

HOLY TRINITY



C.E. PRIMARY ACADEMY  
(HANDSWORTH)

# Early Years Foundation Stage (EYFS) Policy

EYFS Leader: R Bhatti

**Approved by:**

Local Academy Board

**Date:** 28.9.23

**Last reviewed on:**

6.12.21

**Next review due by:**

December 2025

## **Holy Trinity CE Primary Academy Vision Statement**

"For I know the plans I have for you," declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future." Jeremiah 29:11

At Holy Trinity CE Primary Academy our distinctive Christian values are at the heart of all we do. Through our curriculum and care our children develop independent curiosity, acquire a life-long appetite for learning and become well-rounded individuals, seeking 'hope and a future' for themselves and others.

### **1. Intent**

At Holy Trinity CE Primary Academy, we aim to provide a solid foundation for learning that provides pupils with the best possible start to their educational journey with us. Our curriculum aims to build on our pupils' personal experiences, heritage and culture. This is used as a starting point in their learning journey and then as a vehicle for delivering our EYFS curriculum. We ensure that pupils develop solid foundational knowledge and skills that are progressive and developed over the Reception year. As children then move through each year group in our school, their knowledge and skills learnt in Reception are further built upon and applied each year during their time at Holy Trinity. We ensure that we use our bridging documents to provide a seamless 'bridge' between the EYFS Curriculum and the National Curriculum so that pupils secure the prior learning ready to succeed in KS1, KS2 and beyond.

### **2. 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.

### **3. Legislation**

This policy is based on requirements set out in the *Statutory Framework for the Early Years Foundation Stage (EYFS)* that applies from September 2023.

## 4. Structure of the EYFS

The Early Years Foundation Stage (EYFS) applies to children from birth to five years old. In our school, children join us in Reception. Our early years provision includes one 30 place Reception class comprising of a full-time class teacher and a permanent teaching assistant.

Our Reception class is a large double sized classroom which provides sufficient space for continuous provision to take place. We also have an engaging outdoor learning area connected to the Reception class. Children are able to access this area every day. We recognise that children's early experiences have a significant impact on their learning later in life. Therefore, we aim to provide a high-quality learning environment so that all children receive the best possible education.

## 5. Admissions

Holy Trinity CE Primary Academy is different from neighbouring Local Authority schools because we maintain strong links with the Diocese and as such have a distinctive Christian ethos. We provide for children of Christian parents seeking a Christian education and welcome parents of other faiths or of no particular faith.

We currently offer up to 30 places in our Reception class. Children are considered for the Reception Class in the academic year in which they turn 5 years old. Parents must fill in an Admission Form for the Local Authority and a Supplementary Form for the school before a set date in January if they wish their child to be considered for a place in the following September. The Admissions Policy will be applied by the school, but places will be offered by the Local Authority.

Once the Reception place has been confirmed, parents and/or carers will be invited into school for an induction meeting and to discuss any specific needs with their child's new teacher and teaching assistant. We will also arrange home visits and opportunities for the children to visit Reception so that they can meet the staff before they start.

*Specific procedures for admissions and key dates are outlined in our Admissions Policy.*

## 6. Curriculum

### 6.1 EYFS Framework

Our early years curriculum follows the standards outlined in the latest version of the EYFS statutory framework that applies from September 2023.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 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

For each area of learning, there are a set of early learning goals which summarise the knowledge, skills and understanding that all young children should have gained by the end of the reception year.

At Holy Trinity, the standards in the EYFS framework have supported us to design our own Reception curriculum. Our curriculum is based on developing key knowledge and skills. We consider the experiences that our pupils have had prior to joining us and we also take account of the locality and heritage of our school. We then base new learning on building upon what our pupils already know and can do. Their knowledge and skills are developed each half term to ensure that they develop a solid foundation for learning.

## **6.2 Planning**

Each half term there is a curriculum question to explore and a focus text that stimulates learning. At the beginning of each half term, pupils are immersed in a variety of themes and ideas surrounding the question. There is an exciting hook to engage and motivate pupils and provide context for their learning. Staff plan activities and experiences that enable pupils to develop and learn effectively. In order to do this, there is initially a strong focus on the 3 prime areas in the autumn term.

We aim to provide experiences that help pupils to develop a range of skills but particularly their communication skills and vocabulary. Pupils are provided with opportunities to actively participate, explore, and question things. We also have a strong emphasis on the social development of our pupils as part of our school community, and our Christian school values are weaved into all aspects of the curriculum.

Staff also consider the individual needs, interests, and stage of development of each child in the class and use this information to plan challenging and enjoyable experiences. 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. Planning follows the children's interests so they can lead, take ownership and become immersed in their learning. We support

the children to develop their skills progressively in exciting, fun and creative ways to achieve the highest standards possible.

### **6.3 Teaching**

Each area of learning and development is implemented through planned, purposeful play, and through a combination of adult-led and child-initiated activities. Adult-led activities focus on developing solid reading, writing and maths skills. All adult-led activities are specific to children's needs and provide appropriate challenge. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for learning in Year 1.

We recognise the importance of the learning environment. Our daily continuous provision is carefully planned to meet and challenge the developmental needs of all our pupils. The pupils freely choose activities that interest them, and staff respond to each child's emerging needs and interests, guiding their development through warm, positive interactions. Staff are trained to observe and push children's learning forward at all times through high quality interactions and higher order questioning.

Pupils have access to the outdoor learning provision daily and this provides them with opportunities to develop their fine and gross motor skills. It also supports pupils to develop problem-solving skills and nurtures their creativity. All children at Holy Trinity can explore the outdoor learning environment whatever the weather. Staff join the children's play and skilfully respond to move their learning forward.

*Please read our Reception Curriculum Rationale document for further information regarding our curriculum.*

## **7. Assessment**

Within the first 6 weeks that a child starts Reception, staff will administer the statutory Reception Baseline Assessment (RBA). This is an age-appropriate assessment of maths, literacy, communication and language skills.

Ongoing assessment is an integral part of the learning and development processes. Staff regularly 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.

Staff use the *Birth to 5 Matters* non-statutory guidance to support with daily assessments. We also use this guidance to track which range each child is working at half-termly.

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 *Birth to 5 Matters* guidance) and in partnership with other BDMAT schools, to ensure consistent assessment judgements. EYFS profile data is submitted to BDMAT.

## 8. 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. Staff make regular contact with parents and/or carers and learning observations are often shared. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Throughout the school year, parents are invited to attend Parent Consultation Evenings. This is a good opportunity for parents to meet with their child's class teacher to discuss the progress their child is making and their next steps to improve.

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.

## 9. Transition to Year 1

To prepare our Reception pupils for the transition to Year 1 we ensure that:

- children visit the Year 1 classroom during the summer term and become familiar with the learning environment.
- children meet their new class teacher during the summer term.
- assessment information is passed on.
- we identify any children who have made insufficient progress and ensure support is in place.
- we identify any children who have special educational needs, disabilities or language needs and pass on information including key resources for these individual children.
- we provide an opportunity early in the autumn term for parents and/or carers to meet the Year 1 staff to discuss progress.

## 10. Safeguarding and welfare procedures

We recognise that children learn best when they are healthy safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety. We comply with infant class size legislation and have at least 1 teacher per 30 pupils.

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

We promote good health and safety in early years by talking to children about:

- eating a healthy and balanced diet.
- the effects of eating too many sweet things.
- the importance of brushing your teeth.
- the importance of exercise.
- how to cross the road safely.
- how to wash their hands.
- how to maintain good hygiene,
- the importance of screen time.
- the importance of sleep.

*The rest of our safeguarding and welfare procedures are outlined in our Safeguarding and Child Protection Policy.*

## 11. Use of mobile phones

Staff may use their mobile phones and/or devices outside of working hours and on school premises, provided that there are no pupils present.

Mobile phones and/or devices should be stored in bags, on silent mode and never used whilst pupils are present.

Staff are allowed to use their mobile phones and/or devices in the staffroom and work room during breaks and non-contact time.

If staff ignore the school policy, they will face disciplinary action.

The school's main telephone number can be used for emergencies by staff or volunteers, or by people who need to contact them.

In circumstances such as outings and off-site visits, staff are permitted to take mobile phones for use in the event of an emergency. Under no circumstances should the phones be used for anything other than emergencies – and they should never be used when pupils are present. Under no circumstances should the phone be used in camera or video mode.

Where there is a suspicion that the material on a mobile phone and/or device may be unsuitable and may constitute evidence relating to a criminal offence, the phone/device in question must be accessible to the Designated Safeguarding Lead (DSL), Mrs Paula Burns.

## **12. Use of cameras**

In early years, staff are provided with a school iPad to ensure that only cameras and digital devices belonging to the school are used to take appropriate and relevant images of children.

Any images taken by early years staff are downloaded onto the school shared area.

The school ensures that cameras and digital devices are only used when at least one other member of staff is present.

Both procedurally and through policy, it is made clear to staff that it is not appropriate to take photographs of bruising or injuries on a child for child protection concerns, and that staff must use CPOMS and the body map to record factual observations relating to child protection concerns.

The school's iPads and other digital devices must only be used for work-related matters and should not be taken off the premises without prior permission.

*Please read this policy in conjunction with our Acceptable Use of ICT Policy.*

## **13. Monitoring arrangements**

This policy will be reviewed and approved by Rajan Bhatti, Assistant Headteacher, every 2 years. At every review, the policy will be shared with the Local Academy Board.