indoor environment and outdoor environment) constantly needs to be reviewed and adapted to ensure that the children's level of involvement in their activity is constantly deep (“Leuven scale: The child shows continuous and intense activity revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly all the observed period”). The resources in each area also need to be plentiful and engaging. There will be a minimal amount of setting out on each table, so that the children access the resources in an open ended, workshop style approach.

ASSESSMENT

Throughout EYFS children's knowledge, understanding, skills and achievements are assessed and tracked using the developmental stages set out in the document 'Development Matters in the Early Years Foundation Stage'. Our assessment depends on us getting to know our children very well and to this end we gather information from a range of sources: observations of the children in play; in adult led activities; through discussions with parents and carers and through talking to the children.... Never from testing.

We keep written and photographic evidence using the online portal 2simple to help us build up a picture of children's strengths and achievements and to help us plan for children's next steps in learning. It is also a great tool for sharing learning and achievement with families, who get sent their 'report' at the end of each week.

- Within the first half term of a child joining EYFS, they are assessed using Development Matters to form a baseline. This is a statutory assessment which will be reported by the end of the child's first half term in school.
- Any two-year olds that join us between 2 and 2 and a half will be assessed and given a 2-year old check report, which will be discussed with parents/ carers.
- At the end of a child's time in EYFS, the children will be assessed against the ELGs to determine the GLD. This is reported to the LEA, as well as the parents in the end of year reports.

Observations

The adults are here to facilitate the learning, not to lead it. All observations made of the children must be based on quality interactions and learning experiences between children or children and practitioners. They must include any teaching that has taken place or progress that a child or group of children have made. All practitioners are responsible for highlighting progress in observations. Emphasis is highly placed on using 'I wonder...' statements i.e. 'I wonder if...', 'I wonder what...', 'I wonder how...'. This approach to questioning is a lot less pressurising and allows the children to open up more readily. Give them time to think and experiment- out loud if needs be! The observation should be based on: what the child was doing, how the adult helped move this learning on, the result of the interaction. The adult interaction must be clearly labelled, stating how they moved on the learning. i.e. 'T demonstrated/ suggested/ encouraged/ modelled/ asked/ helped/ offered resources...' The teacher will then correspond this learning with the relevant learning age, formally writing the observation on 2buildaprofile with photos and evidence if applicable.

THE ROLE OF THE EYFS ADULT AT MOORFIELD SCHOOL

Maintaining enabling environment	
<ul style="list-style-type: none"> • Ensure environment is prepared – indoors and outside. It is the third teacher. • Prepare and re-stock resources, making them inviting and encouraging independence • Scan area and address issues during sessions (e.g. resource accessibility, dangers etc.) • Help and guide pupils to use resources appropriately • Ensure children maintain environment – encourage children to tidy areas when play complete 	
Quality interactions	
<ul style="list-style-type: none"> • Move around setting to where individuals/groups are playing- be relaxed • Allow children to set the agenda – follow their lead- and be genuinely fascinated • Ponder and suggest – use “I wonder” • Commentate and think out loud • Use simple language, makaton and visual prompts when necessary • Give time for children to respond • Support activity to ensure success without taking over • Model/repeat/ extend language – e.g. model correct sentence structure • Focus on process, rather than product • Sensitively interact or intervene in order to spot and capture that teachable moment • Be at the child’s level • Demonstrate understanding of child development and the various schemas (challenges/suggestions/ expectations are appropriate) 	
Behaviour	
<ul style="list-style-type: none"> • Position so that you can scan largest possible area • Scan area regularly and address inappropriate behaviour • Respond with consistency – fair but firm • Praise the positive role models and use positive commands • Model language and actions for children to resolve disputes (rather than stepping in... using conflict resolution strategy if required) • Being aware of low level involvement, approaching those children to promote engagement • Indoors – ensure purposeful behaviour, with the noise level reflecting that of the play. 	
Observations and Record Keeping	
<ul style="list-style-type: none"> • Contribute to observations of “Wow” moments on 2build a profile, keeping the assessments of these up to date so they are meaningful and relevant. • Make a note of the current interests so they can be developed. • Ensure the teaching step is intertwined with the observation, so they read as a ‘mini lesson’ almost. • Contribute to weekly planning sheet for group activities that develop • Support children and families to add to their learning journeys • Pass information to teacher and families as necessary 	

THE ROLE OF THE PARENTS

We believe that all parents have an important role to play in the education of their children. We recognise the role that parents have played, and their future role, in educating their children.

We do this through:

- talking to parents about their child before he/she starts in our Nursery;
- children having a few taster visits before starting Nursery. These are subject to a child's well-being, but generally follow the pattern of being one hour with a family member and one hour without (on different days);
- inviting all parents to an induction meeting during the summer term before their child starts in their new class (in N1-3, this is in lieu of 'Meet the Teacher', but Reception will hold both events);
- having flexible admission and session arrangements that enable children and parents to become secure, and by allowing time to discuss each child's circumstances;
- offering a range of activities that support the involvement of parents.
- arranging working Open Days in the Nursery and Reception in which children work/play alongside their parents;
- sending the 2simple observations weekly, as well as encouraging families to enter information onto this online tool too;
- offering parents regular opportunities to talk about their child's progress in our Foundation Stage;
- parents receiving a report on their child's attainment and progress at the end of each school year, with the two-year olds getting a '2-year old check' before they turn 2 and a half.
- in the Autumn and Spring term, a formal parents consultation will take place, if the family think that it is appropriate (slots will be available throughout the school day and through to the evening) with Reception holding an additional one in Summer to discuss their child's learning profile.
- encouraging parents to talk to their child's teacher if there are any concerns;
- providing parents with a phonics and early reading meeting at the start of the Reception year. This is then followed up with regular communication through reading record books as well as through learning observations and discussions;

Nicola Minshall. Head of EYFS

January 2019

"We do not stop playing because we grow old: We grow old because we stop playing."

Benjamin Franklin
