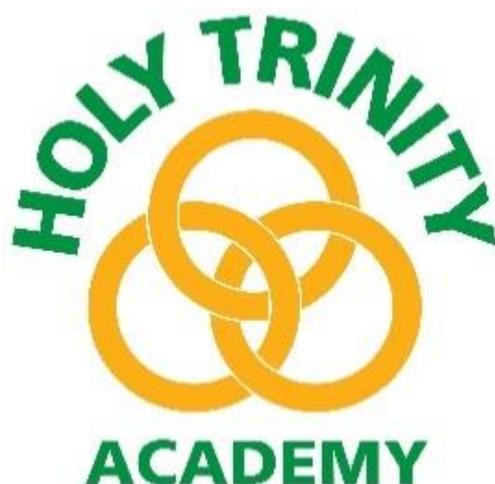


The Policy for the Early Years Foundation Stage Holy Trinity C of E Academy



To be read in conjunction with:

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

Date of issue:	November 2021
Review Date	November 2022
To be reviewed	Headteacher, Staff and Governors
Authorised by	Headteacher and Governors

The Early Years Foundation Stage (EYFS) sets standards for the learning, development and care of your child from birth to 5 years old.

“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. 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, September 2021

1) Aims

At Holy Trinity we believe that children learn best and achieve their full potential when they feel nurtured, valued and inspired. That’s why when your child starts school with us they become part of the Holy Trinity family and we aim to create a learning journey in which children flourish socially, academically and spiritually. This policy aims to ensure:

1. Every child is included and supported through equality of opportunity and anti-discriminatory practice.
2. All children access a curriculum that provokes awe and wonder, and provides experiences that support children to develop the skills they need to become life long learners.
3. Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind.
4. A close working partnership between staff and parents and/or carers.

2) Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021.

3) Admissions and Transition into school

Our Reception class has space for 30 children. Pupils are admitted in the September of the school year in which they attain the age of five. In September, all children who are 4 years old will be offered full time places. Parents may opt for part time education until their child is 5. A full copy of the admission policy is available on the school website or from the school office.

Helping children to feel happy, safe and settled when they first start with us at Holy Trinity Academy is our priority. Therefore we offer the following activities before children start school full time:

- Our Early Years Lead aims to visit all children in their nursery/pre-school settings and to meet with their key workers.
- We hold two 'Play and Meet' sessions in school during the Summer term to get to know children and their families before they start, and give them the chance to explore their new school environment.
- A 'Welcome to Holy Trinity' meeting is usually held in the Summer term for new parents to provide key information about your child starting school and to be on hand to answer any questions and talk through any concerns.
- When children first start school, they attend in smaller groups (through a combination of morning and afternoon sessions). This provides a fantastic opportunity to settle and get to know the children well before they all start school full time together.

4) Curriculum

Our Reception class follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021. The EYFS framework includes seven areas of learning and development that are equally important and interconnected. However, the children's development in the three 'prime areas' are particularly important for igniting a curiosity and enthusiasm for learning, building children's learning power and helping them to form positive relationships and thrive.

The **prime areas** of the EYFS are:

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

The four **specific areas** of the EYFS are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Planning our curriculum

At Holy Trinity Academy we provide a happy, safe, caring, stimulating and well-organised environment in which children learn by building upon what they already know and can do. By building strong relationships with the children in our care, reflecting on their needs and interests, we aim to plan a challenging and enjoyable experience across all areas of Learning and Development. In planning and guiding children's activities, we reflect on the different ways that children learn and include these in our practice. Where a child may have a special educational need or

disability, we carefully consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

Teaching and learning

Each area of learning is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. We respond to each child's emerging needs and interests, guiding their development through warm, positive interactions.

As a church school we also hope to inspire a sense of wonderment about the natural world; fostering a sense of respect for the environment and each other. Therefore, we like to make the most of our delightful school grounds on a daily basis; the children have free flow access to our indoor classroom, a well-resourced playground area and large outdoor garden. In addition, we enjoy weekly welly walks.

5) Assessment

Ongoing assessment is an integral part of teaching and learning. We interact, play with and observe the children to identify their level of achievement, interests and next steps. These observations are used to shape future planning and our 'learning in the moment' provision. We also take into account observations shared by parents and/or carers. Within the children's first 6 weeks of starting with us in Reception, we will sensitively administer the Statutory Reception Baseline Assessment (RBA, May 2021). At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

During parent consultation meetings, we will keep you updated with how your child is progressing and how we can work together to support your child's learning journey even further. At the end of the year, the results of the EYFS profile are shared with parents and/or carers for their child. The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

6) Partnership with Parents

At Holy Trinity Academy we strongly believe that when parents and teachers work together the results have a hugely positive impact on children's development and learning. We encourage this partnership in the following ways:

- Showing respect and understanding for the role of the parent in the child's education.
- Listening to accounts of their child's development and any concerns they may have.

- Making parents feel welcome by being friendly, approachable and having an open-door policy (all parents are welcome to come into school in the 10 minutes before school or drop in after school if they wish to do so).
- Parents are encouraged to meet with the Headteacher and Early Years Lead on a visit prior to seeking admission.
- Parents are encouraged to attend termly parent consultation meetings to discuss their child's progress.
- A 'Welcome to Holy Trinity Academy' meeting is held for all new parents before their child starts school.
- 'Meet the teacher' in class meetings are held at the start of the school year for all classes.
- Regular curriculum sessions are held throughout the school year for parents and carers to come and be a part of teaching and learning at Holy Trinity.
- Parents are encouraged to join trips and visits within the community.
- Reception parents are invited into school for our 'Secret Storyteller' sessions.
- Parents are encouraged to join the Friends of Holy Trinity Association.
- Parents are warmly invited to our Celebration Assemblies held on Friday afternoons.
- Curriculum maps are sent to parents to inform them of curriculum coverage for the term.
- Parents Forms are held in school every term with the Headteacher.
- Weekly newsletters are sent to all families celebrating the children's achievements and to keep parents/carers with up to date news and key dates.

7) Safeguarding and welfare procedures

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. 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 around them and their peers. We follow the safeguarding and welfare requirements detailed in the 'Keeping Children Safe in Education'. The rest of our safeguarding and welfare procedures are outlined in our Safeguarding policy.