

# WELCOME TO MOORFIELD EARLY YEARS

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A very warm welcome to the Early Years children and their families at Moorfield School- a place where your children will experience a breadth of opportunities, both indoors and out, and are inspired to embrace their individual talents and abilities, as well as encourage those around them.

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 provide the children with a warm and friendly environment where the children feel safe and settled to play, learn and explore- the time your child spends with us is precious, so we intend to fill these years with fun, laughter and the making of fantastic memories. We are passionate about every child in our care, valuing their interests and question and ensuring happiness is at the core of their development. Not only will our stimulating and challenging provision shape their future love of learning, but it will teach them lifelong language, communication and social skills.

This booklet should help you to understand the routines and procedures in Moorfield's Early Years. It might be helpful to keep it 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

# ETHOS OF MOORFIELD EARLY YEARS

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“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 setting with kindness and individualism at its core. 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

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

## OUR MISSION

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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

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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 play-based 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 their own view of the world and the contribution of quality interactions with others, both adults and children, is now widely accepted as a suitable approach to early years' curriculum."

# LIFE IN MOORFIELD EARLY YEARS

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## STAFFING

Our teachers and practitioners are passionate about children's early development and cannot wait to welcome your child into our family. All the EYFS staff are Paediatric first aiders.

### **Head of Early Years and Reception Teacher**

Mrs Nicola Minshall

*BA Hons Primary Education and English*

### **Nursery 3 Teachers**

Mrs Jane Brown (Monday- Wednesday)

*B.Ed Hons*

Miss Karley Baxter (Thursday- Friday)

*BA Hons in Children's Care, Learning and Development*

### **Early Years Practitioners**

Mrs Emma Preston (Lead of Nursery One and Two)

*Diploma in Childcare and Education and NVQ3*

Ms Isabel Ashman

*NVQ3 in Childcare, Learning and Development*

Mrs Tina Driver

*NVQ3*

Mrs Sue Williamson

*NVQ3*

Mrs Claire Croud

*CACHE Level 2*

## EXTRA-CURRICULAR STAFF

### **Nursery:**

- Mrs Victoria Crebbin teaches music on a Tuesday and Thursday morning.
- Mr James Snook teaches PE to Nursery 3 on a Thursday afternoon.
- Mrs Ruth McBain does a bush craft session with Nursery on a Monday afternoon.

### **Reception:**

- Mrs Victoria Crebbin teaches music on a Tuesday and Wednesday.
- Mrs Ruth McBain does a bush craft session on a Monday afternoon.
- Mr James Snook teaches PE on a Wednesday and Monday morning.

## CLASSES

Children are welcomed into Nursery at two 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 2<sup>nd</sup> 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. If there is a time when you feel it necessary to take the child out of Moorfield for any length of time, please do speak to Mrs Minshall about it before also requesting that time off in writing to Mrs Tina Herbert.

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 the class teacher or Early Years Leader about this

**Morning session**                      8.45am – 11.45 am

**Lunch**                                      11.45am – 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 children 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, but we understand each child is different, and some children may require a more gentle ease into their full sessions.

#### KEY PERSON

Due to the nature of the sessions, and the staffing in the EYFS, all the adults in Early Years are accountable for each child in their care, having strong bonds and a solid relationship with the whole EYFS unit. The Guidance states that Key People are required, so for Nursery One and Two and Reception communication purposes, the named adult is Nicola Minshall, and for Nursery Three, the named adults are Jane Brown and Karley Baxter.



## 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 everything away.

**Breaktime**- the wooden gate is open and the children can choose where they play. A member of EYFS staff stays in the gated area and the other area is supervised by another member of EYFS staff.

**Lunchtime**- for the first half of lunchbreak, the children will be supervised inside whilst eating their school dinner. For the second half of lunchbreak, there are three members of staff supervising the children. On the rare occasion that there are older children outside of the fenced off area, 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 kept in the fenced area, alongside the staff and some Senior Six prefects (rota based).

Naptime will be after or during part of this lunchbreak for those children requiring it.

### 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 or the school website, all booked via Mrs Debbie Firth or Mrs Caroline Wellock.

## HOME – SCHOOL COMMUNICATION

A 'Meet the Teacher' evening is held at the start of every autumn term. I would strongly encourage you 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 any of the staff and we will be happy to accommodate you. If you are a working parent, we can find a time to suit your availability and can make arrangements to meet on Zoom. 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 observations throughout the school day through the EvidenceMe app, with the children receiving a written report at the end of the summer term. If your child joins us before they are three, we will undergo a 'two-year old check' report and meeting if this has not yet been completed at another setting.

Parent consultations will be held with the rest of the school during the Autumn and Spring Term for Reception and Nursery Three- the only difference will be that ours may run throughout the day as well as into the evening, to ensure the best possible time for you and your small children. Nursery One and Two will conduct their parent consultations less formally, in the form of 'Stay and Play' sessions.

Another parent consultation can be requested 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.

Padlet is also used as a tool to update the families on key bits of information – this link will be made available to you upon joining.

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](mailto:nminshall@moorfieldschool.co.uk)

## LEARNING JOURNEYS

As well as an open-door policy allowing daily communication, parents are sent their child's learning journey progress record every week. 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 any photos/ videos, along with your comments by using the EvidenceMe app. We can then review and add the relevant curriculum links or any general comments.

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 the Padlet link when you join.

## FIRST DAY

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

- Full set of clothes (including socks) and shoes in a named bag, in case of accident
- Several pairs of underwear
- Water bottle

Please ensure all items are clearly named.

## ARRIVAL AT SCHOOL

The EYFS children should arrive at school for 8.30am/ 11.45am (PM Nursery session), with the registers being taken by 8.45am. Parents are encouraged to see their children are settled and ready for the day, by waving them off from the Early Years Fence 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 main playground.

The school day ends at 3:30pm. All EYFS families will wait to collect their children from the Early Years fence. Parents are welcomed to talk to staff. 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, before being taken into After School Care (where a charge is incurred).

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. Sometimes they will be given the help of prefects from our upper school, with table manners being taught and encouraged and children being invited to join in with conversation with their neighbours.

## SNACKS

Reception and Nursery Three children must bring a healthy snack of only fruit or vegetables and a named water bottle, with fresh water being available throughout the day to top these bottles up. Nursery One and Two have their snack provided.

\* There is a list of foods that cannot be brought into school due to allergies which you will be made aware of when you join \*

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 lanyards 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, or alternatively, if this intolerance has now subsided!


## ILLNESS AND MEDICINES

In the case of a child being sick or suffering from an illness or suspected illness, please do not bring them into school – young children are susceptible to infections being passed amongst them, and not just Covid-19. Please allow adequate time for a full recovery.

Attached is guidance from the NHS:

### When should my child return to school?

<b>Chicken Pox</b> When all spots have crusted over	<b>Conjunctivitis</b> None*	<b>Diarrhoea &amp; Vomiting</b> 48 hours from last episode	<b>Glandular Fever</b> None*	<b>Hand, foot &amp; mouth</b> None*	<b>Impetigo</b> When lesions are crusted & healed or 48 Hours after commencing antibiotics
<b>Measles or German Measles</b> 4 days from onset of rash	<b>Mumps</b> 5 days from onset of swelling	<b>Scabies</b> After first treatment	<b>Scarlet Fever</b> 24 hours after commencing antibiotics	<b>Slapped Cheek</b> None*	<b>Whooping Cough</b> 48 Hours after commencing antibiotics
<b>Flu</b> Until recovered	<b>Head Lice</b> None*	<b>Threadworms</b> None*	<b>Tonsillitis</b> None*		

 **This information is based on the Public Health Agency guide - full copy here**  \*No need to stay off but school or nursery should be informed.

Please call the School office by 8.40am to let us know of your child's absence, or email [nminshall@moorfieldschool.co.uk](mailto:nminshall@moorfieldschool.co.uk) as soon as you are aware.

If your child is ill once they are 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, so please ensure contact details are up to date.

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 Nursery. In the case of accident, your child will be seen by a First Aider, if necessary, with all EYFS staff being Paediatric first aid trained. 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, sometimes having been rung/ emailed as well.

If your child bumps their head (including the face), they 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/ emailed 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 Tina Herbert (Headteacher) and Mrs Lynsey Rix are the Designated Safeguarding Leads, with Mrs Herbert being the EYFS DSL.

## 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 being subsidised. Eligibility usually commences from the term following a child's 3<sup>rd</sup> birthday until the term after their 5<sup>th</sup> 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.



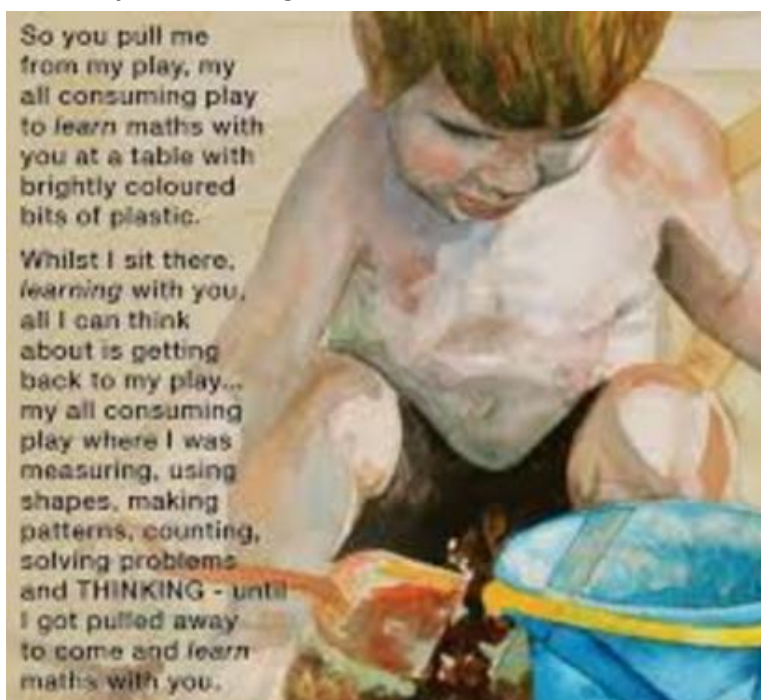
## PLANNING

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**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.

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." 2

### **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 either on individual learning observations, or on the planning sheets (linked to areas of learning). 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 could be a focus of an input of provocation (skill or interest based), and whether areas in the classroom need further

enhancing to address interests or a current line of curiosity. 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- it doesn't HAVE to go in the child's learning journey.

**The Early Years Framework 2021 states:** "1.11 Practitioners must consider the individual needs, interests, and development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development. Practitioners working with the youngest children are expected to ensure a strong foundation for children's development in the three prime areas. The specific areas of learning provide children with a broad curriculum and with opportunities to strengthen and apply the prime areas of learning. This is particularly important in developing language and extending vocabulary."

### **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 continually assessed and tracked. This is done through informal, day to day observations (some recorded on EvidenceMe) and professional discussions with staff and parents. The assessments relate to the 'Characteristics of Learning', as well as any observations of the children working on Prime/ Specific areas. 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 or box ticking.

- We keep written and photographic evidence using the online portal EvidenceMe to help us build up a picture of children's strengths and achievements and to help us plan for children's next steps in learning. It is also a great tool for sharing learning and achievement with families, who get sent their observations in real time via the App. Parents can comment on the observations and can also send us evidence of their own from home for us to comment on and assess.
- Any two-year olds that join us before they are three will be assessed and given a 2-year old check report, which will be discussed with parents/ carers (if this is not yet completed from a previous setting).
- At the end of a child's time in Reception, the children will be assessed against the ELGs to determine the GLD. This is reported to the LEA, as well as the parents in the end of year reports.

### **Observations:**

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

### **The Curriculum:**

Children are encouraged to discover, question and relish their learning, in order to gain a deeper understanding in all areas of the curriculum. The Early Years Curriculum is divided into seven areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

We recognise the importance of teaching the children knowledge, but also recognise the importance of enabling the children to develop skills. These will support them throughout their education and beyond, becoming powerful masters of their own learning in any future challenge.

### Moorfield's curricular goals for the end of Reception.

Moorfield School and Nursery have decided to plan and assess with a mixture of 'Birth to Five Matters' and 'Development Matters' non-statutory guidances in mind, making use of some of their 'unique child' statements to plan for next steps, and looking at their 'Enabling Environment' suggestions when thinking about provision. However, this will not be a 'tick list'; although we will continue to capture learning moments to share with the families and celebrate/ show the learning using EvidenceMe, the written observation will directly relate to the learning and learning behaviours that have been achieved/ worked towards. With the teaching point being made clear in the body of the observation, there will be no need to add a 'list' of 'objectives' to the observation.

Alongside meeting (and exceeding) the statutory goals for the end of EYFS, we would like a Moorfield child to confidently and independently achieve the following by the end of Reception:

- **Take part** in back and forth **interactions**, both in their play and during discussions.
- **Be** a confident, resilient, reflective learner
- **Follow** a recipe
- **Develop** a lifelong love of reading for enjoyment and information gathering
- **Make up** their own story that can be read by themselves and others
- **Safely ride** a pedal bike
- **Sew** a soft toy
- **Play** a board game in a group- with a dice
- **Use** language of shape when **building** a structure
- **Explore** the natural world around them
- **Make** and **follow** a map
- **Create** their own dance to a piece of music
- **Follow** and **design** a plan to make an appropriately embellished 3D model, talking about the process and evaluating the end product

The Moorfield Curriculum will be made known to the families, who will also receive the following 'formal' communication throughout the year:

- Regular observations via EvidenceMe
- Two Year Old Check
- Autumn Term- Parent's Consultation for N3 and Reception/ Stay and Play for N1/2.
- End of Autumn Term- 'Characteristics of Effective Teaching and Learning' summary report via EvidenceMe for N3 and Reception.
- End of Spring Term- Parent's Consultation for N3 and Reception/ Stay and Play for N1/2.
- End of Summer Term- Progress meeting against the EYFS Goals, showing the parents if their child has Met each Area of Learning.
- End of Summer Term- All EvidenceMe observations sent home, alongside a report that is written to the child as a letter, focussing on learning achievements and 'Characteristics of Effective Learning'.

These achievements will involve a culmination of many different skills that we will build upon in small steps during the children's play at Moorfield- using child-initiated learning, discovery-led learning, play-based curiosities, skills-based provocations and interactions and more.

## THE ROLE OF THE EYFS ADULT AT MOORFIELD SCHOOL

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

## 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 (and that they can get on and off!), **all year-round providing wellingtons and full body waterproofs to keep at school.** Uniform can be purchased from [www.wharfedaleuniforms.com](http://www.wharfedaleuniforms.com)

Nursery	
Girls	Boys
<b>Winter (Nursery 1 and 2)</b>	<b>Winter (All Nursery boys)</b>
Green tracksuit joggers or leggings White polo shirt Moorfield Mouse sweatshirt Black (dark) or red shoes (not casual trainers or boots)	Grey tailored shorts or green tracksuit joggers White polo shirt Moorfield Mouse sweatshirt Black or dark shoes (not casual trainers or boots)
<b>Winter (Nursery 3)</b>	
As above OR Grey pinafore dress White polo shirt Red school cardigan with the logo Red tights Black (dark) or red shoes (not casual trainers or boots)	
<b>Summer (all Nursery girls)</b>	<b>Summer</b>
As for N1/2 winter OR Red and white striped dress with white collar (optional) White socks Make sure footwear has toes covered	As for winter
<b>Other</b>	<b>Other</b>
Warm coat, hat and gloves Wellies Red waterproof trousers and jacket as needed for main school, although parents may choose an alternative colour or all-in-one for Early Years Any bag for spare clothes to stay in school Any bag for bringing into school each day Water bottle to bring in and go home each day Suncream and sunhat	Warm coat, hat and gloves Wellies Red waterproof trousers and jacket as needed for main school, although parents may choose an alternative colour or all-in-one for Early Years Any bag for spare clothes to stay in school Any bag for bringing into school each day Water bottle to bring in and go home each day Sun cream and sunhat

## Reception

<b>Girls</b>	<b>Boys</b>
<b>Winter</b>	<b>Winter</b>
Grey Moorfield box pleated pinafore OR Grey Moorfield Culottes (Special order from Wharfedale Uniforms ONLY) Red and white striped blouse Red Moorfield cardigan with logo Red tights or long red socks Black shoes Green blazer (to be worn every day) Green Moorfield coat with logo (kept in school) Green felt hat with red ribbon (worn each day)	Grey tailored shorts or trousers White shirt Red Moorfield V-neck jumper with logo Moorfield tie Moorfield boys' socks (with red stripes) OR grey ankle socks if wearing long trousers Black shoes Green blazer (to be worn every day) Green Moorfield coat with logo (kept in school) Green Moorfield cap (worn each day)
<b>Summer</b>	<b>Summer</b>
Red and white striped dress with white collar Red Moorfield cardigan with logo Green blazer (to be worn every day) White socks (short or knee length) Panama hat with red ribbon Red shoes preferred (otherwise black) White cycling shorts underneath dress (optional)	As for winter, however, a short sleeve shirt is desired. Short <b>grey</b> socks (optional)
<b>Sports Kit</b>	<b>Sports Kit</b>
(To be in the green Moorfield rucksack) Red Moorfield hooded top Green Moorfield skort or black PE shorts White polo shirt Moorfield red sports top Black tracksuit bottoms Trainers with good grip White socks (2 pairs)	(To be in the green Moorfield rucksack) Red Moorfield hooded top Black PE shorts White polo shirt Moorfield red sports top Black tracksuit bottoms Trainers with good grip White socks (2 pairs)
<b>Other</b>	<b>Other</b>
Red or hair coloured hair accessories Red Moorfield book folder Red waterproof trousers and jacket as needed for main school, although parents may choose an alternative colour or all-in-one for Early Years Wellies Scarf, gloves and hat (don't need to be red in EYFS, but do for main school) Red sunhat and suncream Water bottles (to stay in school) Spare clothes in any named bag	Red or hair coloured hair accessories Red Moorfield book folder Red waterproof trousers and jacket as needed for main school, although parents may choose an alternative colour or all-in-one for Early Years Wellies Scarf, gloves and hat (don't need to be red in EYFS, but do for main school) Red sunhat and suncream Water bottles (to stay in school) Spare clothes in any named bag

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

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Reviewed and amended by Head of Early Years  
August 2023