Holy Trinity
Church of England
Primary School
'Growing Tomorrow's Leaders'

POLICY	EARLY YEARS EDUCATION
APPROVED BY GOVERNING BODY	Standards Committee
ADOPTED ON	
REVIEW DATE	

Introduction

This policy outlines the purpose, nature, provision and management of the Early Years Foundation Stage (EYFS) for all children attending Holy Trinity C of E Primary School.

EYFS Vision

At Holy Trinity Church of England Primary School, our Early Years Foundation Stage (EYFS) is a nurturing and inspiring start to school life where every child is supported to flourish with joy, confidence and curiosity. Rooted in our Christian Values, we champion a love of learning, develop strong vocabulary and oracy, and lay the foundations of the fundamental skills that empower children for future success.

We believe that every child should be happy, accepting and respectful, ready to celebrate diversity and care for others. Through high-quality and skills-rich learning experiences, our youngest learners become independent, resilient and confident leaders within our school family.

In EYFS, we:

- nurture children's natural curiosity, through awe and wonder, so they gain a lifelong love of learning,
- build secure fundamental skills in communication, early literacy, mathematics and physical development,
- strengthen vocabulary and oracy, enabling children to express their thoughts, ideas and questions with confidence,
- foster independence and resilience, encouraging children to take risks, solve problems and learn from challenges,
- celebrate every child's unique strengths and their understanding of others' differences, so they grow into compassionate and accepting individuals who flourish academically, socially and emotionally,
- live and model our Christian Values as a close-knit community, where we support one another and help all to flourish together.

In our EYFS, every child feels seen, heard, valued and happy in their learning. We seek to grow young hearts and minds that are ready to lead, curious to explore, and equipped to thrive in school and life.

Early Years Foundation Stage Framework

The EYFS has its own statutory framework, which applies to all children from birth to the end of the reception year. It is therefore treated as its own separate Key Stage; the EYFS has four key themes which underpin all of our practice.

1. *A Unique Child:*

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

2. *Positive Relationships:*

Children learn to be strong and independent through positive relationships.

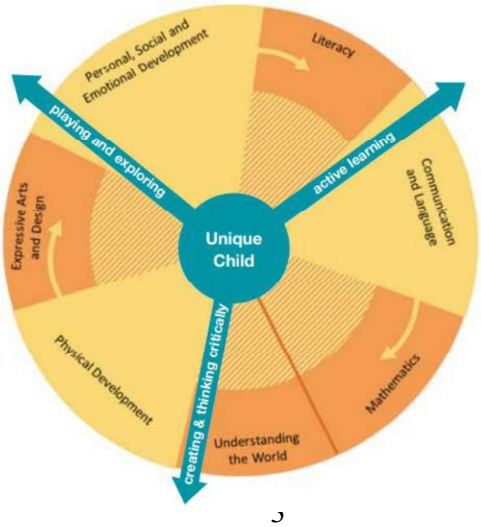
3. *Enabling Environments:*

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 carers.

4. *Learning and Development:*

Children learn and develop in different ways and at different rates. The framework covers the education and care of all children in early years' provision, including children with special educational needs and disabilities.

The provision we offer to deliver the outcomes of the EYFS framework is divided into seven areas of learning, which can be further divided into the prime and specific areas of learning. The **prime areas** work together and include the fundamental skills children need to develop to form relationships and understand their experiences. The prime areas are the building blocks which support learning in the **specific areas** of learning, which include the essential skills and knowledge for children to participate successfully in society.



The Prime Areas:

Communication and Language - These outcomes cover children's language development, which provides the foundation for literacy. We place a strong emphasis on children developing confidence and skills in expressing themselves in a range of situations, as well as their competence in talking and listening. Visual cues are used to reinforce understanding, including a visual timetable. Language use is modelled through play, story, routine and interaction. Interaction is key; adults enable speaking and listening at every opportunity, extending children's conversation skills and vocabulary in a relevant way using current interests. The continuous and enhanced provision stimulates, inspires, and encourages speech, conversation, and negotiation, and therefore language development. Children are assessed in their language acquisition via Language Link, with children requiring support quickly identified and supported through Speech and Language interventions.

Physical Development - Physical development is implicit in all areas of the Early Years Framework. Teaching concentrates on developing children's physical control, mobility, awareness of space and manipulative skills in indoor and outdoor environments. We also use programmes such as W*rite Dance*, BEAM and gymnastics to support the development of fine and gross motor skills. We also encourage children to have positive attitudes towards making healthy lifestyle choices.

Personal, Social and Emotional Development - These outcomes focus on children learning how to work, play, and cooperate with others to develop positive relationships with peers and adults. We encourage personal, social, moral and spiritual development as well as learning about the school's Christian values. We also help children to manage their behaviour and emotions using praise, positive reinforcement and the school's 'Good to be Green' behaviour policy, adapting to be age appropriate.

The Specific Areas:

Literacy – We aim to develop children's early literacy skills by promoting a love of stories and books. We use a dialogic reading approach which emphasises storytelling, role play and high-quality texts. High-quality fiction, non-fiction and poetry books are used to stimulate writing and learning across the curriculum. Phonics is taught following the Read, Write Inc. scheme, where children are introduced to letters and sounds using rhymes that support letter formation. We believe that through explicit instructions, children can be taught and master a wide level of high-order vocabulary. Separate from phonics, children are explicitly taught handwriting with letters grouped into 'letter families.'

Mathematics - These outcomes cover important aspects of mathematical understanding and provide the foundations for numeracy. They focus on achievement through practical activities, using and understanding language and vocabulary in the development of simple mathematical ideas.

Understanding of the World – Outcomes in this area focus on developing the children's knowledge and understanding of themselves, their family, other cultures and the natural and human world. We use the wealth of experiences children start school with and build on this by learning about cultural celebrations, having trips around the local area and to a farm, visiting forest school to observe animals and seasonal changes, and having visits from people with interesting jobs or encouraging parents to share their experiences with children.

Expressive Arts and Design - This area focuses on the development of children's imagination and their ability to communicate and to express ideas and feelings in creative ways. These opportunities are provided through storytelling, role play, small world, music, singing, dancing, woodwork and creative stations.

None of these areas can be delivered in isolation from the others. They are given equal importance and depend on each other. All areas are delivered through a balance of adult-led and child-initiated activities through whole class, group and child-initiated learning in the classroom and through continuous and enhanced provision.

The Characteristics of Effective Learning (COEL)

The COEL underpin learning in all areas, which are how the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically. They are crucial in a child becoming an effective and motivated learner.



The Importance of Play

From extensive academic research, including work from the Education Endowment Foundation, it is understood that play is the main vehicle for learning for young children. Therefore, we provide extended opportunities for indoor and outdoor play through 'Child-Initiated Learning'. At this time, children learn to explore, investigate, practise and rehearse skills, control themselves, follow rules, think creatively, communicate with others and solve problems. The adults support children at this time through modelling, posing problems and challenging children's thinking.

The Learning Environment

The learning environment is set up to support children's development during both adult and child-initiated time. We aim for our learning environment to be multi-faceted, familiar, and thought-provoking. This allows children to be independent, inspired, follow their own interests and be engaged in purposeful activities. Therefore, it is important that the learning environment:

- Has resources which can be accessed freely by children, which are clearly labelled using dual-coding
- Is kept well stocked
- Is kept tidy, with areas that are inviting to children
- Has both active and quiet spaces
- Has opportunities for all areas of learning inside and outside
- Has displays which support learning
- Has open-ended resources which can be used creatively
- Is constantly planned for, reflected on and updated by staff
- Has opportunities for children to take risks

Teaching & Learning

Children are taught in mixed-ability classes and also have the opportunity to work together during child-initiated learning. Children are taught in a variety of ways: in whole class sessions, in a small group, in pairs or individually. There are trained Early Years teachers, a high-level teaching assistant, and teaching assistants within the foundation stage, as well as additional teaching assistants where appropriate. The adults are also trained to deliver teaching during child-initiated time by spotting 'teachable moments' where they can join in the play and move children's learning on by suggesting, modelling, introducing new vocabulary, resources, explaining or setting a challenge or problem to solve. Children have daily access to outdoor learning opportunities. Outdoor provision is recognised as an integral part of the curriculum and supports all areas of learning and development.

We recognise and understand that all children will learn and develop in individual ways at varying rates. We use a 'planning in the moment' approach, which involves observing, assessing, planning for, and responding to an individual child after each interaction. This ensures that the child is placed at the heart of the learning rather than the activity. All the adults contribute to the shared planning to ensure continuity and progression by providing age and stage-related activities to suit all our children.

Health and Safety

See whole school policy. It is the responsibility of the EYFS staff to follow this policy.

Protective clothing appropriate to the activities, such as waterproof clothing, aprons and wellington boots, is on offer and available within all areas. Children are encouraged to independently wear them when taking part.

Whilst children are eating, there should always be a member of staff in the room with a valid paediatric first aid certificate.

The foundation stage staff must ensure that they take all reasonable steps to assess the risk when setting up the indoor and outdoor equipment within the environment. Any hazards that have the potential to cause harm will be removed or reported to the class teachers and the Site Manager. There will be a paediatric first aider within the Foundation Stage at all times. All accidents and injuries must be recorded within the accident book, and also a first-aid form that informs parents. Serious accidents and injuries must have a second opinion from a senior first aider, and whole school procedures must be followed.

In the case of a child soiling, the child should be taken to the nearest toilet and where possible **2 adults** should be called for. Staff should encourage the child to try to clean themselves. In cases where children are unable to clean themselves, the parent/carer should be called to collect their child. Steps outlined in the intimate care policy should be followed and adhered to.

All children are taught the safe and appropriate use of equipment and materials. They will be reminded of how to transport them safely when moving around the school environment.

Risk assessments must be undertaken through the whole school policy before embarking on any school outings. (For more information, see Educational Visits Policy)

Assessment

As each child enters Reception, we use the statutory Reception Baseline Assessment, Milestone Assessment Toolkit, phonics assessments and initial observations to make a judgement on which age band a child 'best fits' into.

As the year progresses children are monitored on their development and progress in all areas of learning. Examples of children's learning, showing their level and stage of development are built up throughout the year. Provision is made for these observations and assessments through experience and play. Pupil's recorded learning is captured in their individual work folders and writing books.

Assessment Cycle:

On entry - Within 6 weeks of the child's start date (Prime areas of learning)
Term 2 (Prime areas of learning and Literacy)
Term 4 (Prime and Specific areas of learning)
Term 6 (Early Years profile)

Parents will have the opportunity to come in and discuss their child's progress at least three times a year through parents' evenings and one-to-one parent meetings. Their input will be used to help inform planning for their children's future learning and development.

At the end of the Reception year all children will be assessed against the EYFS Profile Early Learning Goals, stating whether they are EMERGING or EXPECTED. This data will be collected and then entered into the SIMS database which will then be submitted to the local authority as requested. A copy of this data will be forwarded to all parents with an end of year report. The requirement for moderation has been removed by the new EYFS Framework, but the school will seek to moderate our judgements with local schools.

Roles and Responsibilities

All staff within the EYFS team have a job description as set out by the terms of employment. It is the responsibility of all staff to be professional and ensure the safety and welfare of all children in our care.

At Holy Trinity, we believe that we should be prepared for the children entering each stage of learning. We see learning as a continuum and aim for a smooth transition from home to nursery to school. Teachers will endeavor to speak to all nursery settings within the summer term to share valuable information.

Parents and carers are partners in their child's learning. Regular communication takes place through parent consultations, reports, informal discussions and sharing learning achievements. We understand that parents are children's first teachers and believe that involving all parents in their child's education is invaluable. Teachers will offer all parents a home visit before their child starts full-time school. This will be used to share information about the child as well as inform parents about the whole school ethos, whilst alleviating any worries or concerns. Parents and children will also be invited into school for a 'Stay and Play' session in the summer time to get used to the learning environment and meet the staff.

Inclusion and Equality

We are committed to ensuring equality of opportunity for all children. Our provision is inclusive and responsive to the needs of children regardless of gender, ethnicity, religion, disability, home language, family background or additional needs. Reasonable adjustments will be made to ensure all children can access the curriculum and participate fully in school life.

Monitoring and Review

The Headteacher, EYFS Leader and Governing Body will monitor the implementation and effectiveness of this policy. The policy will be reviewed annually, or sooner should statutory requirements change.

Safeguarding Within EYFS

Safeguarding is at the heart of all EYFS practice. All staff receive regular safeguarding training and follow the school's Safeguarding and Child Protection Policy. Staff are vigilant in identifying concerns and understand their responsibilities for reporting concerns in line with statutory guidance.

Statutory Welfare Requirements

Holy Trinity Church of England Primary School complies with the welfare requirements of the Statutory Framework for the Early Years Foundation Stage, including:

- safeguarding and child protection
- suitable people
- staff qualifications and training
- staffing arrangements
- health
- safety and suitability of premises
- risk assessment
- information and records.

Related Policies and Guidance

- Safeguarding and Child Protection Policy
- Behaviour Policy
- SEND Policy
- Intimate Care Policy
- Health and Safety Policy
- Educational Visits Policy
- Accessibility Plan
- Equality Information and Objectives
- Supporting Pupils with Medical Conditions Policy