



HOLY TRINITY C of E PRIMARY SCHOOL

Benner Lane, West End, Woking, Surrey, GU24 9JQ

Executive Head: Mr J Hills

EARLY YEARS FOUNDATION POLICY (EYFS)

Policy Type:	Statutory
Policy Origin:	Surrey Model
Approved by:	Mr J Hills, Executive Headteacher
Last Reviewed:	Spring 2022 – 23 February 2022
LAB Accepted:	
Next Review:	Spring 2024
Summary of changes:	

Rationale:

The Early Years Foundation Stage is a distinct stage of education for children aged from zero to five years. The earlier stages will be covered in nurseries and through child minders. The final year of this stage is covered while children are in reception classes, from the age of four.

‘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)

‘Children develop in the context of relationships and the environment around them. This is unique to each family, and reflects individual communities and cultures.’ (Development Matters)

At Holy Trinity, we recognise the importance of providing a positive start to children’s school life, developing strong relationships with the children and their parents in an environment where they feel confident and safe. This allows children to develop a love of learning and curiosity about the world around them. We believe that valued and respected children will develop resilience and selfconfidence, as well as a positive attitude to future relations and learning.

Learning for young children goes on everywhere, not just in planned activities but also in everyday tasks such as when children wash their hands, play in the playground and have their snacks. The curriculum in the Early Years Foundation Stage cannot be organised into neatly packaged sections: opportunity for learning exists everywhere.

For this reason, Reception children must have the opportunity to learn in different environments (both indoors and outdoors) and in the context of different relationships and social settings such as child-initiated activities, adult led tasks and adult guided activities.

At Holy Trinity children have opportunities to develop the following skills:

- respecting others
- listening to others and responding appropriately
- talking effectively to others
- exploring new objects or ideas
- taking part in new experiences
- practising newly acquired skills
- recreating experiences
- applying skills
- experiencing challenges
- learning to take risks
- persistence
- independence
- beginning to form strategies to solve problems.

Principles (EYFS Statutory Guidance)

The EYFS is based on 4 principles:

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

Positive relationships - Children learn to be strong and independent through positive relationships.

Enabling Environments with teaching and support from adults - Children learn and develop well in enabling environments, where adults respond to their individual needs and interests, to help them build on their learning over time. Children benefit from a strong partnership between practitioners and parents and carers.

Learning and Developing - Children develop and learn in different ways.

At Holy Trinity, we recognise that:

- Every child is unique and therefore needs to develop as an individual, in his/her own way and at his/her own pace
- Children need to make choices and experience success, risk and failure
- Children need to learn to understand and cope with emotions
- Children learn from first hand experiences (active learning)
- Children need to develop socially and emotionally with others to be able to:
 - Make good relationships with others.
 - Develop consideration and respect for others.
 - Learn a sense of responsibility.
 - Gain self-confidence, independence and learn self-control.

Early Years Foundation Stage Curriculum

We follow the Statutory Framework for the Early Years Foundation Stage and Development Matters.

The curriculum for Early Years is organised into 7 areas of learning. There are 3 Prime and 4 Specific areas. All areas of learning and development are important and inter-connected. The Prime areas are crucial for engaging and promoting children's curiosity and enthusiasm for learning, for building their capacity to form relationships and thrive. The Prime areas are strengthened and applied through the Specific areas.

Alongside the curriculum we focus on 'how children learn' and this is assessed through The Characteristics of Effective Teaching and Learning.

The characteristics of effective teaching and learning are developed through:

Playing and exploring (being curious and asking questions) so that children become engaged. They have opportunities to find out and explore, play with what they know and develop the confidence to 'have a go'.

Active learning so that children are motivated. They learn to become involved, concentrate, keep trying (be resilient) and enjoy achieving.

Creating and thinking critically so that they have their own ideas, can make links in learning and can choose ways of doing things.

Learning takes place through a range of adult led and child-initiated activities. Children take part in whole class and small group learning opportunities throughout the day with a variety of adults in a variety of settings (both inside and outside). They also have opportunities to explore, test their own ideas and embed learning of previous skills through their play in 'free flow' (self-initiated activities.)

Importance of Play

Young children learn best when they are active and become motivated to learn through play. We recognise the importance of play in allowing children to discover, explore, investigate, develop a sense of curiosity and a love of learning. Children also build their resilience through play and learn to persevere when challenges occur.

At HT, children have opportunities to play every day (both inside and outside) and activities are carefully planned to allow children to embed previous learning, discover new things and help them make sense of the world around them. Experienced adults support children's learning through play, recognising when to step in to extend learning through careful questioning and when to step back and allow children to discover things for themselves.

Staffing

In our Reception classes we maintain high adult to child ratios to ensure positive relationships are built with all children to enable them to develop confidently. Our staff consists of teachers and teaching assistants who work closely with each other and with parents to help each child learn and grow in their own unique way.

Due to the nature of our curriculum and the fact that opportunities to learn are everywhere, adults working within Early Years need to be flexible and able to think on their feet. They need to be able to respond appropriately to children, informed by knowledge and experience of how children learn and develop. For this reason, all Early Years staff are involved in training, team building and regular staff meetings.

At Holy Trinity, we believe young children need adults who:

- Foster their curiosity and enthusiasm
- Observe and listen to them
- Have high expectations of them
- Enjoy being with them
- Are good role models both in the way we treat others and as lifelong learners

Home / School Partnership

At Holy Trinity we recognise that parents are a child's first educator and the importance of building a strong link between home and school so we can work in partnership for the benefit of the child. It is important that parents continue to play a key role in their child's education once they have begun school. The strength of the partnership and parents' involvement is encouraged by:

- A home visit before their child starts
- Ensuring a welcoming atmosphere at school for parents
- Consistency between home and school in expectations for learning and behaviour

- Clear communication about school aims, procedures, routines etc. through weekly parent letters and other whole school communications
- Regular opportunities to talk to staff, both formally at parent meetings and informally on the door or after school
- Ensuring parents understand the stage of development their child has reached through parent meetings and the end of year school report
- Inviting parents in to volunteer in their child's class
- Inviting parents to become involved in school life through the H.T.S.A. and activities like Stay and Play or Sports Day.

Planning

Careful planning of the curriculum is crucial. With effective planning we recognise the importance of:

- The whole child: spiritual, emotional, physical, intellectual, and moral development are interrelated
- Self-motivation, resilience and the nurturing of learning behaviours
- Young children learn best through experiencing things and trying them out
- Previous knowledge as a starting point
- The potential of every child
- The adults and the children with whom a child plays and works are of central importance
- Children learning continuously whether from planned events or through spontaneous experiences

At Holy Trinity, the Reception staff plan as a team and produce:

- Long term plans - ensuring full curriculum coverage as indicated by the Early Years Foundation Stage Curriculum.
- Medium term plans - topic based with suggested activities for each half term.
- Short term plans
Weekly: detailed timetables and specific objectives for each week based on the 7 areas and characteristics of learning to ensure a balanced curriculum.
Daily: activities and deployment of support staff are determined after evaluation of the previous day's activities and individual responses.

We use the Development Matters (DfE, 2021) document to support planning. This breaks each area of learning down into age related steps of development working towards the early learning goals which most children are expected to meet by the end of the Early Years Foundation Stage.

All planning is shared, evaluated and adapted as and when necessary. The areas of learning and development are covered through a range of topics. All plans include opportunities for outdoor learning, learning from first hand experiences, learning from the world around them and from stories.

Assessment

Assessment in Reception is ongoing throughout the year. It is used to inform planning, track children's progress and identify next steps in individual children's learning and development.

Within the first six weeks of school, the Reception Baseline Assessment (RBA) is completed with all children. This is a statutory requirement. HT staff also complete their own baseline assessments alongside the RBA to identify children's starting points in all seven areas of the EYFS curriculum.

Throughout the year staff make observations of children while they are engaged in a range of child initiated and adult led activities. On a day to day basis these observations are used to plan children's next steps. They are also used to build a picture of whether children are on track or not on track in relation to the Development Matters statements and at the end of the year to assess against the early learning goals (ELGs).

Observations are often recorded on iPads and uploaded to Seesaw, an online learning platform. Parents are able to view these observations and can communicate with EYs staff through Seesaw about them. Early Years staff adhere to the school's Online Safety Policy whenever using technology to record and share observations of children.

At the end of Reception, teachers complete the Early Years Foundation Stage Profile for each child, where they are assessed against the 17 Early Learning Goals. A child is deemed to be 'On track' in their learning and therefore ready for Year 1 if they achieve each of the Early Learning Goals.

Reporting

At Holy Trinity we operate an open-door ethos in the Early Years Foundation Stage and all parents are encouraged to discuss with us any matter relating to their child throughout the year.

More formal reporting times are as follows:

- October and February: Parent interviews to discuss progress and to set targets for the rest of the year.
- July: End of Year Reports. Parents are welcome to arrange an interview to discuss their child's end of year report.

Special Educational Needs

Observation as well as formal and informal assessment will indicate potential special needs. Needs that are greater than those which can be met in the normal classroom situation will be met within the framework of the school's SEND policy.

There is close liaison with the Inclusion leader should any concerns arise. With this support, all children are able to participate in the curriculum. Parents are encouraged to work in partnership with the school and are actively consulted about the provision made for their child.

Transition from Nursery/ Child minder to School

At Holy Trinity, we recognise that starting school can be an anxious time for both the child and their parents. We want children to be excited about starting school and confident to come in. We aim to support both children and adults by ensuring the following things happen to help with a smooth transition:

- A member of the Early years staff will either visit or telephone the child's keyworker at nursery to discuss the individual child and how best to support them when they come to school.
- Induction meeting for new parents (June) to inform parents of transition process, expectations of school, routines etc.
- Stay and Play session for parent and child (July) – children have the opportunity to visit our setting with their parent to explore our environment and resources. This way the child's first experience of school is with their parent at their side to help build confidence and for parents to then be able to offer reassurance from first-hand experience of school when the child next visits on their own.
- Stay and Play session for child only (July) – children are invited into the unit the week after they have come in with their parent. This is an opportunity to build on the confidence from last week's visit and for them to come in and meet staff and get to know the environment more before September.
- For children who are very anxious, transition books are provided over the summer for parents to share with them and to help them get excited about starting school.
- In September we have a staggered start over the 1st 4 weeks including:
 - A home visit (week 1)
 - Half the Year group in for 3 hours either morning or afternoon (Week 2)
 - All children in together for mornings only, going home before lunchtime (Week 2 and 3)
 - All children stay for lunch and then go home at 1pm (Week 3)
 - All children stay all day.(Week 4)

We encourage parents to come and discuss any concerns they may have with staff as soon as they can to ensure we are able to reassure them and help resolve any problems / worries they may have.

The staggered start in September ensures we are able to build strong relationships with the children and support them to explore their new environment in smaller groups.

Transition from Reception Class to Year 1

We recognise that at the end of Early Years it is important to support the children as they move up to Year 1. Transition is carefully managed by providing the following opportunities in the second half of the summer term:

- Regular visits to Year 1 for story at the end of the day for children to meet Year 1 staff and become familiar with the Year 1 environment.
- Reception children attend playtime on KS1 playground and eat fruit outside as they will in Year 1.
- The Reception timetable includes a carousel of activities that children must complete, some independently, before going to Free Flow. This is to reflect the Year 1 curriculum at the beginning of the year.
- Year 1 ensure their timetable reflects the EYs timetable in Summer term 2 and includes time for free flow.
- For children with anxieties about going up to Year 1, transition books are provided for them over the summer to help them be reassured about what will happen in September. Extra

visits to Year 1 are arranged for these children with opportunities to talk to the Year 1 staff in small groups or on an individual basis.

- Year 1 and Early Years staff spend time together to discuss each individual child and their needs, identifying how best to support them in Year 1.
- Year 1 staff including teaching assistants, spend time with children in the Reception environment to get to know them better.
- Completed Early Years Profiles are handed up to the Year 1 staff, together with work samples, and Early Years staff commentaries about children's abilities and characteristics of learning. For children with additional needs, one-page profiles are also completed and given to Year 1 staff.

Christian Values and Worship

Holy Trinity is a church of England school and our school values and ethos reflect this. Children in Reception are introduced to the school values at a level appropriate to their age. They are encouraged to respect these values and rewarded when they display them.

Children are taught about the importance of Jesus and God and learn about significant times and celebrations within the Christian calendar such as Christmas and Easter.

Children in Reception do not attend all acts of worship at the beginning of the year. Initially they will attend class worship only. As the year progresses and children become more confident in their environment they attend larger acts of worship with the whole school.

Reviewed by Sarah Gurden and Leigh Hutchison February 2022

The school uses the Surrey County Council guidance: 'Intimate care and toileting – Guidance for Early Years settings and schools' (updated in January 2017) as the basis of its intimate care policy. At Holy trinity we recognise that achieving continence is one of many milestones that children will reach. We also recognise that all children are individuals and not all children may have reached this milestone by the time they start school. When support is required, staff will show sympathy and compassion towards the individual to help maintain the child's own self-esteem.

Time needed to change a child should be used as a positive learning experience. It may take 10 minutes or more to change a child, but this is not dissimilar to the time allocated to working with a child on an individual learning target.