



**MOOR PARK
PRIMARY SCHOOL
AND NURSERY**

EYFS POLICY

2024 –25

Policy	Designated Teacher policy (looked after and previously looked after children)
Blackpool Council model policy	None available <i>Blackpool procedures and guidance followed</i>
Reviewed by	Helen Jefferson
Date	September 2024
Approval level	Local Governing Board
Adopted	
Next review due	September 2025

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“Children need the freedom and time to play. Play is not a luxury. Play is a necessity.”

= *Kay Redfield Jamison* =

The Early Years Foundation (EYFS) applies to children from birth to the end of their Reception year. At Moor Park, we accommodate children from the age of 3 to 5. We have a Nursery, which offers various sessions.

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
- A close working partnership between staff and parents and 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 Statutory Framework for the Early Years Foundation Stage (EYFS)

[Statutory framework for the early years foundation stage for childminders \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/362822/Statutory_framework_for_the_early_years_foundation_stage_for_childminders.pdf)

3. Structure of the EYFS

At Moor Park Nursery, the children will be cared for and educated by a qualified Teacher and Nursery Assistants. We have spaces for 52 children (26) per session and offer three sessions across the day. These are – morning sessions 9-12, afternoon sessions 12-3 or full days 9-3. The Nursery children also have access to Breakfast and After School Club. The children qualify for a free place the term after their 3rd birthday. Generally, intakes will be at the beginning of September, January and April. Free entitlement for 3 and 4 year olds is currently 15 hours per week, unless the parents are entitled to the current 30 free hours government scheme. Any additional hours will be subject to fees.

In Reception, each class of children will be taught by a Teacher, a Teaching assistant and sometimes additional members of staff (depending on the needs of the children). There are 60 places available and all children have access to the Breakfast and After School Club.

4. Curriculum

Our Early Years setting follows the curriculum as outlined in the EYFS framework.

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

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

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.

4.2 Teaching

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.

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

5.Assessment

At Moor Park, 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.

In Nursery, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This highlights the areas in which a child is progressing well and the areas in which additional support is needed.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

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 along with a written report.

Class Dojo is also used to keep the parents up to date with their child's learning, both in Nursery and Reception.

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.Inclusion

All children will receive quality first teaching on a daily basis and activities will be differentiated accordingly. In addition to this where children have been identified as having a specific need intervention programmes will be implemented. Teachers and Teaching Assistants plan programmes together and where needed with liaison with the Special Needs Co-ordinator. (Please refer to the 'Special Needs Policy' for greater detail). The needs of children with English as an additional language will be met through planning and support.

7.Transitions

At Moor Park, we recognise that starting school and moving up classes has the potential to be a stressful time for both parents and children. We have therefore established a strong set of procedures for transitions to be as smooth as possible. All children in our Nursery have the opportunity to visit the setting with the parent/ or carer to familiarise themselves with the new environment, meet their new teachers as well as parents having the chance to talk through any worries or concerns.

When children start school, we invite parents in to meet the EYFS team and conduct a presentation with all the key information for parents regarding 'school readiness'. Parents and carers are given an Induction pack and are encouraged to complete their child's 'All About Me' booklet. This information gives teachers an insight into each individual and allows teachers and support staff to plan a smooth and seamless transition. All children starting Reception are offered 'stay and play' sessions with their new class teacher and teaching assistant. Those children coming from different settings to our Reception are

contacted by the Early Years Leader and their progress and development shared by their Nursery key worker. When necessary, the EYFS Lead will visit nurseries to observe them in their current setting. This may include other members of staff, for example the SENDCO. We have a slightly staggered intake in our Early Years in order to ensure that children who need extra support are given time at each start date to settle in.

In the Summer term all our Reception children visit their new Year 1 teachers prior to them starting year 1. Reception teachers pass on their knowledge of each child's development, progress and achievement towards the early learning goals to ensure that all teachers have a well-rounded picture of the children prior to starting the new school year.

8. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and carers. Parents are also invited to attend our 'Together Time' sessions.

Parents and/or carers are kept up to date with their child's progress and development. The progress check, and EYFS profile helps to provide parents/and or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

9. Safeguarding and welfare procedures

At Moor Park, the welfare and safety of both staff and children is paramount. We have effective safeguarding policies and procedures in place to ensure that everyone in our care is safe, happy and achieving to their best ability. If there are concerns about the welfare or wellbeing of a child or adult we will follow our Safeguarding Policy and Keeping Children Safe in Education document. Any concerns are reported to our DSL (Designated Safeguarding Leads) who ensure the correct actions are taken to keep all children safe.

We promote good oral health, as well as good health, as well as good health in general, in the early years by incorporating these aspects into our planning and arranging visits from the school Nurses.

10. Monitoring arrangements

This policy will be reviewed in line with government changes.

Section 2: Monitoring

Nursery		Reception
Autumn 1	Transition (new starters) Environment check Drop Ins	Transition Environment check Drop Ins Book look/Evidence gathered
Autumn 2	Environment check Drop Ins Pupil Progress judgements/Key pupils identified?	Environment check Drop Ins Book look/Evidence gathered Pupil Progress judgements/Key pupils identified?
Term 1	Planning check – Pupil Voice Assessment/PP moderation of Pupil Progress judgements/Key pupils identified?	Planning check – Pupil Voice Assessment/PP moderation of Pupil Progress judgements/Key Pupils identified?
Spring 1	Transition (new starters) Environment check	Environment check Drop Ins Book look/Evidence gathered
Spring 2	Environment check Drop Ins Pupil Progress judgements/Key pupils identified?	Environment check Drop Ins Book look/Evidence gathered Pupil Progress judgements/Key pupils identified?
Term 2	Planning check – Pupil Voice Drop Ins Assessment/PP moderation of Pupil Progress judgements/Key Pupils identified?	Planning check – Pupil Voice Drop Ins Assessment/PP moderation of Pupil Progress judgements/Key Pupils identified?
Summer 1	Transition (new starters) Environment check Drop Ins	Environment check Drop Ins Book look/Evidence gathered
Summer 2	Transition to Rec Environment check Drop Ins Pupil Progress judgements/Key pupils identified?	Transition to year 1 Environment check Drop Ins Book look/Evidence gathered Pupil Progress judgements/Key pupils identified?

Section 3: Threshold Concepts

The children in Nursery and Reception are encouraged to:-

Threshold Concepts
<ul style="list-style-type: none"> To become 'Active learners'

The children in Early Years are given space and time to explore by themselves, with peers and familiar adults. The children enjoy their achievements and are encouraged to keep on trying when they encounter difficulties. They participate in daily routines and have the confidence to make predictions and correct mistakes during their play. The children engage as active learners, talking about their experiences, extending their language and developing 'awe and wonder' about the world around them.

- To become Independent 'Thinkers'

The children are encouraged to develop and have the confidence to share their own ideas, make links between these ideas and develop their own strategies for doing this. The children take part in imaginative play and are challenged and encouraged to achieve goals through continuous provision. They review their own progress and develop the ability to solve problems and think beyond the here and now. The children learn to control their own attention and concentrate on something important to them.

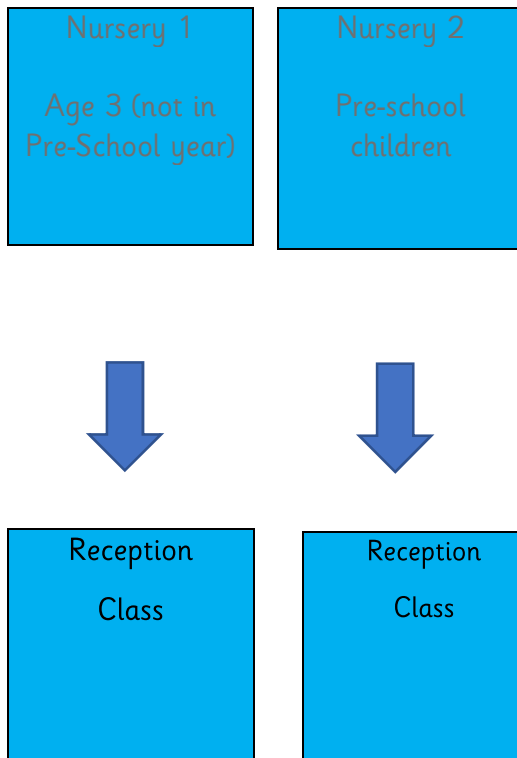
- To become 'Explorers'

The children are provided with plenty of opportunities to explore both the indoor and outdoor environments. They are encouraged to investigate and experience new opportunities, always planning and thinking ahead. The children make their own independent choices and develop their own interests. This helps the child to learn more about the world around them and to develop their emotional, social and physical development.

Section 4: EYFS at Moor Park

The EYFS Structure

At Moor Park Primary School our EYFS unit consists of a Nursery and 2 Reception classes. (see diagram below)



Intent

At Moor Park Primary School our school curriculum has been designed based on our four main school curriculum drivers:-

- **Community** – helping our pupils know and feel part of the local community, the national community and the world.
- **Possibilities** – which helps pupils to build **aspirations** and know available possibilities for their future lives **ambitions**.
- **Growth** – ensuring our pupils grow their **knowledge and understanding** and their **character** to become successful citizens.
- **Communication** – helping our pupils become confident communicators.

These curriculum drivers have been chosen based on the aims and values of our school and in response to our school context and community.

Moor Park School Context

‘Moor Park Primary is a happy, caring school where everyone matters and is encouraged and challenged to be the best they can be’. This is our mission statement and is at the core of our philosophy.

Moor Park is a two form entry school, including a Nursery. We have places for 420 children plus our 52 part time place nursery. We are very fortunate to have extensive grounds which our classrooms look out on to, with many having direct access to the outdoors. In Early Years the outdoor classroom is just as important as the indoor one. Our grounds mean that

we can go on regular walks, looking for signs of the changing seasons, listening to the different sounds plus lots more.

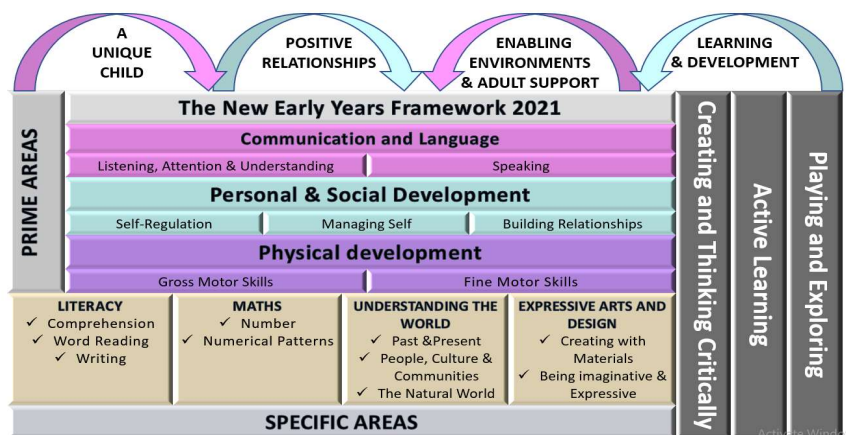
At Moor Park we believe that play empowers children to make choices and engages them in learning – it is what they know and what they do best. In their play, they are able to apply and practise skills while experimenting to make new discoveries. In our Nursery you will find a play based environment both indoors and outdoors which will cater for children’s interests and development needs.

On entry to Reception children are assessed against both the prime and specific areas of learning. Communication and Language is an area which shows a huge cause for concern. The need for a quick and sharp focus on communication and language is vital to ensure that our children are able to become successful learners.

At Moor Park our EYFS team strongly believe that the beginning of our children’s educational journey and igniting a love for learning is imperative in ensuring all children develop to the best of their ability. We believe that the Early Years Foundation Stage is crucial in securing solid foundations that the children are going to continually build on as they move through school. It is our intent that all children who enter EYFS develop physically, verbally, cognitively and emotionally whilst embedding a positive attitude towards school and learning. We place a strong emphasis on the Spiritual, Moral, Social and Cultural development of all our children ensuring they become well rounded citizens that achieve high academics. We value the importance of providing the children with a range of valuable experiences, which in turn will allow them to express themselves effectively in the wider world. We believe that all children deserve to be valued as an individual and we are passionate in ensuring all children achieve their full, unique potential.

Implementation

As an Early Years Unit we follow the EYFS framework, which has 7 main areas of learning.

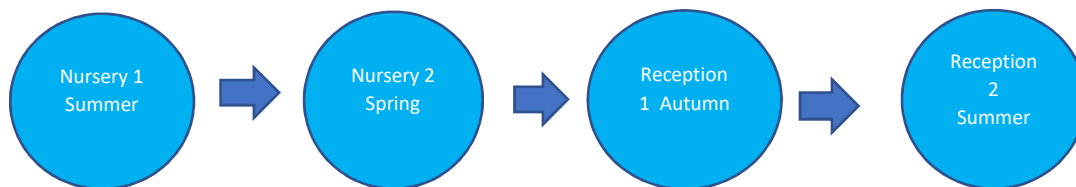


Throughout all these areas of learning and at the heart of the EYFS curriculum are the ‘Characteristics of Effective Learning’. At Moor Park we strive to develop these

characteristics of 'Playing and Exploring', 'Active Learning' and 'Thinking Critically' in order to give the children the skills to become excellent communicators and independent learners.

In order to track children's progression through each area of learning we have progression milestones in place. The progression milestones mark the journey from the start of Nursery to the end of Reception. The prime areas are split up in progression milestones from Nursery to the end of Reception. Children in Nursery 1 (pupils who are not pre-school age) are expected to focus on achieving the milestones within the prime areas before developing the skills within the specific areas. Developing children's communication and language skills, physical skills and their emotional needs will ensure that they are ready to learn and achieve within the wider curriculum. Progression milestones for the specific areas are split up from Nursery 2 (pre-school) to the end of Reception.

Progression Milestones in the Prime Areas



Progression Milestones in the Specific Areas



At Moor Park, we understand the importance of providing regular and purposeful learning experiences, which enable children to revisit previous learning experiences and apply their knowledge in a variety of different contexts both indoors and outdoors. The teaching of the curriculum is designed to be practical and playful with support and challenge from adults in class teaching sessions, small groups and individuals. Throughout the school day there is a combination of teacher taught sessions as well as a wealth of stimulating continuous provision across all areas of learning. The continuous provision is designed to provide children with repeated opportunities to apply new skills in a range of contexts linked to their interests.

Within the Early Years all of the crucial skills, knowledge and vocabulary that we teach, are presented to the children throughout the year through themes, stories and enrichment activities. These are designed with the children's interests in mind and are changed accordingly. This is where getting to know the children is vital. This is done through stay and play sessions, both in Nursery and Reception. These sessions give the adults the

opportunity to get to know the children and their interests. Discussions with the parents/carers and pre-school settings also take place.

In order for our curriculum to be delivered effectively our classroom environments, both indoors and outdoors, are adapted regularly to meet the different and developing needs of all children. Our learning environments are developed to promote independence within our children and allow them to access the curriculum confidently with the necessary level of support and challenge. Our environments are language rich providing a range of opportunities for talk, collaborative learning and repetition.

Impact

The impact of our curriculum is that by the end of Reception, the vast majority of pupils will achieve a 'Good Level of Development' in all areas of the curriculum despite a low on entry baseline. It also ensures that the children in our care become excellent communicators who develop academically in line with national standards.

Section 5: Meeting the Needs of All Pupils

Moor Park Primary is a fully inclusive school. We work hard to meet the needs of all our pupils. Some children may need extra help and support because of a range of special educational needs, such as:-

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health
- Sensory and/or Physical needs

Challenge and support in EYFS is primarily through differentiation. Our lessons are differentiated based on the children's existing knowledge, using any pre-assessment as guidance. This is done through level of questioning, expectations, level of given support and recording of written work.

SEN children and GDS children are planned for in both focused and enhanced activities.

Section 6: Evidence

Evidence of the children's learning is found in our floor books. These are used in both Nursery and Reception and show the children's learning throughout the year. We also have Learning Journey displays for parents and visitors to enjoy. Dojo is also used to celebrate their learning. Photographs are sent directly to the children's families for them to see and comment on. In Reception, the children have their own Learning Journey books which also

document their learning. Read, Write, Inc books are also used for the children in their appropriate groups. Specific Maths evidence is also collected in folders throughout the year.

Section 7: Success Criteria

By the end of Nursery the majority of children will be ‘school ready’ and on track in most areas of learning. The SEND children will be completing the ‘Small Steps’ targets and will have their own personal SEND information/cycles.

By the end of Reception the majority of children will move up with a ‘Good Level of Development’ in all areas of the curriculum. The SEND children will be completing the ‘Small Steps’ targets and will have their own personal SEND information/cycles.

Section 8: Assessment

Assessment within the Early Years is crucial in providing personalised learning opportunities for all children. Children are assessed regularly through baseline assessments, teacher assessments/checkpoints, team meetings, Dojo, pupil progress meetings each half term and Well Comm assessments. We also moderate with local schools.

Nursery 1

January	April	July
Checkpoints 36 months (new children)	Checkpoints (including new children)	Checkpoints
Well Comm	Well Comm	Well Comm
		End of Year data to parents

Nursery 2

September	December	April	July
Baseline (new starters)	Checkpoints	Baseline (new starters)	Checkpoints
Checkpoints	Well Comm	Checkpoints	RWI assessment
Well Comm	Jan – Baseline (new starters)	RWI assessment	Well Comm
		Well Comm	

			End of Year data to Parents and Reception Teachers
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Reception

September	December	April	July
DfE baseline assessment	Teacher assessment	Teacher assessment	RWI assessment
Teacher baseline	RWI assessment	RWI assessment	Well Comm
RWI assessment	Well Comm	Well Comm	EYFS Profile reported to Parents/LEA and Year 1 staff
Well Comm			

WELLCOMM Speech and Language Intervention

WELLCOMM is a Speech and Language Toolkit used for Screening and Intervention in the Early Years. WELLCOMM plays a crucial role in identifying children with potential language difficulties and offers a range of customised intervention activities to help support their language development. The WELLCOMM Toolkit is easy to administer and score. The screening tool uses a unique traffic light system to help practitioners understand the child's current level of speech and language and to provide a pathway for action, ensuring every child gets the support they need.

Red: Consider referral to a specialist service for further advice/assessment.

Orange: Extra Support and intervention required.

Green: No intervention required.

At the beginning of Nursery and in some cases Reception (when the teacher is concerned) or at the point of entry, children complete the WELLCOMM screening. Any children scoring red are referred to additional services and sign posted to the correct team. Separate plans are put in place for these children and are reviewed half termly or as part of their APDR cycles. Any children scoring orange are monitored or placed in WELLCOMM intervention language groups. These groups are delivered by a trained member of staff on a daily basis or a minimum of three times a week. The WELLCOMM Toolkit is used to deliver these sessions. When the teaching sequence has been delivered to the children they are reassessed in the current section.

Section 9: Cultural Capital/SMSC Links

Within the Early Years a range of different educational visits, visitors and experiences are mapped out over the year to ensure children have a rich cultural capital.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Walk around the indoor and outdoor school environment (N&R)	Autumn walk (N) Police visit (N&R)	Winter Walk (N)	Spring Walk (N) Nurse visit (N&R)	Caterpillars and Frogspawn (N) Hands on Animals/visit from zoo (N&R)	Summer Walk (N) Ice Cream Van visit (N&R)

Other enrichment activities are planned throughout the year (see EYFS curriculum)

Section 10: Cross-Curricular Links

Discrete Elements of Provision

In addition to our EYFS curriculum we also have a range of discrete programmes in place to help the development of key areas of learning.

Tiddly Om Pom Pom's (TOPP'S)

TOPP'S is a music programme taught in both Nursery and Reception. In Reception it is taught by a Music teacher who comes in weekly to teach new skills. In Nursery it is taught at a basic level by the Nursery Teaching Assistant. The children are taught new songs, how to play instruments, how to hold a steady beat, how to sing ascending and descending scales and lots more. These sessions are great fun but most importantly help the children with their confidence when performing in front of a group.

Squiggle Whilst You Wiggle

Squiggle Whilst You Wiggle is an Early Writing programme, which is used in Nursery (some cases Reception) to develop children's physical skills and prepare them for writing. Squiggle Whilst You Wiggle incorporates dance, music and large movements to help children develop the fine muscle control they need for writing. They will learn a new gross motor movement to a piece of music whilst holding 'flappers' (bits of fabric) while dancing along to the music. The children then transfer these movements to floor level and swap their flappers for writing

tools (crayons/pens etc) to make marks, this could be in foam, on paper or in sand. They will then use this action to think of letters they can form that use this shape. These sessions are great fun but most importantly help the child to be confident mark makers.

Dough Disco

Dough disco is a programme used to strengthen the children's fine motor skills. It is used in both Nursery and Reception. The children are given playdough and are encouraged to follow the adult actions whilst listening to music. This music can be to Nursery Rhymes/Pop songs, whichever the children enjoy. Some of the movements which they practise are, squeezing, twisting, patting, poking, kneading, pinching the playdough and lots more.

Read, Write, Inc Phonics

In Nursery we frequently share high-quality stories, rhymes and poems with the children. They are taught nursery rhymes and action rhymes frequently and the provision includes a variety of child-led and adult-led experiences related to Communication and Language and Literacy. The children are involved in daily activities that develop focused listening and attention along with high-quality language with children.

The Nursery children are taught the letter rhymes and begin to play 'Fred talk' games in the Spring Term. In the Summer term, the children are taught the speed sound lessons in preparation for Reception. The children have the opportunity to take home cvc books to practise if appropriate.

Daily RWI Phonics Sessions

Phonics is taught daily in Reception and Year 1. In Reception, we build from short 10 min sessions involving the speed sounds, with additional daily oral blending games, to the full length lesson as quickly as possible. The children are assessed at the end of each half term and are re-grouped accordingly. As the children progress they are put into ability groups linked to the RWI colour scheme. The children are tracked using the RWI tracker by our English Subject Lead. Children who need additional practise are targeted throughout the day, whether it be during continuous provision, carpet times, line up time or even at lunch time. Repetition is key to ensure that every child's learning is secure.

In Early Years the children are taught Mathematics through a combination of White Rose Maths and Numicon. The session are delivered to the children using songs, games, practical activities using manipulatives and discussions. These sessions are then followed up with adult led activities in small groups, as well as enhancements within the classroom continuous provision.

Religious Education

Religious Education is taught at a basic level through the Lancashire Scheme of Work.

