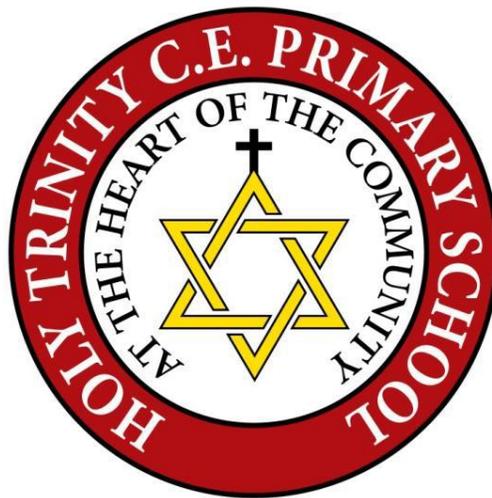


Holy Trinity C.E. Primary School



Early Years Foundation Stage Policy

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The Vision:

- To provide a high quality early years experience for all the children who attend Holy Trinity C.E School.
- To strive to ensure children's social, emotional, educational and spiritual needs are met.
- To give children a wealth of first hand experiences to deepen understanding and learning.
- To create a warm, loving and caring environment to provoke excitement and enthusiasm for learning.
- To create positive partnerships with parents and other agencies.
- To continually evaluate provision and extend learning.
- To celebrate and value individual beliefs and cultures.

Early Years Foundation Stage

"Children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them. Development is not an automatic process, however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments."

"Development Matters in the Early Years Foundation Stage (EYFS)"
The British Association for Early Childhood Education(2012)

Aims of the Early Years Foundation Stage

We believe that children learn best when they:

- are happy
- are interested and motivated
- achieve success and gain approval
- have the opportunity to explore ideas for themselves
- are confident, feel secure and are aware of boundaries
- are challenged and stimulated

We aim to provide the children at Holy Trinity with 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.

At Holy Trinity we aim to:

- Provide a safe, challenging, stimulating and caring environment which is sensitive to the needs of each child, including children with additional needs.

- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for each child's future learning and development.
- 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 and tracking their individual needs and helping each child to progress.
- Continually strive to develop positive relationships with parents/carers and work together to enhance their child's learning journey at home and school.
- 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.

The Principles which guides our work at Holy Trinity are grouped into four themes by the EYFS:

- **A unique child**
- **Positive relationships**
- **Enabling Environments**
- **Learning and Development**

A Unique child

All children and their families are valued within Holy Trinity School. We believe that children are individuals with equal access to the EYFS curriculum.

Holy Trinity gives every child opportunities to achieve his/her full potential and more. We support them to do this by assessment for learning, analysing and reviewing what we know about each

child's development and learning and then making informed decisions about the child's progress and needs.

At Holy Trinity we believe it is crucial to recognise and meet the needs of all social and cultural backgrounds. We work together with parents/carers to develop a positive relationship working in partnership to achieve their child's full potential and more.

We also feel by maintaining a respectful learning environment allowing children to make informed choices to recognise the purpose of keeping safe

Helping children to feel positive about themselves is an integral part of their well being. Our setting tries to give children and their families a sense of belonging and loving relationships, through parent mornings and circle times. We also work together with parents/carers to provide healthy snacks throughout the day.

Positive Relationships:

Developing positives relationships is a key focus at Holy Trinity. Children come from a wide range of cultural backgrounds. We aim to develop caring, respectful and professional relationships with the children and their families.

At Holy Trinity we support positive relationships through;

Respecting Each Other

- Collective worship - celebrating diversity, recognising the needs and feelings of others and working together as a community.
- Bilingual support - valuing and supporting the development of home language as a tool for extending children's learning.

- Well being - circle time giving the children the opportunity to share thoughts and feelings in a safe and caring environment.

Parents as Partners

- Home visits - developing relationships with parents prior to children starting in our nursery/reception classes giving them the opportunity to seek support and guidance in their home environment.
- Parent mornings - opportunities to help parents recognise they are part of their child's learning through participation in reading and singing mornings, stay/play and creative activities.
- Children's profiles - parents are kept informed of their child's progress through the children's profiles and encouraged to provide information from home to support the child's learning journey. Next steps and targets are regularly shared with parents.
- First hand experiences - parents are actively encouraged to join their child on trips to the library, park, zoo, farm etc to support and develop their child's learning.

Supporting Learning

- Adult support - children's learning is supported by the positive interactions between adults and children. Adults have a deep understanding of each child's learning and development through our observation and reflection process.
- Group activities - children work in small groups for focused activities which are tailored to their individual development and needs. This gives the children the opportunity to communicate with adults in a small friendly group.
- Bilingual support - as a school we recognise the importance of developing the children's home language securing their

understanding in Mother tongue as a tool for ensuring their continuing development and learning. The children are encouraged to use their home language whilst they are exploring, investigating and learning through their experiences.

Our Enabling Environment

Our environment plays a key role in supporting and extending the children's development. We aim to provide a calming home from home atmosphere that is welcoming and stimulating encouraging children to explore, investigate and learn through their experiences. 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 indoors and outdoors, children have the opportunities to choose between the indoor and outdoor classroom throughout the day, this opportunity recognises the children's various styles of learning.

Observation, assessment and planning

Observation and children's interests play a key part to inform our planning:

Long term planning: We organise the curriculum through half/termly topics. Topics can be changed to meet the children's needs or interests, and also enable us to deliver a creative and balanced curriculum. The long term planning reflects the Prime and Specific areas of learning and development.

Medium term planning: Address particular aspects of the curriculum in more detail for each half term. Learning objectives,

assessment opportunities, activities and experiences for each area of learning and development are identified.

Short term planning: is informed through on going observations of child initiated or spontaneous activity and purposeful play opportunities. This allows for flexibility in response to individual children's needs and interests and for revision and modification of plans. Through this, learning objectives for the next half term are identified.

When planning for Phonics and Mathematics development children are tracked and activities are provided to target their abilities and extend their learning.

Characteristics of Learning: Our planning highlights the Characteristics of Effective Learning alongside the prime and specific areas of Learning and Development to ensure they are all interconnected. Observations of children also link to the characteristics of learning to show the way the child/children engage with other people and their environment.

Assessment: we analyse and review what we know about each child's development and learning, and make informed decisions about supporting the child's progress. This enables us to plan the next steps for individuals and groups of children providing challenging but achievable activities and experiences to extend the children's learning.

All staff working with the children contributes to the assessment process. Tracking data is reviewed on a termly basis with the senior leadership team, monitoring rates of progress and identifying strategies that address learning and teaching priorities and next steps.

Formative assessment is used to inform everyday planning and is based on on-going observational assessment of each child's achievements, interests and learning styles. This assessment may be in the form of captions, pictures, post its, work and narrative observations.

Summative assessment at Holy Trinity is used to summarise and record evidence from observations and makes statements about the child's achievements towards the Early Learning Goals. From this children's individual next steps are planned for and shared with parents.

During the Reception year the children are assessed against the EYFS profile. This is a nationally employed assessment tool. It is informed by the formative assessments undertaken and assesses the children's achievements of the 17 Early Learning goals. The children's attainment is recorded as emerging, expected or exceeding. The teachers also undertake in-house and local cluster group moderation.

Information from profile data is analysed and compared with previous years and local authority schools, from this vulnerable groups (gender, dates of birth, EAL, SEN) are discussed and action planned.

Staffing and organisation

Our Reception class has an intake of thirty children and thirty nine places for Nursery, split into mornings and afternoons. The children have daily opportunities for structured and free flow play both in the classroom and 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, preparation and assessment. We are always aiming to improve our teaching skills, knowledge and

understanding and so all staff are involved in-house training and attend regular meetings to disseminate new initiatives, ideas and teaching methods. We also liaise with other schools within the local authority and outside.

Learning and Development

The EYFS is made up of the prime and specific areas of learning. The prime areas are fundamental and support learning in all other areas. The specific areas include essential skills and knowledge.

Prime Areas:

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

Specific Areas:

- Literacy
Reading
Writing
- Mathematics
Numbers
Shape, Space and Measure
- Understanding the World
People and Communities
The World
Technology
- Expressive Arts and Design
Exploring and using media and materials
Being Imaginative

Learning through play

"Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development".

"Early Years Foundation Stage".

Department for Children, Schools and Families, 2007

At Holy Trinity we do not make a distinction between work and play. We support children's learning through exciting and engaging activities and purposeful play which ensure all areas of learning are promoted and decide when child-initiated or adult-led 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.

Home/school links

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

- Helping parents to understand the value of supporting their child's learning at home. This is through our parent's mornings.
- Operating an "open door policy", whereby parents/carers can come and discuss concerns and developments in an informal matter.
- Inviting parents/carers to join their child on trips, library, farm, zoo etc to share real life experiences.
- Encouraging parents to listen to their child read each night and to add comments on progress in their reading diary.

- Home visits are used to develop relationships prior to their child starting nursery.
- Welcome meetings at the start of Nursery and Reception give parents/carers important information and the opportunity to ask questions.

Induction

As part of our induction we treat every child as an individual and understand that for some it may take longer than others to settle. With parents/carers we discuss the best possible ways of easing their child into school life.

For Nursery children their initial visit is for one hour with their parent/carer, and then after we take the child's lead and increase their time accordingly.

Reception children's induction period is for two weeks, where they stay for the whole morning and lunch, allowing them to ease into reception life and familiarise themselves with school lunchtime. After two weeks most children are ready to stay for the whole school day.

Reception to Year 1 Transition

Reception and the year 1 teacher, continually, 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 encouraged to develop independence when dressing and undressing and when organising their personal belongings throughout the reception year.
- Profile data is discussed with the year 1 teacher and vulnerable child and children's individual needs are identified.

- Phonics tracking is passed on to year 1 enabling the year 1 teacher to group the children accordingly. The 'Letters and Sounds' national approach to phonics and spelling is continued throughout year 1, year 2 and year 3.
- During the summer term time is planned for the year 1 teacher to spend time in the early year's unit to observe the children in their familiar setting.
- During the summer term the reception children have the opportunity to spend a morning in the year 1 classroom with their year 1 teacher.
- Children's individual profiles are passed on to the year 1 teacher.
- Where possible, the year 1 children continue to enjoy practical learning experiences which gradually becomes more formalised towards the end of the academic year.

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 'Equal Opportunities Policy'.

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 extra medical needs; eg, allergies, thus increasing the adult/pupil ratio.

Individual Education 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 teachers 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 'Safeguarding Children' Policy.

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 S Brereton

Date: November 2015

Signature:

EYFS Co-ordinator: Mrs D Matos

Date: November 2015

Signature:

