



# **Early Years Foundation Stage (EYFS) Policy**

**Adopted by Governing Body: June 2016**

**Due for review: 2018/19**

## **TRINITY CE PRIMARY SCHOOL**

### **EARLY YEARS FOUNDATION STAGE POLICY**

#### **Aims and Objectives**

*At Trinity C.E. Primary we aim to:*

- provide high quality teaching and learning in a friendly, caring environment, free from any form of discrimination.
- have high expectations, which will involve the recognition for continuous improvement by both staff and pupils.
- encourage a lively, active interest in learning, so that children take responsibility for their learning and strive hard to reach their potential.
- provide a broad, balanced curriculum for the children, by reviewing, evaluating and updating teaching policies, bearing in mind the needs, abilities and interests of individuals.
- provide enlivening experiences, both in and out of school, to foster an appreciation of the world in which we live, and to develop the intellectual, physical, spiritual, moral and aesthetic facets of the children in our care.
- encourage mutual respect and trust, and by so doing, an awareness of how children's actions and reactions affect others.
- ensure that children and adults are treated equally and have equal opportunities.
- secure the provision for any special needs, thereby enabling the children in our care to take advantage of what the school has to offer, both educationally and socially.
- strive to raise standards of attainment, thereby ensuring opportunity for high attainment.
- foster the development of responsible, courteous, considerate and tolerant individuals.
- develop a positive and close relationship between home and school.
- promote healthy lifestyles
- make school an important part of community life and the community an important part of the life of the school.

## **Aims**

It is every child's right to grow up safe, healthy, enjoying and achieving, making a positive contribution and achieving economic well-being. The overarching aim of the Early Years Foundation Stage (EYFS) is to help young children achieve these five outcomes. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

Within the EYFS at Trinity CE Primary Primary School, we aim to:

- Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child including children with additional needs.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Enable choice and decision making, fostering independence and self-confidence.
- Work in partnership with parents and guardians and value their contributions ensuring that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability.
- Provide opportunities whereby children experience a challenging and enjoyable programme of learning and development.
- Provide experiences for all children, whatever their needs, which are inclusive rather than parallel.

“Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up.”

- Early Years Foundation Stage Profile  
Department for Children, Schools and Families 2012

## **Principles**

The Early Years Foundation Stage (EYFS) is based upon four principles:

- **A unique child.** 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 and 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 and develop a positive attitude to learning.

- **Positive relationships.** We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families.

- **Enabling environments.** We recognise that the environment plays a key role in supporting and extending the children's development. Through observations we assess the children's interests, stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning.

- **Learning and development.** 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, be quiet and rest. The classroom is set up in learning areas where children are able to find and locate equipment and resources independently.

Early childhood is the foundation on which children build the rest of their lives. At Trinity CE Primary School we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

The EYFS for children is from birth to five years of age. All children begin school with a wide variety of experiences and learning and it is the privilege of the adults working in the foundation stage to accept the task of building upon that prior learning experience. This is done through an holistic approach to learning ensuring that parents and guardians, support staff and the Foundation Stage teachers work effectively together to support the learning and development of the children in their charge.

## **Learning and Development**

Learning and development is categorised into three prime areas of learning:

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

Additionally there are four specific areas of learning:

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

Achievement of these prime and specific areas of learning is by:

- Playing and exploring.
- Active learning.
- Creating and thinking critically.

## **Observation, Assessment and Planning**

Good planning is the key to making children's learning effective, exciting and varied to ensure that children make progress.

Effective learning builds on and extends what children know and can already do. Our planning shows how the principles of the EYFS are put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning needs. All staff who work in the Foundation Stage are involved in this process.

The planning within the EYFS is based around the children's interests. These plans are used by the EYFS team as a guide for weekly planning. However, we may alter these in response to the needs of the children.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of long, short and recorded observations and this involves the teacher and other adults as appropriate. These observations are recorded and used to inform the Senior Leadership Team. The parents and guardians are given the opportunity to meet with the Foundation Stage Team each term and, at the end of the third term, we provide a written summary in relation to the children's early learning goals to parents and guardians.

From 2015/16, the school will make use of the 'Tapestry' programme to facilitate this process and engage parents and carers in this process. Parents and carers will be introduced to this during the Induction Meeting.

## **Baseline Assessment**

The school makes 'on-entry' judgements about a child's attainment within the EYFS within the first few weeks of the autumn term. These judgements will be made within the context of gathering information from parents and from liaison with early years' settings during transition visits. Information from all sources will build a picture of each child's learning and development on entry to school.

At present, there is no national data for attainment on entry to Nursery and Reception and as yet no prescribed methods of assessing children when they start school. The school uses the age bands, in Early Years Outcomes, to measure children's starting points.

Within the first four weeks of a child's arrival at school, the school currently undertakes a baseline assessment of children using the statements from Development Matters.

From 2015/16 the school will use the Early Excellence EYFS Baseline (EExBA) tool. Of the various DfE approved Baseline tools, the school selected this baseline since EExBA does not include any predetermined tasks or tests and enables practitioners build their knowledge of each child through their observations, interactions and every day activities.

EExBA is divided into three distinct but related parts that build up the appropriate information in order to complete the assessment. This consists of:

1. An initial 'screening' process to assess each child's Well-Being and Involvement using the Leuven Scales. The scales ensure children are assessed at the optimum time and before any significant new learning takes place.
2. An assessment of the 'Characteristics of Effective Learning' using 9 statements that focus on children's learning behaviours.
3. An assessment of the 'Areas of Learning and Development' as detailed in the EYFS statutory framework. This includes all three Prime Areas (PSED, C&L, PD) and the Specific Areas of Literacy and Maths.

### **Measuring Progress through the EYFS**

In evaluating the achievement of pupils in the Early Years Foundation Stage, the school takes account of the proportions of children who have made typical progress or more from their starting points.

An example of typical progress for a child would be to start Nursery or Reception displaying the knowledge, skills and understanding that are typical for her/his age and then to meet the early learning goals by the end of Reception. Children who meet all the early learning goals but who started at a lower level of development than is typical for their age might be said to be making rapid progress. However a child starting school at a higher level of development who meets all the early learning goals but exceeds none of them is unlikely to have made enough progress.

Evaluation of achievement considers attainment at the end of Reception in comparison with Early Years Foundation Stage Profile national figures and in terms of how well it prepares children for Key Stage 1

### **Assessing Individual Pupil Progress**

As part of Baseline assessment, it is assessed whether children are beginning (B), working within (W) or are secure (S) in an age band

**A step** is defined as either moving from:  
beginning to within (B) > (W)  
within to secure (W) > (S) or  
secure to beginning in the next age band (S) > (B)

By the end of Reception a child who has made **3 steps progress** is judged to have made **typical progress**.

For children whose attainment on entry to Reception is low, the school aims for accelerated progress (in excess of three steps progress) from their starting points, in order for them to narrow the attainment gap.

### **Learning Through Play**

At Trinity CE Primary School, we do not make a distinction between work and play. Children learn through planned play activities and staff will decide when child-initiated or adult-led play activities would provide the most effective learning opportunities.

### **The Induction Process**

During the Summer Term prior to starting school the following September the following visits are conducted:

Parents and carers will be invited to an evening induction meeting

Foundation staff will visit pre-school settings from which September's intake will be taken. Where children are not in pre-school settings, the school will seek to undertake home visits.

Each child and their parents and carers will be invited to spend some time at Trinity CE Primary School in order to familiarise themselves with both the staff and the foundation stage classroom.

When children join the school in September the following procedures will apply in order that they can gradually adjust to their new surroundings:

During the first half term, children in the Early Years Foundation stage will go into lunch at 11.45am in order to familiarise themselves with the organisation of mealtimes at school.

Children in the Early Years Foundation Stage will have their own supervised play area with Y1 children at playtimes.

### **Home and School Links**

We aim for the schools and parents and carers to work closely in the EYFS class. This can have a very positive impact on a child's development but relies on a two-way flow of information and knowledge.

We will develop this working relationship between the school and parents and carers as follows:

- We will outline the school's expectations in a home-school agreement.
- We will hold a parent consultation early in the year to establish how a child is settling into the school environment.

- We will publish a curriculum summary detailing the areas of learning and the overarching theme of the term.
- We will ensure that teaching staff are available for brief informal discussions at the beginning and end of the school day. Conversely, if teaching staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- We will conduct workshops for parents and carers to enable them to be familiar with the teaching methods used in school to make it easier to emulate them at home.
- There will be opportunities for parents and carers to visit the school on a volunteer basis to assist with the children's learning by assisting with guided reading.
- From time to time we will invite parents into school to share in our work and engage in 'stay and play' activities.

### **Intimate Care**

The school has developed a separate policy in relation to Intimate Care which is available from the school website or the school office.

### **Inclusion and Equal Opportunities**

Children with special educational needs will be supported as appropriate to enable them to access the curriculum fully. This includes children that are more able and those with specific learning difficulties and disabilities. Individual Education Plans identify targets in specific areas of learning for those children who require additional support commensurate with the school's Special Educational Needs Policy. The school's SEN Co-ordinator is responsible for providing additional information and advice to staff and parents and for arranging external intervention and support as necessary.

In line with the school's Equal Opportunities Policy, we will provide all children, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability with equal access to all aspects of school life to ensure that every child is valued as an individual. All staff are role models and are aware of the influence they have in promoting positive attitudes and use that influence to challenge stereotypical attitudes.