

Holy Trinity Church of England Primary School

**EYFS Policy**

Member of staff responsible: EYFS Lead

Joanne Abram

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Date approved by governing body: tbc

Date to be reviewed: September 2021

**Our Vision**

*‘Learn together, shine together’*

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| Within this document, the term Early Years Foundation Stage is used to describe children who are in our Reception classes.    As outlined in the EYFS, ‘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.’  At Holy Trinity we aim to provide the highest quality care and education for all our children thereby giving them a strong, Christian foundation for their future learning. We create a safe and happy environment, linked to our Christian Values, with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.    The following documents should be read in conjunction with this policy: Admissions Policy, Health and Safety Policy, Equal Opportunities Policy, Behaviour Policy.    We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.   * 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 * **Children develop and learn in different ways and at different rates**     **CURRICULUM INTENT**   * Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using focused tasks and access to indoor and outdoor continuous provision for child initiated learning as the vehicles for learning * Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support * Work in partnership with parents and within the wider context * Plan challenging learning experiences, based on the individual child, informed by observation and assessment. * Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult where needed. * To provide the children with opportunities to develop the effective characteristics of learning: Playing and Exploring, Active Learning and Creating and Thinking Critically * Have a key person approach to develop close relationships with individual children * Provide the children with as many first-hand experiences as possible, including those that will develop their cultural capital. * Provide a secure and safe learning environment indoors and outdoors     **CURRICULUM IMPLEMENTATION**  We plan an exciting and challenging curriculum based on our observation of children’s needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals.  All the seven areas of learning and development are important and inter-connected.  The three ***prime areas*** underpin all learning. They are the foundations for children’s success in all other areas of learning and of life and as a result, practitioners focus heavily on developing these:   * **Communication and Language** * **Physical Development** * **Personal, Social and Emotional Development**     The four **specific** areas provide a range of experiences and opportunities for children to broaden their knowledge and skills:   * **Literacy** * **Mathematics** * **Understanding the World** * **Expressive Arts and Design**     The curriculum is delivered using a play-based approach as outlined by the EYFS. Children are provided with a range of rich, meaningful first-hand experiences in which they explore, think creatively and are active.  Here is a strong focus on the development of reading as this is the key to children being able to access other learning, not only in the reception class but in KS1 and beyond. Developing a love of reading is a priority across the school and therefore a focus in EYFS. We follow the Read Write Inc scheme of work to teach phonics. This is a systematic approach to the teaching of reading and writing and provides the structure that will have positive impact on the children’s ability to learn, know and remember. It mirrors the ‘teach, review, teach, review’ model that is evident in KS1 and KS2 classes.  Children have whole class and small group times which increase as they progress through the EYFS with times for a daily phonics session, teaching aspects of Mathematics and Literacy, including shared reading and writing.  In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice.  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 do. Our planning shows how the principles of the EYFS will be put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning.   * **Long Term Planning**: We have created a framework, which gives structure and coherence to the curriculum. Topics are planned for each of the six half terms and the learning objectives are planned and developed over the terms, to determine broad and balanced coverage. * **Medium Term Planning**: We address particular aspects of the curriculum in more detail for each half term. We include links between areas of learning and development and opportunities for educational visits. Learning objectives, assessment opportunities, and activities and experiences for each area of learning and development are identified. * **Short Term Planning**: We identify specific learning objectives and plan activities, differentiation, deployment of adults and resources, to meet the learning needs of the children on a weekly and day-to-day basis. Planning reflects and supports the development of the characteristics of effective learning.   **IMPACT**  As part of our daily practice we observe and assess children’s development and learning to inform our future plans. We record our observations in a variety of ways using informal post-it notes to capture children’s conversations. More formal observations are carried out during assessment weeks (in line with KS1 and KS2). Each child has a Learning Journey that is a wonderful celebration of their achievement throughout the year. It is this evidence that informs assessments and development through the stages towards the Early Learning Goals and beyond. Target Tracker is used to track each child’s progress from baseline assessments throughout each half term. Everyone is encouraged to contribute and discussions take place. In the Autumn and Summer term, parents are invited to attend a parents’ evening where the assessments are shared, and reports are written midyear, with clear targets and next steps identified. Within the final term of Reception, we provide the parent’s with a report based on their child's development against each of the Early Learning Goals and the characteristics of their learning.    **Parents as Partners and the Wider context**  We strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a child’s learning. We welcome and actively encourage parents to participate confidently in their child’s education and care in numerous ways:   * Parent workshops throughout the year, including a reading and writing workshop. * Class Dojo where parents regularly receive updates regarding their children and activities that have been carried out in school. * Parents are invited to join the Reception class every Friday morning where they can see their child in the setting, get involved in their learning and contribute to the Learning Journey. * Parents can complete ‘wow moments‘ sheets at home that can be included in the Learning Journeys. * Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible. * We draw on our links with the community to enrich children’s experiences by taking them on outings and inviting members of the community into our setting. This includes fortnightly trips to Darwen Library to look at and share books and choose one to bring back to school. * Outlining the Reception curriculum to parents during the new parents’ meeting in July, to enable them to understand the value of supporting their child’s learning at home * Operating an ‘open door’ policy, whereby parents can come and discuss concerns and developments in an informal manner * Encouraging parents to listen to their child read each night and to comment on reading progress in a home/school contact book * Encouraging relevant learning tasks to be continued at home ensuring that experiences at home are used to develop learning in school * Parents evening in the first and sixth half term, to discuss children’s progress and next steps. * Providing an annual written report to parents in the summer term, summarising the child’s progress against the early learning goals and EYFS assessment scales and giving an outline of the Characteristics of Effective Learning that their child has developed.   **Safety**  Children’s safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children’s safety.  We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, sharing snack time, promoting good heath through exercise and hygiene routines and following set procedures when children become ill or have an accident.  Please see our separate policies and procedures on Health and Safety, Child Protection, Food and Drink, Illness and Injury.    **Inclusion**  We value all our children as individuals at Holy Trinity, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that most of our children achieve and even exceed the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies. See our separate policies on Equality of Opportunity and SEND.    **Transitions**  Transitions are carefully planned for, allowing children to be fully supported and settled. At any transition, we acknowledge the child’s needs and establish effective partnerships with those involved with the child, including nurseries and child minders.  Our transition schedule:  In the preceding *Summer* term;   * Parents attend a welcome meeting to meet the staff at Holy Trinity and receive important information and documents. * The Reception teacher visits each child in their pre-school setting or at home. * Children attend introductory sessions to Reception to develop familiarity with the setting and practitioners. * Children attend a half-day session with their parents, to support the settling in process. |

**POLICY REVIEW**

This policy will be reviewed every year by the EYFS lead

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Headteacher)

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Chair of Education committee)