



Holy Trinity C of E Primary Academy

Vision Statement

At Holy Trinity CE, Primary Academy, inspired by and rooted in Christian values and teaching, we nurture children to become aspirational, courageous, compassionate and joyful young people.

The values of our school: Courage, Joy, Aspiration and Compassion.

POLICY DOCUMENT	Early Years Foundation Stage (EYFS)
Status	STATUTORY
Legislation	
Lead Member of Staff	Mrs Lucy Nisbeck
Lead Governor (Monitoring)	
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Governor Committee	Policy & Curriculum
Approval Date and by	
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Chair of Governing Body/ Sub Committee signature	
Supporting documents	

1 Background

1.1 The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Holy Trinity CE, Primary Academy, we aim to provide a positive and supportive start to school.

1.2 Those delivering EYFS are required to have policies and procedures on a range of issues covering learning and development, safeguarding and welfare. These are set out in detail in the Statutory Framework for the Early Years Foundation Stage. An EYFS Profile assessment is required for each child during the academic year they reach the age of five; this is the reception year in Holy Trinity CE Primary Academy.

2 Introduction

2.1 All aspects of school life are based and founded on Christian values and ethos with all staff modelling our Christian Ethos to children and parents demonstrating how our values make a difference not just in worship but in the way, we approach everything that goes on in our school.

2.2 The Early Years Foundation Stage is based upon four themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

2.3 Young children who are starting school are at very different stages of development, and need a wide variety of activities, both structured and unstructured, to develop their skills and knowledge. We place great emphasis on building their confidence, independence and concentration to enable them to use equipment purposefully and work sensitively with other children and adults. They are encouraged to share both equipment and ideas, listen to others and respond appropriately to a variety of challenges, both in class and in the wider school environment.

2.4 This policy explains how our practice is underpinned by these four themes.

3 A unique child –

3.1 At Holy Trinity CE Primary Academy 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, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

3.2 We value the diversity of individuals within the Academy. All children at Holy Trinity CE Primary Academy are treated fairly whatever their race, gender, religion or abilities. All children and their families are valued within our Academy.

3.3 In our Academy, we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

3.4 In the Foundation Stage, we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of the children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

3.5 We meet the needs of all our children through:

- planning opportunities that build upon and extend children’s knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children’s learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children’s progress and taking action to provide support as necessary.

4 Positive Relationships

4.1 At Holy Trinity CE Primary Academy we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

4.2 We recognise that parents are children’s first and most enduring educators and we value being partners with them in their child’s education through:

- Talking to parents about their child before their child starts in our school either through a home visit, or through an informal meeting at school
- Offering both parents and children the opportunity to spend time in the Foundation Stage before starting school.
- Operating an open door policy for parents with any queries.
- Sharing regularly the children’s work and valuing the on-going contributions to these from parents.
- Offering two parent/teacher consultation evenings per year.
- Sending a report on their child’s attainment and progress at the end of the school year.

4.3 All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. The key person involved in this is the classroom teacher whose approach is aimed at enabling and supporting close attachments between children and practitioners. Attachment provides a sense of security so that children can become confident, independent and capable young learners. The role of the key person is to meet the needs of each child in their care and respond sensitively to their feelings, talking to the parents when appropriate, and working in partnership with them.

4.4 The Foundation Stage staff meets with pre-school providers when possible to discuss each individual child and their transition process into school.

4.5 The Foundation Stage classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, quiet, creative etc. The classroom has defined learning areas, where children are able to find and locate equipment and resources independently. The Foundation Stage has enclosed outdoor areas, and children are able to free-flow between the indoor and outdoor spaces. Being outdoors offers the children opportunities for doing things in different ways and on different scales than when indoors. They are able to explore, use their senses, develop their language skills and be physically active. We plan activities and resources both inside and outside enabling the children to develop in all the areas of learning.

5 Learning and Development

- 5.1 At Holy Trinity CE Primary Academy, we recognise that children learn and develop in different ways and have their own learning styles. There are seven areas of learning and development that must shape educational provision in Early Years settings. We value all areas of learning and development equally and understand that they are often 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.
- 5.2 Prime Areas:
- Personal, Social and Emotional Development
 - Communication and Language
 - Physical Development
- 5.3 Staff will also support children in four specific areas, including formal, adult led learning every day, through which the three prime areas are strengthened and applied.
- 5.4 Specific Areas:
- Literacy
 - Mathematics
 - Understanding the world
 - Expressive arts and design
- 5.5 We recognise that features of effective teaching and learning in the EYFS are:
- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
 - the understanding that teachers have of how children develop and learn, and how this affects their teaching;
 - the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
 - the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
 - the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
 - the encouragement for children to communicate and talk about their learning, and to develop independence;
 - the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
 - the identification of the progress and future learning needs of children through observations;
- 5.6 Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to exert self-control, understand the need for rules and to value others. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They have the opportunity to express fears or re-live anxious experiences in controlled and safe situations. We deliver learning for all of the areas through, purposeful play and learning experiences, with a balance of adult-led and child-initiated activities.
- 5.7 Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning.
- 5.8 Children should be given an opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest,

offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

6 Monitoring and review

- 6.1 The Headteacher is responsible for the monitoring and review of this policy drawing on discussion with the foundation stage classroom teacher and feedback received from parents.

Document History

Date	Description