



EYFS Policy

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‘Play is the highest form of research’

Albert Einstein

Aims

We aim to :

- Promote the spiritual, moral, cultural, mental and physical development of our children.
- Prepare our children for the opportunities, responsibilities and experiences of their life here at school and in turn into adult life.
- Provide a learning environment, both inside and out, that is accessible, stimulating and safe.
- Work in partnership with parents in order to develop the whole child to his/her potential.
- Offer a well balanced and structured programme of activities in all areas of the curriculum.

The Curriculum

The Foundation Stage Curriculum underpins all future learning by supporting, fostering, promoting and developing children’s positive attitudes and dispositions towards their learning, enhancing their social skills, and encouraging perseverance.

The four themes of the Early Years Foundation Stage are:

A Unique Child- Every child is a competent learner from birth who can be resilient, capable, confident and self assured.

Positive Relationships-Children learn to be strong and independent from a base of loving and secure relationships with parents and/ or a key person.

Enabling Environments-The environment plays a key role in supporting and extending children’s development and learning.

Learning and Developing-Children learn and develop in different ways and at different rates and all areas of learning and development are equally important and inter connected.

There are 7 areas of learning and development that shape the curriculum in the EYFS.

The curriculum is split into Prime areas and Specific areas.

Prime areas:

- **Personal, Social and Emotional Development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **Physical development** involves providing opportunities to be active and interactive; and to develop their control and co-ordination and movement. Children are encouraged to make healthy choices in relation to food and to take part in a healthy physical lifestyle.
- **Communication and Language** development involves giving the children the opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

These areas are particularly crucial for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

Specific areas:

- **Literacy** development involves encouraging the children to link letters and sounds and begin to read and write. Children are given access to a wide range of reading materials to ignite their interest.
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems' and to describe shapes, spaces and measures.
- **Understanding the World** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive Art and Design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play and design and technology.

The three Prime areas are strengthened and applied within these four specific areas of the curriculum.

The importance of play in the Foundation Stage

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in a controlled and safe situation. At Trinity Road Primary School children are given the chance to explore creatively through the continuous and enhanced provision within the classroom and outdoor environment. Structured English and Maths sessions are differentiated according to the child's interests, abilities and life experiences and provide a great opportunity for challenge and extension. Children are encouraged to apply their knowledge and skills to all aspects of their learning, both adult led and child initiated.

Classroom Organisation.

Our Foundation Stage classrooms have defined areas with clearly labelled resources to ensure all children can access them easily. Each classroom is set up in a way to provide children with experiences and activities in all of the seven areas of learning. Across the EYFS classrooms we have a writing area, a maths area, construction area, book nook, role play area, outdoor area, carpeted teaching area and messy play area. We also have an extensive field with large climbing equipment, outdoor wooden classroom, school garden with pond and two large playgrounds. A variety of activities/challenges are planned for and set up in the different areas each day. The adults move to the area which is their focus for the session.

Teaching and learning styles

A variety of teaching and learning styles are used at Trinity Road Primary School. It is important for children to gain facts and information about the work in hand and to have the opportunity to apply this knowledge in practical ways. This active involvement makes learning more interesting, more meaningful and more likely to make sense to the children and to be remembered. They are given opportunities to handle a range of materials and explore the different ways they can be

used. Learning a new skill can give children the confidence to think for themselves and try out their own ideas.

The Characteristics of Effective Learning are:

- **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; and
- **Creative and Thinking Critically**- children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The teaching and planning in the Foundation Stage provides opportunities for:

- Group work
- Partner work/Talk partners
- Whole class teaching
- Individual work
- ICT work
- Adult directed work
- Child initiated work
- Adult led work
- Problem solving and investigative.

Mindfulness and wellbeing of the child

As a school we place a lot of importance on the mental health and well-being of our community. In EYFS we develop this in the children through daily mindfulness sessions, which teach breathing and relaxation strategies as well as Yoga, Dough Disco to aid the development of motor skills and regular PSHE sessions which teach the children important safety measures, such as Stranger Danger and fire safety, and enable them to develop their communication skills through discussions.

We believe that in all our teaching, high standards and exciting learning opportunities are paramount. Pupils are given the opportunities to learn in a range of different ways. The learning and teaching is of a high quality, planned and managed in order that each pupil is challenged and supported.

Assessment

Ongoing assessment is an integral part of the learning and development process. Throughout the foundation stage, as part of the learning and teaching process, we assess each child's development in relation to the Early Learning Goals that form part of the Curriculum Guidance for the Foundation stage. These assessments are made on the basis of our accumulating observations and knowledge of the whole child. The foundation stage profile sums up that knowledge.

Baseline assessments are completed during the child's first 6 weeks at school. These provide information about the child's current level of understanding in the three prime areas and English and Maths.

In reception, the profile is completed throughout the year to track individual achievements. Gaps in learning are identified and acted upon. Groups of children are tracked and key interventions, teaching styles or focussed individual planned work are incorporated into the daily planning. Planning is changed or adapted to meet the ever changing needs of the children. Next steps are identified within the children's work and quality feedback allows children to make rapid progress. Termly targets are set and reviewed with both children and parents.

Assessments against the scales are finalised during the summer term, summarising each child's development. These assessments are discussed with the child's next teacher and are used to plan for individuals or groups of children. The foundation stage profile forms the basis for reports to parents, and a summary is given out at the end of the year.

Each child's level of development must be assessed against the early learning goals. Judgements against these goals are made from observations of consistent and independent behaviour in play and learning situations, both formal and informal, and formative assessments. Teachers will indicate whether a child is meeting **expected** levels, **exceeding** expected levels or not yet reaching expected levels (**emerging**).

Transfer and transition

Our liaison procedure includes all staff concerned with the Foundation Stage making the transition to school as smooth as possible. The staff make visits to local pre school settings to see the children in their current environment, and speak to adults involved with these children. The staff and children are invited to events at school such as Christmas performances, class assemblies and workshops- which cover a range of themes. We also invite parents and children into school for a weekly pre-school story in the Summer term. This is a great opportunity for the children and parents to make new relationships, to explore the school environment, to share time with foundation stage staff and become confident and familiar with teaching staff. Children are invited to join their class teacher for an afternoon, in which they meet other children and explore their classroom environment. Parents are invited into school to attend 'New Parents Meetings' both before and after school selections have to be made. These provide key opportunities to meet staff, ask questions, find out about the school and its values and explore the school environment. All children start full time in September. We stagger entry during the first week with the younger children in the cohort starting first, moving up to the oldest starting by the end of the week. This is to ensure a smooth transition with smaller teacher to child ratios for those fundamental first introductions and routines to be established.

Resources

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world. The types of resources included in our provision encourage perseverance, team work, critical thinking, challenge and excitement. All resources are used to enhance the children's learning opportunities and can be accessed at a range of different levels.

Safeguarding and Welfare.

At Trinity Road Primary School we believe 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. The Foundation Stage setting is welcoming, safe and stimulating, allowing children to enjoy learning and grow in confidence. Staff are first aid trained, aware of allergies and intolerances and are sensitive to children's individual needs. The setting allows children to explore and take risks within a safe and controlled environment.

Inclusion

Trinity Road Primary School recognises that differentiation is important and will modify expectation of tasks, where necessary, to ensure all children are provided with appropriately challenging work. Children with special educational needs receive additional help and support as identified in the Inclusion policy.

Equal opportunities

Our policy is to ensure that all children regardless of sex, race, class, gender and disability should have access to a broad and balanced curriculum, as stated in our School Equal Opportunities Policy.

In the Foundation Stage we have realistic and challenging expectations that meet the needs of our children, so that most children achieve a Good Level of Development by the end of the year. Some children progress beyond this point.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;

Working in partnership with parents

We believe that all parents have an important role to play in the education of their child. We recognise the role that parents have played, and their future role, in educating the children. We value their opinions and the information they can give us, and involve them whenever we can. We do this through:

- Parents induction meeting
- Home visits- Induction booklet- 'All about me'
- Online Learning Journey- opportunities to email responses.

- Opportunities to visit during work shops or events, sport's day and assemblies
- Opportunities to meet on an informal basis- daily in morning/after school.
- Home/school link book
- Survey to parents to find out their views/opinions.
- Weekly newsletter and knowledge organiser.
- Parents board in entrance to foundation class.
- Planning on view with room to add ideas or contributions.

We offer parents regular opportunities to talk about their child's progress and parents are invited to attend Learner Conferences each term where targets are set and reviewed with the children. Parents receive an annual written report on their child's attainment and progress as well as termly report cards which highlight effort, attainment and progress. We encourage parents to talk to their child's teacher if there are any concerns. Parents are encouraged to check the school website regularly and can download the school app which has key diary dates on and sends reminders of these. Each child has a home school diary where parents are encouraged to make regular contributions.