



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 each other to become aspirational, courageous, compassionate and joyful people.

POLICY DOCUMENT	Early Years Foundation Stage (EYFS)
Status	STATUTORY
Legislation	
Lead Member of Staff	Miss Lucy Nisbeck
Lead Governor (Monitoring)	Mrs Rebecca Wilson
Publication/Revision Date	
Governor Committee	Policy & Curriculum
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Review Frequency	Head teacher to determine
Date of next review	September 2024 (unless legislation changes)
Publication Date: Academy Website/ Staff information folder	
Supporting documents	<ul style="list-style-type: none"> • Early Years Foundation Stage (EYFS) Statutory Framework 2021 • Development Matters Non-Statutory Curriculum Guidance 2021 • Little Wandle Phonics and Early Reading Policy 2022

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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that provides them with a wide range of knowledge and skills needed for good progress through school and life.
- We have high aspirations for of all of our children at Holy Trinity CE Primary Academy, every child matters. The children are given every opportunity to achieve their individual best.
- 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.

2. Curriculum Intent

The Early Years Foundation Stage (EYFS) at Holy Trinity CE Primary Academy is the building blocks and foundation for all learning that takes place as children begin and continue their journey through our school. Children are given the skills and knowledge they need to become courageous, joyful, compassionate and aspirational citizens of not just the school community but the wider world in which they live. Our strong Christian values inspire children right from the very beginning to become the very best that they can be regardless of background, circumstance or needs.

3. Legislation

This policy is based on the legal requirements set out in the Early Year Foundation Stage Statutory Framework 2021. The Non-Statutory Development Matters Curriculum Guidance 2021 and the Little Wandle Phonics and Early Reading Policy 2022.

4. Structure of the EYFS

- 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.

- The EYFS profile is intended to provide a reliable, valid and accurate assessment of each child's attainment at the end of the EYFS. It is made up of an assessment of the child's attainment in relation to the 17 Early Learning Goals (ELG) descriptors.
- Young children who are starting school are at very different stages of development, 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 inside and outside of the class, and in the wider school environment.

5. Curriculum Implementation

At Holy Trinity CE Primary Academy we follow the curriculum outlined in the latest version of the EYFS statutory framework 2021 to define what we teach and use the non-statutory Development Matter Curriculum Guidance 2021 document to support our curriculum.

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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.

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.

Prime Areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Staff will also support children in four **Specific Areas**, including structured formal, adult led learning every day, observed play based learning and specific child lead learning activities. Through these the three **Prime Areas** are strengthened and applied.

Specific Areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

6. Phonics and Early Reading

- At **Holy Trinity C of E Primary Academy** we are committed to providing the very best start to all children's phonics and early reading journey. It is our aim to ensure that every child will leave our school fluent, confident and lifelong readers. It is essential that our approach to teaching phonics and reading is accessible to all learners, regardless of background, circumstance or need.
- At Holy Trinity, we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in reception and follow the [Little Wandle Letters and Sounds Revised progression](#), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

7. Assessment and Curriculum Impact

7.1 - Assessment

We regularly carry out internal moderation sessions alongside moderation with other settings in our local collaboration and Wiltshire using the Development Matters 2021 document to support our judgements. This allows us to be confident that the decisions we are making are consistent with a range of settings.

All children are assessed through careful observations which are then used to inform planning and next steps of learning.

Monitoring assessment procedure regularly and discussions within the EYFS team demonstrates that effective learning is taking place and children are progressing in all seven areas of the EYFS curriculum.

- Within the first 6 weeks that a child starts reception, staff will administer the Statutory Reception Baseline Assessment 2021 (RBA, May 2021)
- At the end of the reception year, staff will complete the EYFS Profile for each child. Pupils will be assessed against the 17 Early Learning Goals, indicating whether they are:
 - **Expected** – Meeting the expected level of development
 - **Emerging** – Not yet reaching the expected level of development

The end report is then submitted to the local authority and each child's parents/carers.

7.2 - Impact

- It is our aim that all children at Holy Trinity will grow into confident, resilient and joyful lifelong learners. They will know that they are part of a community, which they are valued and respected in all that they achieve and do.
- Through well planned activities and environments children will build on their existing knowledge and extend their learning.
- Effective communication and collaboration ensures children leave the EYFS with a solid foundation in which to build upon as they go forward with their learning journey through the school.
- Most children will level the Foundation Stage achieving a Good Level of Development (GLD) in all 17 Early Learning Goals.

8. Working with Parents

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.

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 through an informal meeting at school, by telephone or email.
- Offering both parents and children lots of opportunities to spend time in the Foundation Stage before starting school.
- Operating an open door policy for parents with any queries.
- Inviting parents into school regularly to look at their child's work or take part in an activity afternoons with their child.
- 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.

Children starting at Holy Trinity receive a smooth transition from nursery schools and our close collaboration with other settings is key to ensuring this happens.

9. Safe Guarding and Welfare

It is important that all children at Holy Trinity CE Primary Academy are able to learn, grow and develop in a safe, secure and happy environment. We aim to educate children on the boundaries, rules and limits of the school and wider community. The staff will support children to understand why they exist and the importance of these life skills. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. As a school we aim to protect the physical and psychological well-being of all children. We know that children learn best when they are healthy and safe, when their individual needs are met and when they have the chance to build positive relationships with the adults and peers around them.

10. Monitoring and Review

Monitoring and Review

The Head teacher 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
Oct 2020	Reviewed and updated in line with the new EYFS reforms 2020/21
April 2022	Reviewed and updated in line with Non-Statutory Development Matters 2021 and Little Wandle Letters and Sounds Revised Policy 2022

