

Holy Trinity C of E Primary Academy and Nursery



Early Years Foundation Stage (EYFS) policy

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Approved By:

Liz Holmes - Executive Principal

Mrs E Holmes

Date: 16th February 2023

Chris Harris - Chair of Local Academy Committee

Chris Harris

Date: 16th February 2023

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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

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. Structure of the EYFS

At Holy Trinity we have an onsite Nursery which has zoned learning areas and access to a large outside area, which is used to provide continuation of provision between inside and outdoors. The Nursery runs morning sessions (3 hours - 8.45-11.45) and afternoon sessions (3 hours 12.15-3.15). We accommodate pupils who are entitled to 15 hours per week taken in blocks of either all mornings, all afternoons or split half weeks e.g. Mon/Tue full days and Wed morning OR Wednesday afternoon, all day Thursday and Friday and those who have a 30-hour code and wish attend full time. Additional payable sessions can be requested payable in advance at £12.

The Reception classrooms are resourced and designed to meet the needs of the class. They have access to a large outdoor area, with identified zones and a range of equipment and resources to provide a stimulating learning environment enabling continuous provision between indoor and outdoor learning.

In the Reception year, the school has an admission number of 50 for the September 2024 intake. Children are entitled to start school full time in the September following their fourth birthday and parents will automatically be sent a school application from the local authority which must be submitted by the closing date. Early years pupils are able to attend a breakfast club (7.40-8.40 £5) and an after school club (3-4pm £5) (or 3-5pm £8)

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

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

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas. At Holy Trinity we offer a language rich environment which reflect the needs of our school community and enables our pupils to develop the communication skills they need to become

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

4.2 Teaching

At Holy Trinity we firmly believe that children learn best when they experience learning first-hand, through meaningful interactions with others, through physical activity and play. The curriculum is carefully planned and structured to meet the needs of our unique school community. Rich and stimulating activities are provided which build upon children's interests through carefully resourced areas both in the classroom and outdoors.

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

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

5. Assessment

At Holy Trinity Primary Academy and Nursery, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

Within the first 6 weeks that a child **starts Reception**, staff will administer the Reception Baseline Assessment (RBA). The class teacher will also complete their own assessments which will inform planning for each child's needs.

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')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the 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 schools within the Academy, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things and having sugary drinks
- The importance of brushing your teeth, a dental practitioner visits our EYFS to help promote good oral hygiene

We encourage Reception parents to provide children with water to drink during the day. All children in EYFS are offered healthy and nutritious snacks during the day. The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by Mel Wright annually.

At every review, the policy will be shared with the LAC.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy