



MOORFIELD
SCHOOL

EYFS HANDBOOK



WELCOME TO MOORFIELD EARLY YEARS

Your children are about to embark upon the next stage in their lives - an exciting adventure in education which could continue for the next two decades. At Moorfield Early Years we believe that the time your child spends with us is precious. Not only will it shape their future love of learning, but it will teach them lifelong language, communication and social skills. We are passionate about every child in our care and their happiness is very important to us. We hope that these years will be filled with fun, laughter and fantastic memories.

This booklet should help you to understand the routines and procedures in Moorfield's Early Years. It might be helpful to keep them both for future reference. Hopefully it will help you feel more informed about what we do each day at School but don't hesitate to ask if any further clarification is needed or you have any other concerns.

We look forward to seeing you soon and welcoming you into the Moorfield Early Years family.

Nicola Minshall
Head of Early Years

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'

ETHOS OF MOORFIELD EARLY YEARS

“Our task...is to help children climb their own mountains, as high as possible. No one can do more.”

– Loris Malaguzzi, founder of the Reggio Emilia Approach.

Moorfield Early Years is a unique and pioneering setting. We believe in child-led learning, supporting and extending the interests of each child through meaningful interactions with highly trained adults in a well-equipped and purposeful environment. No two days are ever the same, and each day is filled with excitement, wonder and awe.

OUR VISION STATEMENT

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

OUR 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.

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.

We have found that our child-led philosophy has had a phenomenal impact on the self-esteem, curiosity and happiness of every child in our care. Through play and meaningful interactions with adults, children develop projects based upon their own interests, allowing them to access vital skills on their own terms. Each child is given the time to grow in confidence, curiosity and creativity.

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 this 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."

LIFE IN MOORFIELD EARLY YEARS

STAFFING

Our teachers and practitioners are passionate about children's early development. We are invested in the latest research and take part in regular self-assessment and training, in addition to contributing to national Early Years publications and international learning forums.

Head of Early Years/Reception and Nursery 3 Teacher

Mrs Nicola Minshall

BA Hons Primary Education and English

Reception Teacher

Mrs Arryn North

B.Ed Primary Education

Nursery 3 Teacher

Mrs Jane Brown

B.Ed Hons

Early Years Practitioners

Mrs Emma Preston

Diploma in Childcare and Education and NVQ3

Miss Karley Baxter

BA Hons in Children's Care, Learning and Development

Mrs Tina Driver

NVQ3

Mrs Sue Williamson

NVQ3

Mrs Anita Simic

B.Ed Hons

EXTRA-CURRICULAR STAFF

Nursery:

- Mrs Victoria Crebbin teaches music on a Tuesday and Thursday morning.
- Mr James Snook teaches PE to Nursery 3.
- Mr Josh Hemmingway does a bush craft session with them on a Monday morning.
- Miss Amy (Northern Ballet) does an optional ballet lesson on Tuesday afternoon.

Reception:

- Mrs Lynsey Rix teaches music on a Monday and Friday morning.
- Mr Josh Hemmingway does a bush craft session on a Monday afternoon.
- Mr James Snook teaches PE on a Wednesday and Monday morning.
- Miss Amy (Northern Ballet) does an optional ballet lesson on Tuesday lunchtime.
- Miss Jennifer White (Tatty Bumpkin) is an optional yoga class, after school on a Wednesday.

CLASSES

Children are welcomed into Nursery at 2 years old and stay with us until the end of Reception at the age of 5, when they join main school. Year groups are as follows:

Nursery 1 – for children aged 2 years old.

Nursery 2 – for children aged 2 – 3 years old (children become part of Nursery 2 in the academic year in which they turn 3).

Nursery 3 – for children aged 3 – 4 years old (children become part of Nursery 3 in the academic year in which they turn 4).

Reception – for children aged 4 – 5 years old (children become part of Reception in the academic year in which they turn 5).

Together these classes make up the Early Years.

ATTENDANCE

Nursery 1

Nursery 1 is open to all boys and girls after they have had their 2nd birthday. Depending on where their birthday falls in the academic year, children may stay in Nursery 1 for a whole year, or just a few months. In order to create a smooth transition for your child and to build their confidence and friendships, we recommend no less than 2 sessions per week.

Nursery 2

Nursery 2 is open to all boys and girls. They will start Nursery 2 in the September of the academic year they turn 3. In Nursery 2, we recommend no less than 3 sessions per week, building to 4 sessions as time goes on. Of course, we also welcome children attending full time (10 sessions) and we will work together to find out what is best for your child. Additional sessions can easily be arranged and added prior to the beginning of each term.

Nursery 3

Nursery 3 is open to all boys and girls, who will turn 4 years old during the course of the school year.

We recommend that children in Nursery 3 attend at least 5 sessions per week, building to 3/4 full days during the summer term. This allows for a broadening of activities and builds up stamina prior to entering Reception.

Reception

Attendance for 5 full days per week is compulsory for all children from the term in which they turn 5 years old.

It is highly recommended that all Reception- aged children, even those who have not yet turned 5, attend school full time. This is to ensure they do not miss vital academic learning and educational opportunities.

Flexibility is the key to a happy home-school balance and we will work with you to decide upon the right length and frequency of sessions for your child. We are unable to accommodate swaps but extra sessions can be booked on an ad hoc basis. Please speak to your class teacher about this

Morning session 8.45am – 12.30pm

Lunch 12 noon – 12.30pm

Afternoon session 11.45am – 3.30pm

School opens at 8.30, but the registers are taken at 8.45am- from that time, report to the office for school registration.

A child who attends the morning session and stays for lunch, should be collected promptly at 12:30pm.

A child who attends only the afternoon session and is requiring lunch, should be promptly dropped off at 11.45am.

SETTLING SESSIONS

Once the paperwork is complete and the birth certificate seen, you then need to decide upon the date you would like your child to start in Nursery, and the sessions they will attend (max 20 in a session). You and your child will be invited to attend 'settling sessions'. Both sessions are vital to ensure a smooth transition for your child and are compulsory.

Settling session 1 – your child will stay and play in Nursery for 1 hour, accompanied by a parent or carer.

Settling session 2 – your child will stay and play in Nursery for 1 hour but will not be accompanied by a parent or carer.

All being well, after this, the child is ready to start with the sessions that have been booked.

KEY PERSON

Due to the nature of the sessions, and the staffing in the EYFS, children are not assigned key persons, with all the teachers being accountable for each child in their care, having strong bonds and a solid relationship with the whole EYFS unit.

CARE THROUGHOUT THE SCHOOL DAY:

BREAKTIME/ LUNCHTIME SUPERVISION

We have a fenced area to our EYFS unit, allowing free-flow to our outdoors area at all times of the school day, no matter what the rest of the school have planned in the playground. This allows for greater safeguarding, not to mention the positives to a sustained period of play where there is no need to pack away every hour or so.

Breaktime- the gate is open and the children can choose where they play or eat their snack. A member of EYFS staff stays in the gated area and the other area is supervised by another member of staff from the main school.

Lunchtime- for the first half of lunchbreak, the gate is open and the children can choose where to play. A member of EYFS staff is in the fenced area, another is inside the Nursery 1/ 2 classroom and one or two members of staff from the main school are in the other section of the playground. For their own safety, and to allow the older children to be more physical without having to mind out from 'the little ones', the Nursery children are in the fenced area for the second half of lunch, along with some Senior Six prefects and an additional class from the main school (rota based). There are three members of EYFS staff playing with the children, moving themselves between the indoor and outdoor environments dependent on ratios within the free-flow environment.

WRAP AROUND CARE

Wrap around care is available for all children in Moorfield Early Years, being supervised by suitably qualified and experienced members of staff, with at least one being paediatric first aid trained.

Breakfast club runs from 7.45am and **after school care** until 6.15pm, both with the option of a meal.

Holiday Club provides care from 8am to 4pm through all school holidays except:

- One week at Christmas
- One week at the end of Summer
- Good Friday and Bank Holidays (5 days per year)
- Teacher training days (3 or 4 days per year)
- Please see the main school handbook/ school website for more information.

There are separate charges for this care, details of which can be obtained from the office.

HOME – SCHOOL COMMUNICATION

A 'Meet the Teacher' evening is held at the start of every autumn term. It is essential to attend this meeting, not only to talk to Early Years staff, but to find out about relevant events, teaching and learning and help at home.

Both our Nursery and Reception operate on an 'open door' policy. We try our very best to chat to each and every parent or family member as often as possible and we are more than happy to talk at drop-off and pick-up. You are always free to make an appointment to talk to Mrs Minshall, Mrs North or Mrs Brown and we will be happy to accommodate you. If you are a working parent, we can find a time to suit your availability. Similarly, you may find that during the course of the year, we might request an opportunity to discuss your child's progress in a more formal setting. We are happy to communicate via phone or email if you wish.

You will receive a digital copy of your child's learning journey at the end of each week, with Reception and Nursery 3 children receiving a written report at the end of the summer term. If your child joins us before they are two and a half, we will undergo a 'two-year old check' report and meeting.

Parent consultations will be held with the rest of the school during the Autumn and Spring Term- the only difference will be that ours will run throughout the day as well as into the evening, to ensure the best possible time for you and your small children.

Another parent consultation will also be held at the end of the summer term in Reception in order to discuss your child's 'Early Years Foundation Stage Profile' and to discuss any next steps for Form 1.

A meeting will be held at the end of each summer term for parents of children due to start in Reception. This meeting will give the opportunity to discuss uniform, changes to daily routines and any other common queries.

Our door is always open, so do not feel the need to wait until the above events to discuss issues or chat to us. You are welcome to pop in at the beginning or end of any school day, or make an appointment if you would like a longer conversation. You can also call on 01943 607285 or email us at:

nminshall@moorfieldschool.co.uk

jbrown@moorfieldschool.co.uk

anorth@moorfieldschool.co.uk

PARENT COMMUNICATION BOARD

You will find two notice boards for parents in the Early Years building. The Nursery board is situated outside the main Nursery door and the Reception board is outside their classroom. Please check these boards every time you visit school. They provide important information and notices. Boards will feature:

- Weekly menu
- Class timetable
- Important notices
- Upcoming events
- An insight into the week's activities

LEARNING JOURNEYS

Don't forget that you can help to build your child's learning journey and progress record. Observations from home help us to build a whole picture of each child. You are your child's first and most important educator and we value everything that your child does whilst with you.

All you need to do is send one photo, along with your comments to: inbox@2buildaprofile.com. (If you have more than one child in Early Years, please put their name in the subject heading.) Use a photo collage app to collate multiple photos for the same observation.

Each photo is sent to us to review and then we can add the relevant curriculum links.

If you would like more information about what to include, please speak to any Early Years staff member.

COMMUNICATION WITH PARENTS

As well as an open-door policy allowing daily communication, parents are sent their child's learning journey progress record every week. Summaries of some learning are displayed in each classroom along with useful information and bulletins.

DAILY ROUTINE

For information on the daily routine, as well as the menu for the week in Nursery and Reception, please see our parent notice boards, located outside each classroom.

FIRST DAY

On the first day that your child attends, please bring with you:

- Full set of clothes and shoes in a named bag, in case of accident
- Several pairs of underwear

Please ensure all items are clearly named.

ARRIVAL AT SCHOOL

The EYFS children can arrive at school from 8.30am/ 11.45am (PM Nursery session), with the registers being taken by 8.45am. Nursery children enter through the downstairs Nursery doors and Reception children will be greeted in the Milk Hall by the bay windows. Parents are encouraged to see their children are settled and ready for the day, and the staff are mostly available to answer any queries. (For any query requiring a longer answer, use this time to book in a meeting with the teacher instead).

COLLECTION FROM SCHOOL

Children going home after the morning session (including lunch) should be collected promptly at 12:30pm from the Nursery classroom.

The school day ends at 3:30pm. All EYFS families will enter through the Nursery doors, with parents walking to their relevant classrooms from there, collecting the youngest children first. Parents are welcomed into the classroom to collect their children, talk to staff and often to look at the day's projects! If you are late to pick up, and not booked into ASC, children will be taken to the milk hall, where they will wait with lower school and Mrs Hall.

You will be asked to indicate who will collect your son or daughter and a record of this will be kept in the Early Years. **It is very important** that any changes to this are passed on to Mrs Minshall or another member of Early Years staff. This is for your child's protection and safety. We will not allow children to leave school with unauthorised persons and wish to avoid embarrassment or offence.

If your child is not collected as expected, we will call you on the contact numbers you have provided. If no contact is made, we will call the persons listed on the emergency contact form.

Children entering after school care will be accompanied and dropped off by a member of Early Years staff.

NUTRITION

Children that choose to join us for lunch (compulsory in Reception) will enjoy a hot, healthy, home cooked meal provided by our talented school catering team. Meals provided are nutritious, tasty and loved by all. We often find that children are more willing to try new and exciting foods in school than they would at home, encouraged by friends and staff members. In Nursery one and two, a family environment is created as children gather round the tables in the classroom to eat, along with our Early Years practitioners. Nursery three and Reception children eat in a quiet area of the main school hall, allowing them to take part in whole school life. Again, the teachers will be sat with them. With the help of prefects from our upper school, table manners are taught and encouraged and children are invited to join in with conversation with their neighbours.

SNACKS

Reception and Nursery 3 children must bring a healthy snack (fruit, vegetables, bread sticks or cheese) in a named container, and a named water bottle. Nursery 1 and 2 children will be provided with drinks and healthy snacks during both sessions. Fresh water is readily available throughout the day.

Milk is available to all the children at Moorfield School, including EYFS children.

We do not offer daily food diaries, but will always make it known to whoever picks your child up if there was a particular dislike to the food offered that lunchtime- if you hear nothing, your child ate fine.

SPECIAL DIETS

We cater for a wide range of dietary requirements, including medical. For Reception, there are three choices a day, ordered a week in advance. The children wear different coloured bands depending upon their order/ allergy, so all member of staff have a visual, alongside any allergy photographs that are displayed in the kitchen.

Parents of children with allergies to any food product, or who have special dietary requirements, are asked to make this clear on the admission form before their son/ daughter starts school. Parents should inform the school at once if their child subsequently develops an intolerance of any food.

ILLNESS AND MEDICINES

In the case of a child being sick or suffering from an illness or suspected illness, please do not bring him/her into school – young children are susceptible to infection being passed amongst them. Please allow adequate time for a full recovery.

Please note that children suffering from vomiting and diarrhoea should be kept off and only return **48 hours** after their symptoms have settled.

Please call the School office by 8.40am to let us know of your child's absence.

If your child is ill once s/he is in school, we will contact you to advise you of the situation and arrange collection if necessary. It may be necessary for us to call the next person on your emergency contact list if you are unavailable.

Prescribed medicines may only be administered following completion of a medicines form obtained from the main school office. We can only give medicines following the instructions on the prescription.

ACCIDENTS

First aid boxes are kept in each EYFS classroom. In the case of accident, your child will be seen by a First Aider, if necessary.

Trained paediatric first aiders in the Early Years are:

Mrs Nicola Minshall

Mrs Jane Brown

Mrs Emma Preston

Miss Karley Baxter

Mrs Tina Driver

Mrs Sue Williamson

Should the situation cause concern, medical help will be sought. In this situation, we will make every effort to contact you first.

In the Early Years, it is our policy to inform you of every injury your child suffers whilst in our care. If your child has had an accident during the school day, however minor, you will be asked to review and sign the relevant accident form.

If your child bumps his/her head (including the face), s/he will be issued with a head bump form, which suggests what to look out for after such an injury. This will be mentioned at pick up time unless you are telephoned to be told of the incident.

SAFEGUARDING AND CHILD PROTECTION

The school's Safeguarding and Child Protection Policy, including its policy for the Safer Recruitment of Staff, are enforced rigorously throughout the school, including Foundation Stage. Copies of the policies, which apply throughout the school, are on our website, or may be obtained from the school office. All staff are trained regularly on child protection issues. Mrs T Herbert (Headteacher) and Mrs N Minshall (Head of EYFS) are the Designated Safeguarding Leads.

MAINTAINING A SAFE AND SECURE ENVIRONMENT

The safety of the children is our highest priority, and because they are so young, we need to be vigilant. We will therefore:

- Only allow children to go home with their parent/ carer, unless we have received advance permission (preferably by email) that he or she may be collected by another adult.
- Never allow a child to leave the premises unsupervised. There is always an adult in charge of the outside area, mostly more than one.
- Ask all visitors to identify themselves and to state their business before we give them access to the premises. Visitors sign in, wear security badges and are escorted throughout their visit if necessary. They sign out when leaving.
- Register all children at the start of the session.
- Check all children out as they are collected by their parents/ carers.

SECURITY

The school is a very secure environment with high walls and fences surrounding the whole site. Pedestrian access for much of the day is via a security gate, which is only open for a specific length of time at the start and finish of the school day when the playground is supervised by the staff. For the rest of the day, the gate is locked and entry is only possible by means of an intercom system, or a member of staff from the playground allowing them access. All visitors have to identify themselves and must attend the school office where they are recorded, provided with essential information and given an identification badge to wear.

The safety and wellbeing of pupils always has been and will remain our highest priority.

HEALTHY AND SAFETY

We regularly review our risk assessments on the Foundation Stage classrooms and other indoor areas, the outdoor play spaces and all the equipment and toys used by the children every year (or more) in order to ensure that everything children may come into contact with has been assessed and those potential hazards are kept to a minimum.

We undertake many visits in our EYFS setting, learning a great deal from our local area, as well as visiting interesting places a little further away. Risk assessments and preliminary visits are always completed before this adventure happens, with parental permission being granted.

MOBILE PHONES

Mobile phones, cameras and other devices that are capable of recording or taking photographs are not allowed anywhere in the Early Years building or within school. If a member of staff sees you using a mobile phone, they will politely request you put it away as it is a statutory requirement. This is for the safety and protection of all the children in our care.

EARLY YEARS FUNDING

Some children may be eligible to receive funding from the Government under the Early Years Entitlement Scheme, with up to five sessions per week subsidised by £14.55 per session. Eligibility usually commences from the term following a child's 3rd birthday until the term after their 5th birthday. Details may be obtained from the Bursar, via the school office.

POLICIES

Many of our whole school policies can be found on the website or at the school office. The Early Years follows all main school policies, in addition to some specific Early Years policies. These are all available on request from the school office or Mrs Minshall..

TRIPS AND VISITS

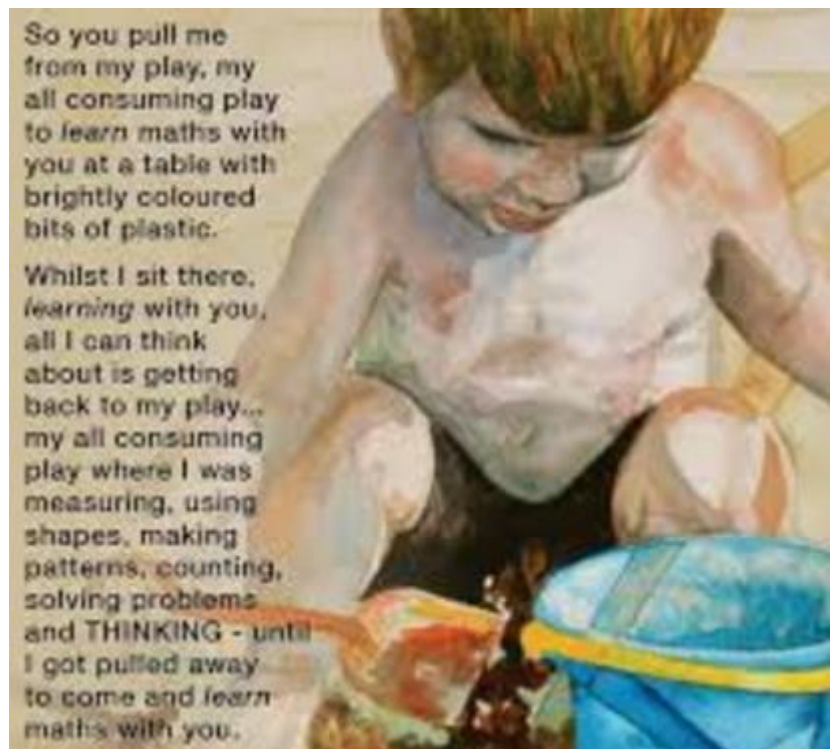
We believe that children learn a great deal from opportunities to visit interesting places away from school and to enjoy experiences that are not normally available in the school setting. Most of these visits are planned far in advance, but due to the nature of our child led curriculum, some are harder to give longer notice for. Visits that are further afield, or that require payment, will need parental permission, with a formal letter/ email being written; but local area visits are signed for in the permission forms when pupils are enrolled. Sometimes the entire EYFS join together for trips; other times it is individual classes, with at least a 1:5 ratio being adhered to and a risk assessment being written and followed.

We also invite visitors into school- whether a parent, a professional or many other types of visitors that link to any learning or interests.

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.



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. Where possible, this 'observation' or 'teachable moment' is linked to the seven areas of learning, as well as the characteristics of effective 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 then reviewed and amended at the end of each school term on the assessment trackers, used to inform planning individual next steps for each child.
- Any two-year olds that join us will be assessed and given a 2-year old check report (if not already completed from a previous setting), which will be discussed with parents/carers.
- At the end of a child's time in EYFS, the children will be assessed against the Early Learning Goals to determine the Good Level of Data. This is reported to the Local Education Authority, as well as the parents in the end of year reports and a face to face meeting.

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. 'I 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.	
<ul style="list-style-type: none"> • Make a note of the current interests so they can be developed. 	
<ul style="list-style-type: none"> • Ensure the teaching step is intertwined with the observation, so they read as a 'mini lesson' almost. 	
<ul style="list-style-type: none"> • Contribute to weekly planning sheet for group activities that develop 	
<ul style="list-style-type: none"> • Support children and families to add to their learning journeys 	
<ul style="list-style-type: none"> • Pass information to teacher and families as necessary 	

UNIFORM

There is no requirement for Nursery children to have a school coat, hat etc. Please be mindful, however, that our doors are always open to the outside, allowing children access whatever the weather. Please ensure that your child has a warm coat, hat, scarf and gloves in winter and a sunhat and suncream in summer. Nursery children should wear footwear appropriate to the weather, **all year-round providing wellingtons and full body waterproofs to keep at school.**

Uniform can be purchased from www.wharfedaleuniforms.com

WINTER UNIFORM FOR NURSERY:

Nursery Boys:

- Grey Bermuda shorts or green tracksuit joggers
- White polo shirt
- Moorfield Mouse sweatshirt
- Black shoes

Nursery Girls:

- Green tracksuit joggers or leggings
- White polo shirt
- Moorfield Mouse sweatshirt
- Black or red shoes

OR (Nursery 3 only from Sept 2020):

- Grey pinafore dress
- White polo shirt
- Red school cardigan with logo
- Red tights
- Black or red shoes

Outdoors

- Warm coat, hat and gloves

NURSERY SUMMER UNIFORM (worn April- October, inclusive):

Nursery Boys:

- Grey Bermuda shorts or green tracksuit joggers
- White polo shirt
- Moorfield Mouse sweatshirt
- Black shoes

Nursery Girls:

- Green tracksuit joggers or leggings

- White polo shirt
- Moorfield Mouse sweatshirt
- Black or red shoes

OR

- Red and white striped summer school dress
- Red school cardigan with logo or Moorfield Mouse sweatshirt
- White socks
- Red shoes

Outdoors:

- Suncream and sunhat

WINTER UNIFORM FOR RECEPTION:

Reception Boys:

- Grey Bermuda shorts/ grey trousers
- White long sleeve shirt
- Red Moorfield V neck jumper
- Moorfield tie
- Moorfield boys' socks
- Black school shoes
- Green Moorfield blazer
- Green Moorfield coat with Moorfield logo
- Green Moorfield cap

Reception Girls:

- Grey box pleated tunic
- Red and white striped blouse
- Red school cardigan
- Red tights or long red socks
- Black school shoes
- Green Moorfield blazer
- Green winter coat with Moorfield logo
- Green felt hat with red ribbon

RECEPTION SUMMER UNIFORM (worn April- October, inclusive):

Reception Boys:

- Grey Bermuda shorts
- White short sleeve shirt
- Red Moorfield V neck jumper
- Moorfield tie
- Moorfield boys' socks/ short green socks
- Black school shoes
- Green Moorfield blazer

Reception Girls:

- Red and white striped summer school dress
- Red school cardigan with logo
- White socks
- Panama hat with red ribbon

- Red shoes
- Green Moorfield blazer

Boys and Girls:

Green school rucksack for PE kit
 Red book folder with Moorfield logo
 Wellies
 Red waterproof coat and trousers/ all in one
 Spare underwear
 Moorfield logo hat and gloves
 Suncream/ sunhat in summer

Hair must be tied up when it is shoulder length and held with red or brown/blonde/black elastics and red, brown or gold clips. Please have a style that enables the school hat to be worn easily. No jewellery except small plain gold studs for pierced ears.

Girls' Sports Kit

All Year

Red Moorfield hooded top
 Green Moorfield skort
 White polo shirt
 Red sports top
 Black jogging bottoms

Boys' Sports Kit

All Year

Red Moorfield hooded top
 Black PE cotton drill shorts
 Red sports top
 White polo shirt
 Black jogging bottoms

Trainers will be required for running.

We are aware of the need to review the EYFS policy regularly so that we can take account of new legislation, initiatives, changes in the new curriculum, developments in technology or changes to the physical environment of the school. Staff will be made aware of any change to the teaching and learning in EYFS at the earliest opportunity. Any necessary changes will then be implemented and included in the revised policy document.

This policy has been shared with all staff and approved by SLT and governors.

Nicola Minshall. Head of EYFS

“We do not stop playing because we grow old: We grow old because we stop playing.”

Benjamin Franklin

Reviewed and amended by Head of Early Years
September 2019