



Holy Trinity RC Primary School

Policy on Early Years

Mission Statement

"To go forward together in Christ, respecting our neighbour and striving for excellence."

1 Intent

At Holy Trinity RC Primary School, all children are given opportunities to succeed within the Early Years Foundation Stage (EYFS) and we provide all children with the best possible start to their school journey. We recognise that every child is unique and we celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We provide enhancement opportunities to engage learning and believe that children's first experiences of school should be happy and positive, enabling them to develop a lifelong love of learning. We want our children to become confident and resilient learners who have the skills to make decisions and self-evaluate and make connections. We also want children to develop positive relationships with others. We understand that they all have different backgrounds and experiences and we aim to plan to build upon these. We understand and follow children's interests and provide opportunities throughout our EYFS curriculum to support learning, consolidate and deepen knowledge along with ensuring that they meet their next steps. Our indoor and outdoor environment supports learning and we prepare children to reach the Early Learning goals at the end of the Foundation Stage and ensure children make at least good progress from their starting points. We intend to work in partnership with parents and carers to encourage independent, happy learners who thrive in school and reach their full potential from their various starting points. We aim to prepare our children well for the transition into KS1.

At Holy Trinity RC Primary School, we believe that the following aims and principles underpin our practice and reflect a shared vision of how children develop and learn, the activities and experiences which help children make progress, and the type of stimulating environment which promotes opportunities for learning.

The aims of the EYFS are:

- To provide a happy, safe, secure and stimulating environment with opportunities for children to enjoy learning, develop confidence and self-esteem, and build good relationships with others.
- To build on what the children already know, understand and can achieve.
- To value parents/carers as important partners in their children's learning.
- To address the individual needs of all children by enabling them to participate in a broad, balanced relevant and age-appropriate curriculum, with due regard to equal opportunities.
- To promote the moral, spiritual, cultural, intellectual and physical development of children in our school.

Overarching Principles of the EYFS:

- 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. The framework covers the education and care of all children in Early Years provision, including children with special educational needs and disabilities.

For more information about the EYFS curriculum, please visit our website and select 'EYFS Guide for Parents' on Class 1's general information page.

2 Staffing

All staff involved in the education of young children need to develop good relationships so that children can feel able to make mistakes and become more resilient as well as building confidently on their successes.

The following people work in the Early Years department at Holy Trinity Primary School.

- Miss Danielle Smith- Teacher.
- Mrs Georgia Cookson- Teacher
- Miss Taylor- Full-Time Teaching Assistant.

Other members of staff also work in the EYFS supporting children with Educational Health Care Plans.

- There are three welfare staff for lunchtimes.

3 Induction/Parental Involvement

Approximately 8 weeks before the end of the summer term, the children who are due to start in Reception (along with their parents) are sent an invitation to attend 3 pre-school morning sessions. These last for one and a half hours each week (usually Monday 9am-10.30am) and are held in Class 1's classroom. The children are able to take part in a variety of activities – indoors and outdoors (weather permitting). These sessions allow the children to see who will be their teacher(s) and meet classmates they do not know from nursery, so that their first day at school is not as daunting. The sessions also give the EYFS staff an opportunity to meet the children and their parents. Parents are made to feel welcome to stay and help at the beginning of these sessions, though by the last week most children feel confident enough to stay alone.

At the first session, packs containing an 'All about Me' booklet, two reading books and crayons are given out to each child for them to complete, read, and use with their parents at home. These packs are collected on the last induction day.

During these visits, a school pack containing a prospectus, relevant information and forms requiring personal details, school jumper orders, milk form and holiday lists etc is handed out to parents by Mrs Atkinson – if they have not already received one.

At the end of the 3 sessions, parents are invited to attend a meeting in the school hall, which is held by the EYFS Teacher(s) and Mrs Lyle. Staff talk the parents through the school day, explaining what time school starts, what the children will need to bring, how parents can help their child to prepare for school etc and look around the school if they have not already seen it. The EYFS curriculum is also discussed. Staff also answer any queries parents may have. Staff believe that this meeting and the induction sessions enable parents to share valuable information which can help make a smooth transition from home to school. This is especially important in planning the needs for children with SEN.

With the Pre-School children, home visits are carried out by the EYFS staff (Teachers and Teaching Assistants). This gives the children the opportunity to meet their teachers. They are also given an information pack, an 'All About Me' sheet and a book to share.

When the new Reception intake start school in September, they come straight into the classroom in the morning. A variety of activities are set up to help the children to settle.

Parental and community involvement is encouraged at Holy Trinity and is seen as a positive contribution to our children's education. The class teachers are available to see parents to discuss their child's progress any day. We have an enthusiastic group of parents who come into school on a regular basis to help with a variety of activities. Parents are informed about school events such as PFTA meetings and fund –raising activities via letters from the school. We have constant links with local high schools and colleges – this mainly involves students on work experience placements.

4 Implementation

Early Years Provision at Holy Trinity Primary School is organised into one classroom with 13 Pre-School children (mornings or afternoons or full-time) and a maximum of 15 Reception children. In the academic year of 2024-2025, there will be a burst year meaning there are 30 Reception places free. Class 1 is self-contained and has the children's cloakroom and five toilets. A wide range of indoor equipment and resources are available to meet the needs of the children in the Early Years department. The children have access to other equipment and facilities throughout the school e.g. the hall. The children in Class 1 also have access their own EYFS playground directly outside the classroom, where they can use outdoor toys, maths equipment, sand, water, construction toys etc.

The school follows the policy of Lancashire for Reception for there to be one intake at the beginning of the Autumn Term. However, any child whose birthday is after April 1st can attend part-time initially until the end of the September holidays. Parents of a child whose birthday falls after May 1st may decide not to let their child attend school until the Spring Term. However, the parents cannot change their minds half-way through a term and demand that their child starts prior to the date initially agreed. Because of our small intake, it is not felt necessary to stagger the intake.

For Pre-School children, those that are entitled to it can get 30 hours free. As mentioned above, we have morning sessions, afternoon sessions or children can attend full-time.

At home time, Class 1 children will be taken to their parents in the playground by the class teacher(s). This prevents the children going home with someone they should not or leaving the premises themselves.

The staff in reception have specialist training, knowledge and expertise in working with young children and work with KS1 staff and other professionals eg. Educational Psychologists, School Nurse and Speech Therapists etc to provide a multi-disciplinary team. Miss Smith is the SEN co-ordinator and she is responsible for liaison with other agencies (see SEN Policy).

Teaching and learning in the EYFS curriculum is carefully planned and structured to meet individual needs. Staff organise a range of experiences and opportunities based on 'real' events, which give children chance to make decisions and choices, work individually or in groups and explore the learning environment. There is a balance between adult-led activities and child-initiated activities.

We follow the Early Years Statutory Framework for the Early Years Foundation Stage (2021). This framework specifies the requirement for learning and development in the Early Years and provides prime and specific areas of learning we must cover in our curriculum. We also use the Development Matters statements to support our curriculum. We have a curriculum that includes 'Wow' experiences, considers the children's interests and is based upon topics which engage the children. Our curriculum is delivered using an integrated themed approach along with activities that are carried out considering the children's interests. Where subjects can be integrated into the theme, they are, but others are still taught discretely where this is more appropriate (for example, Phonics). We use 'In the Moment Planning' in Pre-School. We use some schemes to support learning and development such as KAPOW for Art and DT and White Rose Maths/Master the Curriculum for maths.

We encourage active learning to ensure the children are motivated and interested. All areas of the EYFS curriculum are followed to ensure there is a broad, balanced and progressive learning environment and curriculum. The children will learn new skills, acquire new knowledge and demonstrate understanding through the seven areas of the EYFS curriculum: Personal, Social and Emotional Development, Physical Development, Communication and Language, Literacy, Mathematics, Understanding the World, Expressive Arts and Design.

Continuous provision practice and principles begin in EYFS and support children to develop key life skills such as independence, innovation, creativity, enquiry, analysis and problem solving. During the school day, children will have an opportunity to work independently, work collaboratively with their friends and with members of staff. Daily guided activities are also planned to cover different areas of the EYFS curriculum and allow children to develop their next steps in learning. Through observations and discussions, areas of need and next steps are identified for all children to ensure good progress is made. There are also a range of stimulating and engaging activities which the children can access independently and a variety of opportunities for child-initiated play. Staff in the EYFS carry out observations (using 2simple) of the children's learning to ensure their next steps are met. These are collected in each child's learning journey. We regularly assess where the children are, using the 'Development Matters' statements and then at the end of the EYFS, the Early Learning Goals. This then informs our planning, adult interactions and learning environment; including continuous provision. We will include interventions for groups or individuals if and when necessary. Children in EYFS learn by playing and exploring, being active, and through creative and critical thinking (Characteristics of Effective Learning) which takes place both indoors and outside. Our outdoor area is used all year round and in most weather conditions. We ensure activities support the Characteristics of Effective Learning to ensure learning takes place:

- Playing and Exploring – children investigate and experience things, and have a go;
- Active Learning – children concentrate and keep on trying if they encounter difficulties,

- and enjoy achievements;
- Creating and Thinking Critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

We share a range of healthy snacks and learn about the importance of a healthy balanced lifestyle to maintain our own wellbeing (including good oral health). All of our children receive certificates in assembly and participate in trips to various places such as our church and a wildlife oasis. They enjoy watching the hatching process of chicks/ducklings. They plant bulbs and seeds and watch them grow.

We put a lot of focus on children's speaking and language skills and carry out interventions such as 'Talk Boost' and 'Wellcomm' to help children to develop in these areas. We also carry out a scheme called 'Drawing Club' that aims to improve children's vocabulary, imagination and writing.

Partnership working with parents and carers is fundamental to the successful implementation of the EYFS curriculum in our school. Strong relationships are built with families to ensure continuity of learning between home and school, and to support children's ongoing development and progress. We keep parents informed through discussions, our online blog and communication books to ensure children's transition into school and through the EYFS is happy and allows them to reach their potential with the support needed.

Generally, Literacy and Maths are taught in the morning and there are also assemblies throughout the week (e.g. whole school assemblies, hymn practice, collective worship etc). RE permeates all school life, not just in RE lessons. Other Foundation areas such as Understanding of the World and Expressive Arts and Design tend to be taught and explored (but not always) in the afternoon through structured play. All areas of the EYFS curriculum are also developed through continuous provision. The curriculum at Holy Trinity School is planned and delivered as outlined in the appropriate schemes of work. Children with SEN have access to all areas of the curriculum with an individual support plan and their own targets.

The Early Years Curriculum is planned through topics as mentioned above: 'Marvellous Me' and 'Toytastic' in the Autumn Term; 'Yummy, Scrummy!' and 'Roots, Shoots and Muddy Boots' in the Spring Term and 'Into the Woods' and 'Fantasy and Adventure' in the Summer Term. Through these topics, all of the Early Learning Goals and Development Matters statements are met and children are able to develop their understanding, knowledge and skills. Medium term plans are produced for each topic.

Weekly plans include what children are taught in specific sessions, how staff are organised, key vocabulary, look, listen and note questions and how resources are to be used. Along with this, activities are evaluated and observations are carried out in order to see where children are in their learning, what skills they are applying and these help to inform future planning. Continuous provision plans are also created and we are also flexible and plan from children's interests. For Pre-School, 'In the Moment Planning' is evidenced in floor mats alongside the children's work and evidence of their learning.

5 Impact

We strive to ensure that our children's progress across the EYFS curriculum is good from their varied starting points. We also strive for children to reach the Early Learning Goals (ELGs) at the end of Reception and to be at least in line with National Expectations. Evidence in children's

learning journeys support all areas of the EYFS curriculum as well as various adult-led books. For Pre-School, learning journals and floor mats are used as evidence of their learning. The impact of our curriculum is measured by assessment procedures which allow us to measure outcomes against all schools nationally. We measure the percentage of pupils achieving age related expectations throughout the academic year and put supportive interventions in place if needed. The teacher(s) use observations to make formative assessments which inform future planning and ensure that all children build on their current knowledge and skills at a good pace. Summative assessment looks at whether children are 'On Track' or 'Not on Track' to meet the ELGs at the end of the EYFS.

Our assessment judgements are moderated both in school and externally with local schools. The impact of our curriculum will also be measured by how effectively it helps our pupils develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens. We endeavour for pupils to be Key Stage 1 ready.

We use the statutory scheme for Baseline assessments as well as the teacher's own assessments. Baseline is completed within the first few weeks of school. In addition, the staff use the child's nursery or pre- school playgroup reports, information from nursery visits/home visits and information from parents (questionnaires), staff's own observations and evidence in order to establish what each child already knows, understands and can do. This process of assessment provides a framework for future planning which then enables staff to meet each child's future learning needs.

6 Monitoring and reviewing the Early Years policy.

Regular monitoring and evaluation of the curriculum takes place within the Early Years class. The head teacher, staff and governors will review this policy to ensure it is being implemented appropriately and to take account of changing circumstances.

The success of the policy will be reviewed annually by discussion at a staff meeting and alongside monitoring of standards of teaching and learning in the early years.