



HOLY TRINITY CE PRIMARY SCHOOL
*Strength for today,
Bright hope for tomorrow*

Policy: EYFS Policy

This Review: July 2023

Next Review: July 2024

Frequency of Review: Annually

Responsible Committee: Full Governing Body

Our Christian Vision



Our school vision is rooted in the book of Isaiah chapter 40 verse 31 which tells us that those who have hope in the Lord will renew their strength.

Our hope in God leads us to have high aspirations for our learning community. We value the uniqueness of each child, made in the image of God, and seek to provide a holistic, enriched curriculum and pastoral care, empowering everyone with the strength, knowledge and wisdom to succeed and flourish.

The diagram shows how our vision is linked to the Church of England's Vision for Education. Learning to Live Well Together is taken directly from the text of this document and it is our ultimate aim that all of our children will be able to achieve this goal.



Early Years Foundation Stage Policy

“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, 2021)

The Early Years Foundation Stage (EYFS) applies to pupils from birth to the end of the reception year. In our school, all pupils join us in the September of the year of their fifth birthday. As we have no nursery, pupils join us from a range of child-minding and nursery settings. Sometimes they have had no nursery experience at all and join us straight from the home setting to complete the final year of the EYFS in our Reception class.

The EYFS is based upon four overarching principles:

- A Unique Child
- Positive Relationships
- Enabling Environments with teaching and support from adults
- Learning and Development

A Unique Child

At Holy Trinity we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that pupils develop in individual ways, at varying rates. Pupils’ attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/sharing circle times, reward stickers and a whole school online reward system to encourage pupils to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school and do not discriminate against pupils because of ‘differences’. All pupils at Holy Trinity are treated fairly regardless of race, religion or abilities. All pupils and their families are valued within our school. In our school we believe that all pupils matter and we give them every opportunity to achieve their best. We do this by taking account of our pupils’ range of life experiences when planning for their learning. In the EYFS we set realistic and challenging expectations that meet the needs of our pupils. We achieve this by planning in an adaptive and flexible way to meet the needs of boys and girls, pupils with special educational needs, pupils who are more able, pupils with disabilities, pupils from all social and cultural backgrounds, pupils of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our pupils through:

- Planning opportunities that build upon and extend pupils’ knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on pupils’ learning needs;
- Providing a wide range of opportunities to motivate and support pupils and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all pupils is valued;
- Using resources which reflect diversity and are free from discrimination and stereotyping;

- Planning challenging activities for pupils whose ability and understanding are in advance of their language and communication skills;
- Monitoring pupils' progress and taking action to provide support as necessary.

Safeguarding pupils

It is important to us that all pupils in school are safe. We aim to educate pupils on boundaries, rules and limits and to help them understand why they exist. We provide pupils with choices to help them develop this important life skill. Pupils should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

At the beginning of the year parents/carers are asked to give permission for their child to be photographed/videoed during their time at school. We use these images in the classroom, on displays, in the pupils' individual record books and on the school website. Where permission is not granted we will ensure that children are not in photographs that are made public.

The safety of every child is of paramount importance. The school takes its child protection responsibilities very seriously. Any concerns the school has will be noted and, if deemed necessary, will be reported to the relevant. Please refer to our Safeguarding and Child Protection Policy, Medicines in School Policy and Intimate Care Policy for further details. These are available on the school website or copies can be requested from the school office.

Welfare

"Pupils learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them." (*Statutory Framework for the Early Years Foundation Stage*)

At Holy Trinity we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for the Early Years Foundation Stage 2021. We understand that we are required to:

- Promote the welfare of pupils.
- Promote good health - including oral health - and prevent the spread of infection, taking appropriate action when pupils are ill.
- Manage behaviour effectively in a manner appropriate for the pupils' stage of development and individual needs.
- Ensure all adults who look after the pupils or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the pupils.

Health and Safety

We have a Health and Safety policy which all staff and students are familiar with and we have designated people responsible for first aid in school. Early Years Foundation Stage staff have had first aid training and at least one member of the team is a qualified paediatric first aider. Pupils are taught the safe and appropriate use of equipment and materials. Pupils are taught to be mindful when moving around the school and are aware of safety issues. Risk assessments are undertaken before after school activities take place and before we embark on school outings.

Parents/carers are asked to inform the school of any existing medical conditions. They are also asked to inform us of any foods their pupils are allergic to or any foods they do not wish their child to eat. A note of this is kept in the kitchen area and all adults involved are informed.

Please refer to our Health and Safety Policy and Medicines in School Policy for further details. These are available on the school website or copies can be requested from the school office.

Positive Relationships

At Holy Trinity we recognise that pupils learn to be strong and independent through secure relationships. We aim to develop caring, respectful, professional relationships with the pupils and their families.

Parents as Partners

We recognise that parents are pupils' first and most enduring educators and we highly value the contribution that parents make.

We recognise the role that parents have played, and their future role, in educating the pupils. We do this through:

- Talking to parents about their child before their child starts in our school during a home visit;
- Making sure that pupils have the opportunity to spend time with their teacher prior to starting at our school during our "Induction Session".
- Offering parents regular opportunities to talk about their child's progress and sharing achievements and special moments online and through reward certificates sent home.
- Encouraging parents to talk to their child's teachers about any concerns they may have.
- Organising a range of activities throughout the year that encourage collaboration between child, school and parents. For example, class assemblies, themed activity days, concerts and festivals including Harvest Festival, Nativity and Mother's Day to which all family members are invited.
- Encouraging parents to share pupils' work and experiences from home
- There are three formal meetings per year (Autumn, Spring and Summer term) at which time the teacher (Key Person) and parent discuss the child's progress and development.

All staff involved with the EYFS aim to develop good relationships with all pupils, interacting positively with them and taking time to listen to them. At our school the class teacher acts as a 'Key Person' to all pupils in the class.

We have good links with local nurseries. Where possible, annual visits are undertaken by our reception class teacher of local nurseries to meet with the pupils prior to them starting at our school. These visits provide the opportunity to discuss individual needs and to meet the pupils within their nursery environment.

Enabling Environments

At Holy Trinity we recognise that the environment plays a key role in supporting and extending the pupils' development. This begins by observing the pupils and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the pupils' learning.

Observation, Assessment and Planning

The Planning within the EYFS follows the school's Long Term Plan alongside Short Term (weekly planning), which is based around the individual pupils' needs and interests. These plans are used and implemented by the class teacher.

We make regular assessments of pupils' learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation of and interaction with the pupils and discussion between the adults in the class. It involves all adults knowing the pupils' level of achievement and interests and teachers combining their own observations and knowledge with those that parents share.

The Learning Environment

The EYFS learning environment is organised to allow pupils to explore and learn securely and safely. There are areas where the pupils can be active, be quiet and rest. The environment is set up in learning areas, where pupils are able to find and locate equipment and resources independently. The Reception classroom has a small but well-designed outdoor area which has a positive effect on the pupils' development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the pupils the opportunity to explore, use their senses and be physically active and exuberant. We plan activities and resources for the pupils to access outdoors that help the pupils to develop in all the areas of learning.

Learning and Development

At Holy Trinity we recognise that pupils learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected.

Teaching and Learning Style

Our policy on teaching and learning defines the features of effective teaching and learning in our school. Features that relate to the EYFS are:

- the partnership between staff and parents, so that our pupils feel secure at school and develop a sense of well-being and achievement;
- the understanding that staff have of how pupils develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps pupils work towards the Early Learning Goals throughout EYFS;
- the provision for pupils to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for pupils to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of pupils through observations, which are shared with parents;

Play

"Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems." (*Statutory Framework for the Early Years Foundation Stage, 2021*)

Through play our pupils explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other pupils as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations. Pupils learn by leading their own play, and by taking part in play which is guided by adults. When planning and guiding pupils' activities, we reflect on the different ways pupils learn and focus on:

Playing and exploring

Pupils investigate, experience things and 'have a go';

Active Learning

Pupils concentrate and keep on trying if they encounter difficulties. They enjoy their achievements.

Creativity and Critical Thinking

Pupils have and develop their own ideas, make links between ideas and develop strategies for doing things.

We have an outside learning space which pupils have access to each day. We have all weather clothing and footwear available so pupils are protected and there are no barriers to learning. The outside area is an extension of the classroom and there is a variety of resources to facilitate learning. In this area EYFS staff provide planned activities for pupils as well as giving opportunities for them to make their own choices.

Areas of Learning

The Early Years Foundation Stage is a framework from birth to five years old; we follow the strands set by this and concentrate the learning opportunities on the seven areas of learning. There are 3 Prime and 4 Specific areas of learning. None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals (ELGs) that define the expectations for most pupils to reach by the end of the EYFS.

Through play and practical experiences pupils learn about the world and their place in it. They learn through first hand experiences, talk, books and equipment. We set realistic yet challenging expectations that meet the needs of our pupils. We achieve this by planning to meet the needs of boys and girls, pupils with special educational needs, pupils who are more able, pupils with disabilities, pupils from all social and cultural backgrounds, pupils of different ethnic groups and those from diverse linguistic backgrounds.

The 3 Prime areas of learning

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

The school fosters and develops relationships between home, school, children's centres and places of worship in order to make links stronger for the good of the community as a whole. Pupils are encouraged to learn to work, share, take turns and cooperate with others. They are encouraged to be independent and make choices for themselves. They are also encouraged to be sensitive to the needs of others and to respect other cultures and beliefs. Pupils are enabled to become confident and develop a positive self-image.

PHYSICAL DEVELOPMENT

Pupils are given opportunities to move to music, use equipment, develop and practice their fine and gross motor skills. They develop an increasing understanding of how their body works and what is needed to be healthy. This is done through both indoor learning and outdoor learning and by working with a wide range of resources.

COMMUNICATION AND LANGUAGE

This covers all aspects of language development and provides the foundation for literacy skills. Pupils' developing competence in speaking and listening is focused on. We aim to extend and enrich the pupils' vocabulary through story time, rhymes, role-play and group discussions. Pupils are encouraged to share their own experiences through speaking and acting out events in imaginative play and talking about their own ideas. They are encouraged to take part in class activities such as working with puppets, participating in music sessions and saying rhymes and singing songs together.

The 4 Specific areas of learning

LITERACY

We have a variety of resources for the pupils to use to help them develop early literacy skills. Pupils are encouraged to use the mark-making areas indoors and outdoors independently but they also take part in teacher-led activities. These activities include whole class shared reading, phonics sessions and small group guided reading and writing. The pre-writing work encourages correct pencil control, left/right orientation and cursive letter formation. Pupils have the opportunity to develop their writing skills in accordance with their age, ability and competence. We encourage pupils to treat books and other resources with respect and they are given many opportunities to listen to stories told by the staff.

MATHEMATICS

We aim for pupils to achieve mathematical understanding and a firm foundation for numeracy through practical activities and using and understanding language in the development of simple mathematical ideas. Pre-number work is covered through nursery rhymes and number activities. Pupils are given the opportunity to learn about number, shape, space, position, pattern and measurement.

UNDERSTANDING THE WORLD

All pupils are given opportunities to solve problems, investigate, make decisions and experiment. They will learn about living things, their environment, the world around them and the people who are important in their lives. Pupils are also given opportunities to develop computing skills and to work with and use modern technology.

EXPRESSIVE ARTS AND DESIGN

We provide opportunities for all pupils to explore and share their thoughts, ideas and feelings through a variety of art, design, technology, music, drama, movement, dance and imaginative play activities. Pupils are given opportunities to make paintings, drawings, collages, models and use basic musical instruments. Pupils also learn new songs and rhymes both in class and during weekly Music lessons with a specialist Music teacher. Colour recognition is taught, naming colours, mixing paints, sorting and matching. At various times during the year pupils are given the opportunity to participate in school productions and assemblies.

Assessment

- Monitoring of each child will take place through regular observations, discussions, photographs and record keeping and planned assessment.

- The statutory Reception Baseline Assessment takes place at the beginning of the year within the first 6 weeks of children starting in Reception. Informal assessments to gauge individual pupils' abilities will take place at regular intervals throughout the year and phonics assessments take place half termly.
- Tracking for the Early Years Foundation Stage is updated regularly and current assessments reported to senior leaders on a termly basis.
- An end of year report summarising the achievements from the Early Years Foundation Stage is given to parents.
- At the end of the year information on the progress of pupils through the EYFS is passed on to Camden Local Authority
- EYFS data is discussed with senior leaders and the Year 1 teacher so that she/he can continue to help the pupils to achieve the early learning goals if they have not done so before accessing the KS1 curriculum.

It is the responsibility of the EYFS staff to follow this policy. The Senior Leadership Team carry out regular monitoring of the EYFS as part of the whole school monitoring procedures.