



# **Early Years Procedure 2022-23**



## Aims for our School

Working in partnership with pupils, parents and staff our school aims are: -

- To promote a secure and happy environment, in which each child can achieve – physically, mentally, socially and spiritually.
- To give each child teaching and learning experiences, which will excite, inform, stimulate and enthuse them and prepare them for the challenges of adult life.
- To have high expectations of the children so that they will become resourceful, resilient and independent with a positive attitude to school life.
- To foster confidence, self-esteem and self-discipline.
- To develop a community which exercises care and respect for others, both inside the school and in the wider community.
- To fulfil the requirements of the National Curriculum through a creative approach which promotes deep learning and critical thinking.
- To develop an understanding of the world and an empathy with of other races, religions and ways of life.
- To promote respect, democracy, the rule of law, individual liberty and tolerance.

## Intent for the Early Years Foundation Stage

Our intent is based on our schools aims and encompasses the following:

*At The Mosley Academy, we aim to inspire young children and ignite their passion for learning. Our curriculum is designed to build on children's prior learning and experiences, from their homes and previous settings. We endeavour to involve children and their parents in the decision-making process about what children learn, so that children's interests form the basis of our open-ended themes. We firmly believe that engagement is the key to high levels of progress and we therefore place high value on the child's voice. First-hand experiences play a vital role in our learning approaches in the EYFS and from the very beginning, we intend to foster the development of the key skills set out in our whole school aims – Resilience, Happiness, Independence, Honesty, Kindness and Respect. At The Mosley Academy, it is our intention for every child to make good progress from their starting points while being a happy, curious and ambitious young learner. Be the BEST that YOU can be.*



## The Curriculum

The Mosley Academy EYFS follows the framework as outlined in the Early Years Foundation Stage (EYFS) statutory document September 2021, which is available to download at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974907/EYFS framework - March 2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)

Our curriculum is designed so that children can work towards the Early Learning Goals as set out in this document.

## The EYFS framework

The EYFS framework includes seven areas of learning and development, all of which are important and interconnected. Three areas, known as the prime areas, are particularly crucial in igniting children’s curiosity and enthusiasm for learning and they permeate the specific areas of learning.

### The prime areas are;

- **Communication and Language** – Listening, Attention and Understanding, Speaking
- **Physical Development** – Gross motor skills, Fine motor skills
- **Personal, Social and Emotional Development** – Self-regulation, Managing self, Building relationships

The specific areas of learning develop essential skills and knowledge for children to participate successfully in society.

### The specific areas are;

- **Literacy** – Comprehension, Word Reading, Writing
- **Mathematics** – Number, Numerical Patterns
- **Understanding the World** – Past and Present, People Culture & Communities, The Natural World
- **Expressive Arts and Design** –Creating with Materials, Being imaginative and expressive

The 7 areas of learning in the Early Years Foundation Stage			
PRIME AREAS			
<b>Communication and Language</b> <ul style="list-style-type: none"> <li>• Listening, Attention &amp; Understanding</li> <li>• Speaking</li> </ul>	<b>Physical Development</b> <ul style="list-style-type: none"> <li>• Fine motor Skills</li> <li>• Gross Motor Skills</li> </ul>	<b>Personal, Social and Emotional Development</b> <ul style="list-style-type: none"> <li>• Self-regulation</li> <li>• Managing Self</li> <li>• Building Relationships</li> </ul>	
SPECIFIC AREAS			
<b>Literacy</b> <ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Word Reading</li> <li>• Writing</li> </ul>	<b>Mathematics</b> <ul style="list-style-type: none"> <li>• Number</li> <li>• Numerical Patterns</li> </ul>	<b>Understanding the World</b> <ul style="list-style-type: none"> <li>• Past and Present</li> <li>• People, Culture &amp; Communities</li> <li>• The Natural World</li> </ul>	<b>Expressive Arts and Design</b> <ul style="list-style-type: none"> <li>• Creating with Materials</li> <li>• Being imaginative and Expressive</li> </ul>

The bullet points highlight the 17 Early Learning Goals that children will be assessed on during the Summer term of their Reception year. By collating a range of evidence and moderating with other schools, teachers will assess children to be working at either an ‘emerging’ or ‘expected’ at the level of development. In order for a child to achieve a ‘good level of development’, they must satisfy the criteria for the expected level in all early learning goals for the prime areas and for Literacy and Mathematics.

## Characteristics of Effective Teaching and Learning

The EYFS also acknowledges the importance of the behaviours and attitudes that signify effective teaching and learning. These are known as the ‘characteristics of effective teaching and learning’ and they provide the basis for teachers when planning the Reception learning environment.

### The three 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.

# Teaching strategies at The Mosley Academy

Our EYFS timetable is carefully structured to allow for an appropriate balance of adult-led and child-initiated learning opportunities. This means that children are given the chance to be active learners, predominantly learning through self-selected play and hands-on learning opportunities in our engaging provision, but also receive quality, focused teaching time with an adult. We value our time in the provision with the children and understand the importance of quality interactions to develop social and emotional skills and communication and language skills. This is something we value highly and adults working in the EYFS are skilful in their interactions, carefully expanding children's experiences, conversations, observations and vocabulary by sustained shared thinking, questioning and modelling, always with each child's next steps in mind.

## Play

Learning through play is an important part of our Early Years classroom. We believe children learn best from activities and experiences that interest and inspire them and using a hands-on approach where possible. Using children's interests as a starting point, we provide children with stimulating, active play experiences in which they can explore and develop their learning to help them make sense of the world. They have opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practise skills, build upon and revisit prior learning and experience at their own level and pace. Play gives our children the opportunity to pursue their own interests and inspire those around them. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. We believe it is important that adults take an active role in child initiated play through observing, modelling, facilitating and extending their play.

## Teaching

We include direct, carefully planned, adult led experiences for children in the form of structured adult led teaching and adult led group activities. These are particularly important in helping children to learn specific skills and knowledge and it is often through children's play that we see how much of this learning children have understood and taken on. Each day we follow a timetable with set routines in place. We set aside times each day when the children come together to be taught in the more traditional sense, gathered together on the carpet as a class. In these slots we focus on our topic work, maths, literacy, phonics, and stories. These sessions help to develop vital habits of learning: learning as a group, listening to the teacher, taking turns to answer, sitting still etc.

Reading and story play an important part of the day. We want to make sure our children have a love of books and will leave the EYFS with a bank of stories they know well, both traditional and modern classics. We make sure there is time for whole class story during the day but also that there are many opportunities to enjoy books at other times. Every child is given their own book bag and during the week they will have the opportunity to read to an adult (although it is fine for others to listen too!)

## Classroom organisation

Our Early Years classroom has been designed to encourage our children to be active learners. We have designed a classroom that encourages children to access the provision independently in whatever way their imagination takes them! We have defined areas with clearly labelled resources to ensure children can access them easily and encourages independent tidy-up skills! The classroom is set up in a way to provide children with experiences and activities in all of the seven areas of learning. The classroom has a writing area, a book corner, a messy area, a creative corner, a role-play area, a small-world table, a construction area, a fine motor area, a maths area and further provision opportunities in our outdoor space. A variety of activities are planned for by the staff team in the EYFS and are set up in the different areas each day.

The outdoor area is an important part of the classroom with many children choosing to learn outside for much of the day. We try to ensure that the range of activities outside reflects the different curriculum areas, for example setting up quiet spaces for a maths game, reading and for construction.

Each child has their own peg and their own drawer. We encourage children to take responsibility for keeping their clothes, book bag and work safely in one place!

## Assessment, observations and “Learning Journeys”

Assessment is an essential part of the learning and development of children in the EYFS. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. To ensure we have evidence of a child’s progress in the EYFS we use a range of strategies all of which come together in their; ‘individual file’, guided work, star and phonics books and Tapestry online learning journey. These collections of work, photos, videos, observations and contributions from parents create a detailed picture of the child. Where appropriate, we include individual next steps for children’s learning and these are discussed with individuals. In books, children identify their successes as ‘Go Green’ highlights and their areas for development as ‘Think pink’ highlights in line with the whole-school marking strategy.

On entry to Reception we carry out baseline assessments for each child. Throughout the Early Years the Class Teacher submits end of term assessment data to the Head Teacher showing each child’s development across the seven areas of learning. At the end of Reception the class teacher assesses each child against the 17 Early Learning Goals (ELG) and comments on whether their development within each ELG is either ‘emerging’ or ‘expected’. Each child’s progress is communicated to their parents and carers in the Reception child’s end of year report.

### Role of staff/ key worker

The class teacher is the named key worker for each child in the setting. Their role is to help ensure that every child’s care is tailored to meet their individual needs and to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents. All adults within the Early Years setting actively seek to form positive respectful relationships with the children in their care. The formation of healthy relationships between adults and children is essential in enabling children’s well-being now and their future successes.

## Partnership with parents and carers

We believe that parents and carers are a child’s first educator and therefore work very closely to ensure they are involved in what we do with their child at school. We want parents to feel they can speak to us about their child at any time and feel comfortable in our setting.

When a child is offered a place at The Mosley Academy we ask them to attend several induction sessions at the school alongside all other children who will be starting school with them. This gives the child the opportunity to become familiar with the teacher, their classroom, the cloakroom and toilets and to begin to make friends as well as providing parents / carers with important information about starting school at the Mosley Academy.

Over the first few days at school we encourage parents and carers to bring the children into the classroom to ensure the transition to the school goes smoothly. Parents are invited to attend ‘stay and play’ sessions in July and a Parent workshop focused on either English or maths in late September. Parents are also involved in the AMPs AGM and Parent Consultation Evenings during Autumn and Spring terms. In addition, parents of children in Reception receive a weekly newsletter detailing learning for the week and outlining ideas for helping at home. Teachers make themselves available after school for an informal chat or to discuss more urgent concerns where necessary.

## Health & safety and Safeguarding

*See Safeguarding Policies in Safeguarding File*

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. We follow the safeguarding and welfare requirements detailed in the 'Keep Children Safe in Education statutory guidance 2022 along with requirements of section 3 of the Statutory Framework for the EYFS 2021:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101454/Keeping\\_children\\_safe\\_in\\_education\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974907/EYFS\\_framework\\_-\\_March\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)

Members of staff are prohibited from using their mobile phones, or personal handset devices in the classroom and from taking photographs with their personal handsets or cameras. Photographs are used in children's portfolios, in class displays and on the school website.

Parents are asked to state if they give permission for their child's image to be used on the school website through the paperwork in their initial starter packs.

## Health and well-being

*See also First Aid, H & S policies*

We are a healthy school and our children receive free fruit and milk from a Government scheme and can purchase healthy snacks during morning break. All children in Reception are expected to take the free school lunch provided.

Snacks bought into school from home should be a 'Healthy Snack' and not be biscuit/chocolate/pastry based. Fruit snacks or bread based snacks such as crackers/breadsticks etc are acceptable.

Water bottles should be provided from home on a daily basis and should be clean and filled with fresh water (not squash or juice). Water is always available for children in the classroom throughout the day.

We take all accidents seriously and any accidents are logged in the school accident book with a tear off slip to inform parents.

We encourage all children starting school to be clean and dry i.e. without nappies.

We acknowledge that young children often have 'accidents' (i.e. wet themselves!) and have stocks of spare clothes. We ask parents to help keep our stocks of clothes high by returning anything their child has borrowed.

All large climbing equipment is checked by our staff and fire alarms are held regularly in line with whole school policy. There is a daily check of equipment and areas.

The Head Teacher, Deputy Head Teacher and SENDCO are the designated Safeguarding leads and any concerns are discussed with them.

## Transition to Year 1

We have a gradual and well-planned transition process from Reception to Year One that prepares the children for change and gives them the confidence to continue their journey into Year 1 with enthusiasm, resilience, determination and independence.

We know that continuity and good communication between staff is key during the Transition process and we have a 'Meet in the Middle' approach where Reception works towards Year 1, but also Year 1 comes down to 'meet' Reception.

During the Summer term in Reception, we slowly build up our writing stamina and independence by taking part in whole-class daily writing in our phonics journals and we start learning how to use a ruler to underline. We start to extend carpet times and do small bursts of whole class activities at tables to introduce this new way of learning and listening. The children visit their new classroom and teacher on several occasions so that they are familiar with their new surroundings and staff. Extra support is put into place for children who may need more preparation.

During the children's first term in Year 1 (and for as long as is needed dependent on the cohort), the children are given the opportunity to continue learning in a similar way to Reception through small group work and Continuous provision. This foundation is built upon slowly during the Autumn term with larger group work and whole-class teaching becoming more prevalent.

We ensure absolute continuity in Phonics and Reading in particular, ensuring that Guided Reading sessions and Phonics sessions are taught in the same way, with the same resources and displays and with staff they are familiar with. Our Writing toolkits, Grow the Code Grapheme Charts, Sound Mats, marking policy etc all remain the same.

Children who have received extra support in Reception such as Positive Play or Lego Therapy, continue to receive support in the same way until it is no longer needed.

Meetings are held between the Reception and Year 1 staff to ensure that all important and relevant information is communicated and files, floor books, phonics journals etc move up with the children.

At Mosley, our Curriculum is carefully designed so that the Early Years Foundation Stage gives our children a solid foundation of knowledge and skills across the curriculum and equips them with the 'Characteristics of Effective Learning' to enable them to be an effective learner and achieve their potential as they move throughout the school. The Key Stage 1 Curriculum carefully builds on the skills and knowledge established in EYFS with clear progression across Year 1 and 2.