



Holy Trinity C of E Primary School

A Church school community aspiring for all to live life to the full

Early Years Foundation Stage (EYFS) Policy

Issued March 2021

Next Review March 2022

Committee **Headteacher**

GENERIC PRINCIPLES

Equalities

We are committed to delivering the content of this policy to meet the needs of all staff, pupils and other stakeholders where relevant, irrespective of race, gender and disability.

Safeguarding

Our school recognises and promotes the responsibilities of all adults in protecting pupils. Specific responsibilities involved in ensuring child protection and wider safeguarding procedures are in place and must be adhered to: please refer to Child Protection & Procedures Policy; 'Keeping Children Safe in Education' (2019) and 'Working Together to Safeguard Children' (2018.)

Cross-Referencing

This policy should be read in conjunction with these other related policies and documents:

- Child Protection Policies and Procedures
- Behaviour
- Anti-Bullying
- Curriculum subjects
- Assessment
- SEN Policy

Vision

This vision for our school: ***A church school community aspiring for all to live life to the full***

Community

Where community means all those directly (ie children, staff, parents and governors) and indirectly (eg local schools and organisations) involved with the school.

Aspiring

Where aspiring means wanting the best for our children and families and supporting them to develop the necessary knowledge, skills and understanding to be their best.

Life to the full

Where 'life to the full' means providing a broad range of experiences and opportunities to apply the knowledge, skills and understanding we have to be able to participate in life and not be passive observers of it.

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Early Years Foundation Stage

‘Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.’ (Statutory Framework for the Early Years Foundation Stage, Department for Education, 2012).

Early childhood is the foundation on which children build the rest of their lives. At Holy Trinity we greatly value the important role that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development, however we also believe early childhood is valid in itself, as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

The EYFS is for children from birth to five years of age. The final year of the EYFS is referred to as the Reception year. At Holy Trinity we follow the guidance set out in the ‘Early Years Foundation Stage’ statutory framework (Department for Education, 2012).

All children begin school with a variety of experiences and learning. It is the privilege of the practitioners working in Reception to take on the task of building upon that prior learning and experience. This is done through a holistic approach to learning, ensuring that Parents/carers, support staff and the Reception teachers work effectively together to support children's learning and development.

Aims

We follow four guiding principles of the EYFS. These are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- Children develop and learn in different ways and at different rates. We aim to ensure the education and care of all children in early years provision, including children with special educational needs and disabilities.

We aim to provide a broad and balanced curriculum which will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to his/her full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

We aim to:

- Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child, including children with additional needs
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for future learning and development in Key Stage 1 and beyond
- Provide opportunities for children to learn through planned, purposeful play in all areas of learning and development
- Use and value what each child can do, assessing their individual needs and helping each child to progress
- Enable choice and decision-making, fostering independence and self-confidence
- Work in partnership with Parents/carers and value their contributions
- Ensure that all children, irrespective of ethnicity, culture, religion, home, language, family background, learning difficulties, disabilities, gender or ability, have the opportunity to experience a challenging and enjoyable programme of learning and development.

Learning and Development

The Early Learning Goals (the knowledge, skills and understanding which young children should have acquired by the end of the Reception year) and the educational programmes (the matters, skills and processes which are required to be taught to young children) are set out in the 'Statutory Framework for the Early Years Foundation Stage' document (Department for Education, 2012).

There are three 'prime' and four 'specific' areas of learning and development:

Prime Areas

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

At Holy Trinity we believe all these areas are important and inter-connected. The three prime areas of Communication and Language, Physical Development and Personal, Social and Emotional Development are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

We aim to deliver all the areas through planned, purposeful play, with a balance of adult-led and child-initiated activities.

Planning

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can do. Our planning shows how the principles of the EYFS will be put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning. All practitioners who work in Reception at Holy Trinity are involved in this process. There are three stages of planning the curriculum:

Long Term Planning

We have created a framework, which gives structure and coherence to the curriculum. The EYFS Curriculum statements and the Early Learning Goals are distributed across the terms to form the basis of a broad and balanced curriculum.

Medium Term Planning

Throughout the year all Areas of Learning are covered through a cross - curricular approach to early development; with particular emphasis on certain areas at different times. In the EYFS we identify learning objectives, assessment opportunities and plan for additional enriching experiences to allow the children to develop holistically. At the beginning of each term the focus areas are shared with parents and the children are asked about their current interests. This information is then used to plan activities and experiences that will engage the children in their learning. Our medium term planning is flexible and is used as a guide to ensure curriculum coverage is achieved.

Short Term Planning

We use the Observation, Assessment and Planning cycle to ensure that we provide the children with learning opportunities that meet their specific needs, on a weekly and day to day basis. The EYFS allows for children's interests to be followed in a cross - curricular approach to learning, which is supported by ongoing observational assessments. In Reception we use continuous provision to support the children in securing and improving skills that they are learning within school. Continuous provision are the resources and activities that are set up within the classroom to allow children to explore and develop in a safe and enabling environment.

Staffing and Organisation

At Holy Trinity we have one Reception class, with a maximum intake of thirty children. We maintain an adult / pupil ratio of 1:15; this consists of a Class Teacher and Teaching Assistant. Throughout the school day the children have opportunities for free flow play between the classroom and Reception outdoor area. This time is supported by an adult, who acts as a facilitator to the child's learning. The teacher liaises with the teaching assistant, regularly involving them in planning, observations and assessment.

We continually aim to enhance our skills, knowledge and understanding; so all practitioners are encouraged to participate in local authority courses, in-service and local cluster group training. Practitioners also conduct and attend in-house training and disseminate new initiatives, ideas and teaching methods to colleagues. They also liaise with the local pre-school and nurseries.

Assessment, Recording and Monitoring

At Holy Trinity we undertake assessment for learning. We analyse and review what we know about each child's development and learning, and then make informed decisions about the child's progress. This enables us to plan the next steps to meet their development and learning needs. All practitioners who interact with the child contribute to the assessment process.

Formative Assessment

This type of assessment informs everyday planning and is based on on-going observational assessment of each child's achievements, interests and learning styles. Formative assessment may take the form of anecdotal observations (from practitioners, school staff and Parents/carers in the form of WOW vouchers and online Learning Journey observations), baseline assessment, other focused assessments e.g. sound/number, annotated examples of work, photographs, video and information from parents. Each child has an individual Online Learning Journey through Tapestry in which this evidence is stored. We plan for observational assessment when undertaking our medium and short term planning.

Summative assessment

The Early Years Foundation Stage Profile (EYFSP) summarises all of the formative assessment undertaken and makes statements about the child's achievements at the end of Reception. The class teacher will formally record progress made towards the Early Learning Goals each term and completes the end of year EYFSP in June. The teacher also undertakes in-house, local cluster group and Local Authority moderation (for further information see the Assessment Policy).

Teaching and learning in Literacy and Mathematics is regularly monitored by the Literacy and Mathematics coordinators in each class, through lesson observations, pupil interviews and whole school work sampling. Other areas of learning and development in the foundation stage are monitored in this way by the respective co-ordinators on a rolling programme as outlined in the School Development Plan. The senior management team monitors teaching and learning across the Foundation Stage each year and analyses the EYFSP data in conjunction with the class teacher.

Learning through Play

‘Play affects the development of synapses in all the regions of the brain. It gives opportunities for self-expression and creativity, opportunities to collaborate and negotiate with others, to rehearse and practise newly acquired skills. It enables children to take risks, challenge themselves, imagine, solve problems and create new problems to solve. Play is central to all aspects of learning from birth onwards: social, emotional, cognitive, linguistic and physical.’ (*Supporting Every Child's Learning across the Early Years Foundation Stage*, Vicky Hutchin)

At Holy Trinity we do not make a distinction between work and play. We support children's learning through planned play activities called Continuous Provision. Allows the children to consolidate and challenge their learning with more independence. As Reception teaching staff, we decide when child-initiated or adult-led play activities would provide the most effective learning opportunities. We believe that it is important for adults to support children's learning through play, by getting involved in the play themselves.

The Learning Environment

We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first hand experience. We also aim to make it a place where children feel secure and confident, and are challenged to develop their independence. Activities are planned for both the inside and outside; children have the freedom to move between the indoor and outdoor classroom throughout the school day. The learning environment is divided into a variety of different areas including: role play, book corner, writing area, maths area and creative area. These areas are carefully arranged to encourage quiet areas and more active areas within the learning environment. Children are encouraged to become independent learners and to take some responsibility for initiating their own lines of enquiry and investigation. Children are given the opportunity to select focussed play activities throughout the week which allow them independence and flexibility.

Liaison with Pre-School Settings and Induction

At Holy Trinity we have close links with the local pre-school providers. The Reception and pre-school teachers meet regularly to discuss assessment and induction issues. We are continually looking at ways to integrate the activities of the pre-school and Reception classes. During Summer Term 2, pre-school children who will be starting school in September undertake the ‘School Start’ programme where they make visits to the Reception class. Parents/carers have the opportunity to meet the class teacher and to visit the Reception classroom. In the Summer Term Parents/carers can attend an induction meeting where they will learn more about what to expect when their child starts school as well as how they can best prepare the child for starting school. At this meeting Parents/carers are given a Reception Information Pack which outlines the curriculum and school routines, along with information to be completed and returned to school.

During Summer Term 2, the EYFS leader undertakes visits to the feeder nurseries and play groups to talk about starting school. Children who are starting school are invited to attend whole school events (such as the school's sports day and summer fair). Transfer records from pre-school settings inform Reception practitioners about the new intake. In September a series of meetings are held

by the EYFS leader to introduce Parents/carers to the EYFS curriculum and Profile, Forest School, Phonics and Reading.

Children's induction will follow (where possible) a Home-visit. The Home-visit is a short meeting that takes place in the child's home and is an opportunity for the Class teacher and Teaching Assistant to gain a better, fuller understanding of the child as well as allow

Parents/carers to raise any questions or concerns they have. During the induction period in September, children are split into two groups. The children in each group will attend for 3 weeks on a part time basis. This staggered induction allows:

- Children to feel secure in their new environment and gradually build up to full-time attendance
- The practitioners to get to know the children individually and establish good relationships
- The Reception teacher to carry out an 'on-entry' assessment

Admission on a full-time basis is introduced at the beginning of week 5, unless it is mutually agreed between parents, the EYFS leader and the Headteacher that the child will benefit from a continuation of the part-time arrangement. A child reaches statutory school age at the beginning of the term following his/her fifth birthday.

Reception to Year 1 Transition

The Reception and Year 1 teachers work together to make the transition from the Early Years Foundation Stage to Key Stage 1 as smooth as possible. At Holy Trinity children are supported in their preparation for Year 1 in the following ways:

- Children are encouraged to develop independence when dressing and undressing and when organising their personal belongings throughout the Reception year
- Reception practitioners plan for more structured activities to be undertaken during the summer terms, encouraging less dependence on adult support
- Reception children meet the Year 1 teacher during assembly, playtime and other whole school activities during the Reception year. The Year 1 teacher will spend one morning or afternoon per term in the Reception classroom.
- KS1 children, including Reception, take part in Fun Time Friday activities from the Spring Term, which allows them to visit the other KS1 classrooms.
- Individual EYFS Profile attainment information is passed onto the Year 1 teacher. The profile provides the Year 1 teacher with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1
- 'In-house' EYFSP moderation with the EYFS Leader, KS1 Leader and Year 1 teacher
- Reception and Year 1 teachers meet to discuss individual needs of children in July
- During Summer 2 Reception children will have formal transition afternoons up to Year 1
- Floppy Phonics scheme is used throughout the whole of KS1 allowing for continuity in approach.
- There is a similar structure as Reception to the school day during the Autumn Term when the children move into Year 1 where there is still a big emphasis on learning through play

- We have a whole school 'change over' morning when each class goes up to their new class for the morning in the Summer Term
- There is an overlap in approach and routines, e.g. Fruit time, behaviour systems, timetables, etc

Please refer to 'Reception to Year 1 Transition Policy'.

Home/School Links

We recognise that Parents/carers are the child's first and most enduring educators. When Parents/carers and practitioners work together in early years settings, the results have a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge and expertise. We aim to develop this by:

- Visiting children who are starting in the Reception class at their home
- Outlining the Reception curriculum to Parents/carers during the New Parents' Meeting in September, to enable them to understand the value of supporting their child's learning at home
- Termly Overviews are published on our school website each term to keep parents informed of their child's current curriculum
- Encouraging Parents/carers to complete the home/school/child agreement
- Organising a starting school meeting in May
- Operating an 'open door' policy, whereby Parents/carers can come and discuss concerns and developments in an informal manner
- Sharing progress at school through discussion at Parents Evenings, annotated photographs and observations on Tapestry.
- Encouraging Parents/carers to record their child's special moments or achievements on Tapestry
- Inviting Parents/carers to help in the Reception class or other classes in the school and to accompany children on school visits
- Encouraging Parents/carers to listen to their child read each night, to make use of the sound cards and high frequency word lists, and to comment on reading progress in a home/school reading diary
- Encouraging relevant learning activities to be continued at home e.g. maths challenges/games and library books, and ensuring that experiences at home are used to develop learning in school
- Discussing individual targets with Parents/carers at Parents' Evening in Autumn and Spring terms (informed by the EYFS Profile)
- Providing an annual written report to Parents/carers in July summarising the child's progress against the Early Learning Goals and EYFS assessment scales
- Holding child/parent 'Stay and Play' sessions every term to enable Parents/carers to come into the classroom, play with their child and explore the environment.

Equal Opportunities

At Holy Trinity we aim to provide all pupils, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, equal access to

all aspects of school life and work to ensure that every child is valued fully as an individual. Practitioners, as role models, are aware of the influence of adults in promoting positive attitudes and use that influence to challenge stereotypical ideas. For further information see 'Single Equality Scheme'.

Inclusion

Children with special educational needs will be given support as appropriate to enable them to benefit from the curriculum. This includes children that are more able, and those with specific learning difficulties and disabilities. Additional adult support may be provided for children with special medical needs, e.g. allergies, thus increasing the adult/pupil ratio.

Individual 'My Plans' identify targets in specific areas of learning for those children who require additional support, in line with the school's Special Educational Needs Policy. The EYFS leader and SEN co-ordinator would discuss these targets with the child and his/her Parents/carers. Progress is monitored and reviewed every term. The school's SEN co-ordinator is responsible for providing additional information and advice to practitioners and parents, and for arranging external intervention and support where necessary.

For further information see Special Educational Needs Policy.

Safeguarding

Please refer to 'Child Protection Policy.

Health and Safety

Please refer to 'Health and Safety' Policy with specific reference being made to Risk Assessment and Medical needs (First Aid Training). Additional reference should also be made to the EYFS Risk Assessment.

Monitoring and Review

The effectiveness of this policy will be monitored and evaluated by the Headteacher and EYFS leader, and will be reviewed on an annual basis.

Headteacher: Mr Duncan De Gruchy

Date:

Signatures:

Governor with Responsibility for EYFS: Mrs Kath Lynch

Date:

Signature:

EYFS Co-ordinator: Miss Fran Mitchell

Date: March 2020

Signature: