



This policy is currently  
under review

January 2022

# EYFS

# Policy

‘To be the best we can be - for God, for others and for ourselves.’

Holy Trinity CE Primary School  
Southport PR9 9AZ

**‘To be the best we can be - for God, for others and for ourselves.’**

**Our school is built on Christian values, where children feel happy and safe to live and learn. Here they find faith, hope, love, purpose and fulfilment.**

**Links To Our Mission Statement and Aims**

At Holy Trinity our mission and aims form the basis of all our policies and practice. This policy supports the following aims of our school

- trying to live our Christian values every day: hope, love, trust, forgiveness, justice, peace and reverence for all living things
- fostering faith, spirituality and reflection through our curriculum, our displays and worship
- providing an environment where children feel happy and safe, and where individuality and diversity are celebrated
- understanding that humans have rights and responsibilities towards each other in school, in our neighbourhood and globally
- recognising that learning is precious and life long, fostered in school as well as outside, during the school day as well as beyond and involves lots of different people and situations
- encouraging our children to adopt long lasting healthy lifestyles and make informed choices
- developing in our children the essentials for learning and life that build a firm foundation for their future, including the basic skills of Literacy, Numeracy and ICT
- providing a creative, meaningful and rich curriculum based on the needs and aspirations of our children and their families
- recognising and nurturing the unique talents and gifts of every child, building confidence and supporting individual children when they need help
- encouraging trust in ourselves and others through building positive relationships and respect for other people’s views, feelings and beliefs
- a commitment to honest partnerships with parents and carers, working together with others to get the best for our children and their families
- having strong links with our church and community to foster in our children a sense of belonging, fellowship and responsibility
- developing the skills that will enable our children to deal with difficult situations and face new challenges with confidence
- understanding our place in the world and our responsibilities to God’s Earth

**Aims and Principles**

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 5 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.

There are four guiding principles that shape practice in the early years. 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.

### **Planning and Organisation**

There are seven areas of learning and development that must shape educational programmes in Foundation Stage settings. All of the areas of learning are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. (*Statutory framework for the early years foundation stage - Section 1 1:3*) These three areas, the prime areas are:

- **Communication and Language** - Listening and Attention, Understanding and Speaking
- **Physical Development** - Moving and Handling and Self Care
- **Personal, Social and Emotional Development** - Making relationships, Managing feelings and behaviour and Self-confidence and Self-awareness

The specific areas of learning develop essential skills and knowledge for children. The specific areas are:

- **Literacy** - Reading and Writing
- **Mathematics** - Number and Space, Shape and Measures
- **Understanding the World** - People and communities, The world and Technology
- **Expressive Arts and Design** - Exploring and using media and materials and Being Imaginative

The Early Years Foundation Stage also includes the ***Characteristics of Effective Learning*** and activities are planned for with these in mind. They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them. The three characteristics are:

- **Playing and Exploring** - children investigate and experience things, and 'have a go'
- **Active Learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and Thinking Critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Our Reception classroom has defined areas with resources that ensure the children can easily access them. The classroom is set up in a way to provide children with experiences and activities to cover all seven areas of the curriculum. (Communication and Language, Physical Development, Personal, Social and Emotional Development, Literacy, Mathematics,

Understanding the World and Expressive Arts and Design). A variety of activities are planned for and set up in the areas each day.

The outdoor area is an important part of the teaching and learning through the day and many children will often choose to learn outside. The learning that takes place in the outdoor area also reflects the areas of the Foundation Stage curriculum. Children will also have the opportunity to further develop their physical skills during PE sessions that take place in the school hall.

The planning objectives within the Foundation Stage are from the Development Matters Statements from the Early Years Foundation Stage document. The planning is based upon themes and interests of the children with discrete phonics, maths and reading directed teaching. However, planning, which is based upon a different topic which is identified as a vehicle of interest to deliver the children's next steps in learning, also therefore responds to the needs, achievement and interest of the children.

### **Approaches To Teaching and Learning**

We ensure that there is a careful balance of adult led activities and child initiated activities across the day. Interactions between the adult and child is crucial as the adult's response to children builds understanding and therefore guides new learning. The adult's role is to model, demonstrate and question what the child is doing. In some cases the adult will ask a child to come and complete a task or a game with them; at other times they will participate in a child's game, extending it where possible.

Learning through play is an important part of our Reception classroom. We believe that children learn best from activities and experiences that interest and inspire them. We provide children with stimulating, active play experiences in which they can explore and develop their learning to help them make sense of the world. They have opportunities through their play to think creatively and critically alongside other children as well as on their own. The children are encouraged to practise skills, build upon and revisit prior learning and experience at their own level and pace. Through their play the children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. We believe it is important that adults take an active role in child initiated play through observing, modelling, facilitating and extending their play.

We include direct, carefully planned, adult led experiences for children in their form of structured adult led teaching and adult led group activities. These are particularly important in helping children to learn specific skills and knowledge and it is often through the children's play that we see how much of this learning children have understood and taken on.

### **Inclusion**

At Holy Trinity we ensure that all children are given the support required to achieve the best possible outcome at the end of the Foundation Stage. Each child's individual needs are assessed and monitored very closely throughout the year and prompt action is taken to provide individual or additional support. We liaise closely with pre-schools and health care providers to ensure that children with additional needs make a smooth transition into school life. (Please see SEND policy for more information.)

We seek to recognise the vast array of individual talents that all children have and nurture them in a positive way. All children are encouraged to develop their talents and interests through child initiated learning, making decisions about what they want to learn and achieve. All children are suitably challenged through the learning environment and through adult led activities.

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At Holy Trinity C.E. Primary School, equality is a key principle for treating all people the same irrespective of their age, disability, gender reassignment, marriage & civil partnership, pregnancy & maternity, race, religion or belief, sex, sexual orientation (Equality Act 2010). Within our Christian school, this policy fully supports our duty and actively looks for ways to strengthen this fundamental aspect of school life.

### **CPD**

It is very important that staff have high quality CPD so that the quality of teaching in the Foundation Stage is of a high standard. This takes the form of:

- Staff meetings improving how we teach and assess different aspects of the subject
- Courses and support / guidance delivered by specialists
- Peer to peer coaching

Teaching assistants are encouraged to engage in CPD to strengthen the quality of teaching throughout the school.

### **Assessment and Record Keeping**

Assessment for learning is fundamental to ensuring all children make the progress they should in the early years. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations.

To ensure we have evidence of a child's progress in the Foundation Stage we use a range of strategies which come together in their individual learning journey. These are collections of children's work, photos and observations which create a detailed picture of the child. Where appropriate, we include individual next steps for children's learning and these next steps inform future planning. Parents have access to the learning journey records that are kept in the classroom. Parents are also encouraged to contribute to the learning journey through the Home School Book that children take home and gives the opportunity for parents to look at what their child has been doing in school and also make comments on things that the children do at home. The learning journey is given to parents when their child enters Year 1.

On entry to Reception we carry out baseline assessments for each child and throughout the year the class teacher submits end of term assessment data to the Head Teacher showing each child's development across the seven areas of learning using Target Tracker. At the end of the Reception year the class teacher assesses the children against the 17 Early Learning Goals (ELG) and comments on whether their development within the ELG is either 'emerging', 'expected' or 'exceeding'. This information is also communicated to parents

and carers in the Reception child's end of year report. This information is also shared and discussed with the Year 1 class teacher.

### **Monitoring and Evaluation And The Role of The Subject Leader**

The Early Years Foundation Stage at Holy Trinity is monitored and evaluated in the following ways and evaluation is closely linked to the Ofsted evaluation schedule for Quality of Teaching, Learning and Assessment. As a church school the subject may be evaluated according to the criteria in the SIAMS Toolkit.

- a) An annual monitoring and evaluation every summer term. This includes:
- a work scrutiny
  - an evaluation of displays especially ones that show the learning process
  - a scrutiny of assessments and tracking
  - the quality of the curriculum evaluated through a learning walk
  - discussions and feedback from children and / or parents

b) If, through monitoring and evaluation, it is agreed that improvements in the subject need a stronger focus, the subject will become part of the School Improvement Plan. It is likely that additional time and resources will be allocated to improvements and monitoring may include lesson observations and the closer tracking and evaluation of pupil achievement to ensure actions have an impact on pupil outcomes.

In addition it is the role of the subject leader to:

- write a subject action plan annually, regularly monitoring and reviewing actions
- stay aware of new developments in the subject and take part in professional development opportunities
- offer guidance and advice to staff
- order new resources
- organise and keep resources easily accessible and tidy.

### **The Role of The Governors**

To enable the Governing Body to carry out its duties in promoting high standards of education and achievement governors need to be fully informed about the standards in the Early Years Foundation Stage as well as priorities for development. Governors are kept informed in the following ways.

- The Head reports to governors regularly on progress towards objectives within the School Improvement Plan. She also reports on the main outcomes of the annual subject reviews.
- For subjects that are a focus within the School Improvement Plan a more detailed report is presented to governors, often by the subject leader at a Curriculum Committee meeting (*Ethos Committee for RE*).

- Governors have opportunities to visit lessons regularly to see teaching across subjects and may take learning walks with staff and children.