

Early Years Foundation Stage (EYFS) Policy



Governing Body

Lead Person	David Winn - Head Teacher
Link Governor/Chair of Committee	Chris Tongeman – Chair of Governors
Committee	Full Governing Body
Date Reviewed (incl. signature of Link Governor/Chair)	March 2023
Date Ratified (incl. signature of Chair of Governors)	March 2023
Next review date	March 2025

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Chris Tongeman

A handwritten signature in black ink, appearing to read "D. Winn".

David Winn



Early Years Foundation Stage (EYFS) Policy

Holy Trinity Church of England Primary School Mission Statement:

Every one of our children is unique and special. We are committed to providing an exceptional learning experience for each child in our Holy Trinity family.

We strive to enable our children to acquire the knowledge, skills and characteristics they need to be successful in the wider world.

At Holy Trinity, we serve our community with compassion, empathy and kindness in all that we do.

1. Aims

At Holy Trinity School we:

- Provide a happy, safe, stimulating and challenging programme of learning and development for the children to experience as they begin their journey through school.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond and enable choice and decision making, fostering independence and self-confidence.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Develop excellent relationships with parents and carers to build a strong partnership in supporting their children.
- Provide a caring and inclusive learning environment that is sensitive to the requirements of the individual child including those who have additional needs.

2. Legislation and Guidance

This policy is based on requirements set out in the [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

The learning and development requirements are given legal force by an Order made under section 39(1)(a) of the Childcare Act 2006.

The safeguarding and welfare requirements are given legal force by Regulations made under section 39(1)(b) of the Childcare Act 2006.

This framework is mandatory for all early years providers in England (from 3 April 2017): maintained schools; non-maintained schools; independent schools; all providers on the Early Years Register; and all providers registered with an early years childminder agency.

3. Principles

The EYFS is based upon four principles:

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 children develop in individual ways and at varying rates.

Positive Relationships

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

Enabling environments

At Holy Trinity, we value all learning opportunities and experiences and recognise that the environment plays a key role in supporting and extending the children's development.

Learning and development

At Holy Trinity, we aim to provide an environment that celebrates the different ways in which children learn including children with special educational needs and disabilities.

4. Curriculum

The Characteristics of Effective Learning:

- Playing and Exploring-engagement
- Active Learning-motivation
- Creating and Thinking Critically-thinking.

These characteristics underpin learning and development across all areas and support the child to remain an effective and motivated learner.

The Early Years Foundation Stage includes seven areas of learning and development. These areas are all-important and are inter-connecting. These seven areas are divided into our three Prime areas and four Specific areas.

Prime Areas

The three prime areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas are:

- **Communication and Language (CL)**
- **Physical Development (PD)**

➤ **Personal, Social and Emotional development (PSED)**

Successful mastery of these skills supports children to achieve well in the specific areas of learning.

Specific Areas

The following four areas include essential skills and knowledge for children to participate successfully in society:

- **Literacy (L)**
- **Mathematics (N)**
- **Understanding the World (UW)**
- **Expressive Arts and Design (EAD)**

5. Planning

At Holy Trinity Primary School, planning is divided into long term, medium term, and short term.

- Long-term plans state the topics to be covered each year with ideas to plan throughout each strand of the curriculum.
- Medium term plans illustrate objectives that will be taught each term including key core texts.
- Short term or weekly plans show specific activities and planned for objectives for the cohort of children. These will include a variety of adult-led activities and provision to inspire and support child-led learning. Staff ensure that all children are encouraged to experience all areas of activity throughout the week. This is carefully monitored and altered as the year progresses and we begin to support children's transition into Year 1.

Planning Process

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 already do. Our planning shows how the principles of the EYFS are put into practise and is informed through observations we make of the children within our environment. All staff who are in the EYFS team are involved in the process of planning to consider current interests, development, and learning needs within the cohort.

The planning within the EYFS is based around the children's interests. These plans are used by the whole team as a guide for weekly planning. However, we may alter these in response to the needs and interest of the children which helps create a high level of motivation for their learning.

Planning our environments

Our classrooms are organised to allow children to explore and learn safely and securely. Each classroom has defined learning areas where children are able to find and locate equipment and resources independently.

At Holy Trinity, we aim to ensure:

- An environment that facilitates independence, curiosity and hands on play based learning.
- That continuous provision enables children to explore recent learning, practice new skills and follow their own interests.
- Staff enhance Continuous Provision through careful intervention.
- Carefully chosen and organised high quality resources and experiences that are constantly available for children to access independently across every area of their learning.
- A clearly defined learning environment designed to allow and encourage children to extend and deepen their understanding of the EY curriculum.

The outside area has equal importance within the foundation stage and children can free flow between the indoor and outdoor spaces. Being outdoors offers the children opportunities for doing things in different ways and on different scales then when inside. As well as offering opportunities for physical activity, freedom and

movement and promoting a sense of well-being. They can explore, use their senses, develop their language skills and be physically active. We plan activities and resources for both indoor and outdoor environments, enabling children to develop all areas of their learning within both environments.

6. Monitoring

At Holy Trinity, we use a mixture of observations, assessments and planning to provide a balance of child-initiated and adult-initiated learning opportunities.

Observations

Observations of children's play and learning are recorded within the school day. We use Tapestry, an online learning journal, to record observations.

Observations will include some or all of these:

- **Date** observation has taken place
- **Areas of learning** Some observations may be evidence for more than one subject area.
- **Characteristics of effective learning**
- **Level of support needed**; Child initiated (CI)/ adult led (AL)/ independent (I)/ supported (S)/ guided (G)
- **Child voice**; Examples of the language, questions, responses of the child whilst engaging at the chosen activity. Anything said by the child should be recorded in speech marks to show their own voice including any grammatical errors.
- **A photograph** evidence of the child engaging in the task, photographs of work completed.

Tapestry

Tapestry is the online learning journal that captures the children's learning experiences through photographs and videos. We appreciate that children are constantly learning and that this is not specific to the hours within a school day. We value observations shared from home of children's life experiences and hobbies and activities, which ultimately contribute to their overall learning.

Permission is obtained from parents upon starting Reception in line with meeting GDPR guidance and expectations.

7. Assessment

The Early Years Foundation Stage requires practitioners to track children's progress towards the Early Learning Goals (ELG) at the end of the reception year.

During the first term in reception, the teacher assesses the ability of each child using a baseline assessment. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children. The foundation stage profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the foundation stage and to summarise the progress made by individuals towards the early learning goals.

Assessment in the foundation stage takes the form of both formal and informal observations, photographic evidence, and planned activities. Assessment is completed regularly and involves all staff within the EYFS setting. The collection of assessment data in the foundation stage is a statutory requirement.

At Holy Trinity, we:

- keep progress records and learning journals
- update Target Tracker with carefully moderated assessment data at the end of each term

During the summer term a summary of these assessments are sent to the local authority for analysis. This information is also shared with the next teacher and with parents during parent consultation meetings and in the child's end of year report.

Parents receive a written report in term six which comments on the Child's characteristics of effective learning and the progress made within each area of the curriculum.

8. Transition

Transition into Reception

Parents of all children starting in the next academic year will be invited to an Induction Meeting in the Summer term to meet their child's new teachers and other key staff and learn more about the Reception curriculum. This is an opportunity for staff to:

- Go through essential information about the school
- Explain about uniform, PE kit and school dinners/ free school meals
- Explain about holidays and absences
- Provide book bag containing key documents and letters
- Explain the arrangements for the gradual induction in to reception

During the summer term prior to the children starting school the following September, the transition process will include the following:

- Your Child's class teacher will visit your Child at their nursery or pre-school setting to meet them and their key workers to discuss your child as a learner. If a meeting cannot take place in person, a phone call is made as an alternative communication.
- Pictures and social stories are given to feeder nurseries in order to support transition.
- Each child and their parent and carers will be invited to attend an induction meeting where they can spend time at Holy Trinity primary school in the early year's environment.

As well as home visits we adopt a staggered approach to starting school. During the first week, children will attend for the morning session only, by the end of the week we have the full class staying for lunch. After this week we have all children in full time. During this time lessons are focused on learning names, class rules and adapting to new routines. When the children are ready this then leads into starting phonics sessions and maths. A transitional timetable is in place for the first half of the Autumn Term.

Transition into Year One

During Summer Term 2 we begin to prepare children for the transition into year one and the key stage one curriculum which is a more formal approach, where there is less free flow and individual choice of activities.

We have put provision and opportunities in place to support this transition period.
These include:

- A thorough hand-over between teachers ahead of the summer holiday.
- The opportunity to meet their new class teacher and spend time in their new class.
- Playtimes in the KS1 playground during Summer Term 2.
- The first term of Year 1, activities and experiences will be planned to encourage play based, independent learning with the 'characteristics of effective learning' still underpinning practice.
- Early Years staff to support children into their new environment, where needed, during the first week of year one.

9. Welfare and Safeguarding

Children 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.

At Holy Trinity, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage EYFS Statutory Guidance (2017):

- To provide a setting that is welcoming, safe, and stimulating where children can grow in confidence.

- To promote good health.
- To manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so.
- Ensure that the setting, furniture, and equipment is safe and suitable for the purpose it was intended for.
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.
- All children provided with a healthy snack each day and always have access to water.

10. Working in partnership

We value our partnerships and endeavour to actively maintain these by sharing information, ideas, expertise, and our knowledge within our team and with parents, carers, colleagues, and other professionals.

Within our role of enabling partnerships we:

- Meet regularly with EYFS team to discuss assessments, planning, individual children, research
- Hold parent workshops on relevant areas of their children's development e.g.maths, reading, phonics
- Work closely with Windmill Cluster Schools to share good practice and support colleagues across the local area.
- Take part in whole school moderation meetings
- Attend moderation meetings provided by the local Authority and take part in a cycle of external moderations.

Monitoring Arrangements

This policy will be reviewed every two years by David Winn, Headteacher. At every review, it will be approved by the full governing board.

Links to Other Policies

This policy links to our policies on:

- Behaviour for Learning Policy
- Curriculum Policy

Policy Adoption, Monitoring and Review

This policy was considered and adopted by the Governing body in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance 'Keeping Children Safe in Education, September 2020'

Policy Adopted by Governors in: March 2023

Signature (Chair of governors):



Policy Due for Review: March 2025