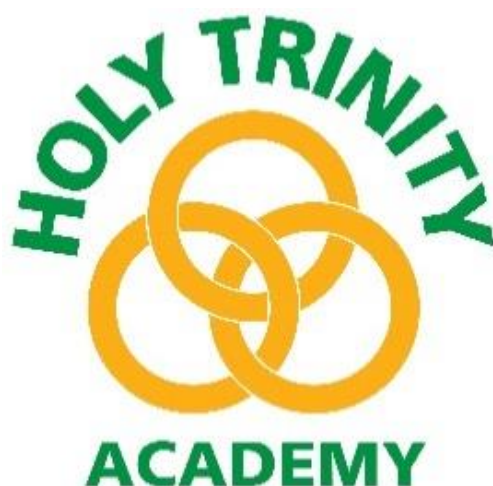


The Policy for the Early Years Foundation Stage Holy Trinity C of E Academy



To be read in conjunction with:

Safeguarding policy,
Child Protection policy,
Online Safety policy,
Social Media Use Policy
Health and Safety policy,
Intimate and Invasive Care policy,
Administration of Medicines policy,
Attendance Management policy,
Accessibility policy and plan

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To be reviewed	Headteacher, Staff and Governors
Authorised by	Headteacher and Governors

“Every child deserves the best possible start in life and support to fulfill 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. 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.

EYFS Statutory Framework. 1 p.2

At Holy Trinity the children are at the centre of all that we do. We strive to provide a caring, inspiring and nurturing environment in which children grow socially, academically and spiritually. As a church school we promote and encourage a sense of awe and wonder about the natural world, fostering a sense of respect for the environment and each other.

We firmly believe that the Early Years Foundation Stage should not only be viewed as time for preparation for the next stage in education but it should be celebrated as a valid stage in its own right. A stage in which to foster a sense of curiosity, of awe and wonder and a love of learning that will endure for a lifetime. We are committed to creating an environment in which each child is valued and nurtured to reach their full potential with the following aims and principles in mind:

Aims and Principles

Aims

1. To ensure that **all** children feel included, safe, secure, nurtured and valued.
2. To plan and deliver an interesting and enjoyable early years curriculum which provides experiences that put great emphasis on developing the skills children need to become life long learners.
3. To ensure that early years experiences build upon what the child knows and can already do.
4. To work in partnership with parents, carers and children based on a spirit of openness and co-operation.
5. To promote independence, confidence and a sense of responsibility.

Principles

We have agreed to adopt the four guiding principles to shape effective practice within our setting from the Statutory Framework for Early Years Foundation Stage 2014:

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: 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.

Learning and Development: *Children develop and learn in different ways and at different rates*. Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.

EYFS Statutory Framework. V1 p.6



How our setting is organised

Arrangements for Admission to Holy Trinity Academy

Pupils are admitted in the September of the school year in which that attain the age of five. In September all children who are 4 years old will be offered full time places. During the first two weeks of term we will induct new children in smaller groups, attending for either morning or afternoon sessions for the first two weeks. After this most children will be in school full time. However full-time attendance at school is not compulsory until the term in which children turn 5. Parents may opt for part time education until their child is 5. Part time education is defined as mornings only. A full copy of the admission policy is available on the school website or you can ask at the school office.

Induction arrangements

We endeavour to make new entrants to Holy Trinity feel welcome through these key initiatives.

- All children are invited to attend two induction sessions in Term 6. For the first session they are accompanied by their parents. An informal Induction meeting is also arranged to provide the opportunity to discuss the child's development.
- New parents receive a copy of the school prospectus and A Handbook for New Parents. They are also given the Welcome to Reception and Let's Explore Your School booklets. These detail the curriculum and approach to learning on offer as well as providing photographs of the setting to support children in settling in to school. Parents are asked to complete the All about Me Booklet which is discussed during the induction meeting.

- There is a 'new parent' tab on the school's website:
<https://www.holytrinitycalne.co.uk/>
- The reception teacher visits/liaises with the pre-school settings prior to the child starting at Holy Trinity. This allows the opportunity to meet with setting staff to discuss the child's development observe the child in their familiar environment.
- In Term 1, once the children are starting to settle into school, we hold two information sessions for parents. One is a general overview of what to expect from the Reception year with the other focussing specifically on phonics and reading.

Partnership with Parents

At Holy Trinity we strive to foster the partnership between parents and the academy in the following ways:

- At Holy Trinity we have an open-door policy. This means that parents are welcome to come into the school and classroom in the 10 minutes before school or drop-in after school. The school gate is closed by 9am every morning to safeguard the children in our care. Parents are encouraged to share areas for celebration and concerns. If a detailed discussion is necessary we will be pleased to make an appointment to speak with you.
- Parents are encouraged to meet with Headteacher and Foundation Stage staff on a visit prior to seeking admission.
- Parents are given a school prospectus and New Parent Handbook prior to their child entering Holy Trinity.
- Information booklets on the Foundation Stage and related topics are made available to parents.
- Parents are encouraged to join trips and visits within the community.
- Parents are actively encouraged to view and add their observations to their child's Tapestry learning journey.
- Reading record books are used for sharing information between home and school.
- A Parents' Information Board is situated outside the reception classroom.
- Weekly 'Talk with me about' sheets are sent to parents with suggestions for how parents can become involved in their child's learning e.g. 'This week we are learning about the Post Office ...Why don't you write a letter with your child and post it together'. It also contains suggested activities to support children's learning of phonics and maths.
- Newsletters are circulated to parents weekly via email or the academy's website.



- Parent and child induction programmes are run in Term 6.
- Parents are encouraged to attend termly parent consultation meetings to discuss their child's progress.
- Parents are encouraged to join the Friends of Holy Trinity association.
- Weekly parent assemblies are held on Friday afternoons.
- Curriculum maps are sent to parents to inform them of curriculum coverage for the term.

Tapestry

In order to keep a record of each child's development we subscribe to the online learning Journey, Tapestry. Each child has their own, password secured page which can only be accessed by Reception staff, parents and relative that parents provide email addresses for. Parents can log in to see their child's learning journey and can add observations of their child's learning from home. Should a parent choose not to have access to the site, their child's learning journey will still be on Tapestry and it will be printed for occasions such as parent's evening.

At the end of the Reception year parents are given the choice of how they would like to receive their child's learning journey. It can be printed, saved to disc or saved to a memory stick provided by the parents.

As a school we will keep this information for two years (when the child joins Year 2) and then destroy the electronic copy of each child's learning journey. All parent's accounts will be deleted by 1st August.

Learning and Development

The Early Years Foundation Stage curriculum is for children from birth to the end of the reception year. It is organised into seven main areas of learning to ensure that there is a breadth and balance to a child's development. The areas are divided into **Prime** areas and **Specific** areas of learning.

- Personal, Social and Emotional Development (Prime)
- Physical Development (Prime)
- Communication and Language (Prime)
- Literacy (Specific)
- Mathematics (Specific)
- Understanding the World (Specific)
- Expressive Arts and Design (Specific)

We also consider the main Characteristics of Effective Learning (EYFS Statutory Guidance 2014) which are



encouraged and developed through all activities and experiences. These are

- Playing and Exploring – engagement
- Active Thinking – motivation
- Creating and Thinking Critically - thinking

We put great emphasis on teaching children the skills they need to learn to become life long learners. Learning to Learn is a vitally important part of our provision at Holy Trinity Academy. We teach this through a framework researched at Bristol University by Professor Guy Claxton (Building Learning Power)

Our curriculum is planned through a series of themes and topics, each of which offer experiences in all seven areas of learning and promote the characteristics of effective learning. We plan to deliver learning experiences through a balance of adult led and child-initiated activities.

The structure of learning

“Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children’s development, building their confidence as they learn to explore, think about problems, and relate to others.

EYFS Statutory Guidance 2014 p.9

At Holy Trinity Academy we believe that through play, in a secure environment with effective adult support, children can:

- explore, develop and represent learning experiences that help them make sense of the world;
- practise and build up ideas, concepts and skills;
- learn how to control impulses and understand the need for rules;
- be alone, alongside others or co-operate as they talk or rehearse their feelings;
- take risks and make mistakes;
- think creatively and imaginatively;
- communicate with others as they investigate or solve problems;
- express fears or relive anxious experiences in controlled and safe situations.

At Holy Trinity Academy we recognise that children develop at different rates and their learning must be well matched to their developmental stage. Therefore the balance between child initiated play based learning and more formal adult led activities will change in order to reflect the development of the children.

Assessment

“Assessment plays an important part in helping parents, carers and practitioners to recognize children’s progress, understand their needs and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. 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 these observations.”

EYFS Statutory Guidance 2014 p.13

- Observations are carried out while children engaged in normal classroom activities, in order to gain an insight into children's interests and what they can do.
- Observations are carried out during focused group work/whole class teaching in order to assess children's level of understanding related to specific skills and concepts.
- Discussions with children about their interests and their learning are promoted
- Children are assessed against each area of learning using Developments Matters criteria. A Baseline is carried out by October half-term once the child is settled in their new environment. Individual assessment records are updated in February and May.
- All observations, assessments and recordings are an integral part of teaching, as they inform future planning for children's needs.
- Parents are encouraged to include their observations in their child’s learning journey.
- The Early Years Foundation Stage Profile is completed for each child, the outcomes of which are reported to parents.
- Parent consultations take place in Terms 2, 4 and 6.
- An annual report about each child’s progress is sent to their parents.

Equal Opportunities

Holy Trinity Academy is committed to providing a safe and nurturing learning environment for all of its pupils. We endeavour to promote equal opportunities within the setting by

- Valuing every child
- Treating each child as an individual
- Providing an environment which is free from stereotypical images
- Using resources that positively reflect diversity

- Using a wide range of teaching strategies, based on children's learning needs
- Planning challenging opportunities for more able children
- Facilitating equal access to activities by all children
- Supporting children with special educational needs as appropriate

e.g.

- providing additional support from adults
- adopting activities or environments
- using specialist aids and equipment
- using multi-sensory materials and experiences



Our Equality Objective

Our Objectives are to:-

- Provide a nurturing environment that helps develop resilience in our children in the ups and downs and stresses of everyday life
- Promote cultural development and understanding through a rich range of experiences both in and beyond school

Holy Trinity School has a separate Equality Information Document. This is available on request or through the school website. The policy covers the following areas in more detail:

- Gender
- Special Educational Needs and Disability
- Ethnicity and Economic Disadvantage
- Religion and Belief
- Languages
- Sexual Orientation
- Gender Identity