

Hoylake Holy Trinity CE Primary School

Learning for life, caring for all, living each day to the full, together as a community, with Jesus by our side

Early Years Foundation Stage (EYFS) policy



2024/25

1. Aims

At Hoylake Holy Trinity we aim to provide a broad and balanced curriculum encompassed by our Christian ethos, which will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to his/her full potential.

Each child is valued as an individual - teaching and learning is based on the understanding that children develop at different rates.

We aim to:

- Provide a happy, safe, challenging, stimulating and caring 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 future learning and development.
- Teach the early skills of reading, writing and numbers.
- Provide opportunities for children to learn through planned, purposeful play in all areas of learning and development in the indoor and outdoor environment.
- 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.
- Develop excellent relationships with parents and carers to build strong partnerships, supporting their children and valuing their contributions.

2. Legislation

The Early Years Foundation Stage (EYFS) applies to children from birth to 5 years old. Early childhood is the foundation on which children build the rest of their lives. At Hoylake Holy Trinity we greatly value the important role that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development. It is important to view the EYFS as preparation for life as well as preparation for the next stage of education

3. Structure of the EYFS

At Hoylake Holy Trinity CE Primary School, our Early Years provision includes a 26 place Foundation 1 setting for 3 and 4 year olds and two Foundation 2 classes, each with space for up to 45 children. Our Foundation 1 class has one large room for their sole use as well as a large purpose built outdoor area that the

Foundation 1 shares with the Foundation 2 classes. The Foundation 1 is open term time between the hours of 8.45am – 3.30pm and more details can be found in our prospectus. Our Foundation 2 classes each have their own classroom which is open plan.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework. 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

The EYFS is based upon four overarching principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

A unique child:

At Hoylake Holy Trinity we recognise that every child is an individual with different skills, abilities and talents and we understand that children develop at different rates. We aim to provide quality and consistency so that every child makes good progress and no child gets left behind.

We consider children's interests and life experiences when planning for learning and we value contributions from parents, carers and previous settings.

Through learning and development opportunities we plan around these needs and interests ensuring that every child is included and supported. 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 range of teaching strategies based on children's learning needs and styles.
- Providing a wide range of opportunities to motivate and support children and help them to learn effectively.
- Building strong positive relationships with parents and/or carers.
- Sharing information with parents and/or carers.
- Providing a safe and supportive learning environment in which the children's contributions are valued and respected.
- Use resources which reflect diversity and are free from discrimination and stereotyping.
- Monitoring children's progress and taking action to provide support where necessary.
- Forming close links with outside agencies in an advisory and diagnostic capacity.

Positive relationships:

We recognise that parents/carers are the child's first and most enduring educators. When parents/carers and practitioners work together in early years settings, the results have a positive impact on the child's development. We feel a successful partnership needs to be a two-way flow of information, knowledge and expertise and so we aim to provide a variety of opportunities to support this.

We encourage parent partnership through:

- Organising a thorough induction programme to welcome children and parents into our school community. This is an opportunity to meet with staff to discuss school routines, expectations and to answer any questions parents/carers may have.
- Providing information about joining Hoylake Holy Trinity and encouraging the completion of the data collection forms, all about me booklets and permission forms.
- Operating an 'open door' policy, whereby they can come and discuss concerns and developments in an informal manner. If the EYFS team has any news or information about the progress of a child, they will immediately approach parents or carers to discuss this with them.
- Providing weekly information on the school newsletter about what has happened during the week.
- The use of Tapestry to share photographs of the children's learning

experiences in school. Parents are also encouraged to add comments to this and share photographs from any experiences at home.

- Encouraging parents to listen to their child read each night, to make use of the phonics flashcards and to comment on reading progress in a home/school reading record book.
- Discussing individual targets at parent teacher meetings in Autumn and Spring terms. During these meetings, parents are provided with their child's 'Next Steps' in learning.
- Providing an interim 'Mid-Year' written report, summarising progress.
- Providing an annual written report in July, summarising the child's progress against the early learning goals and Characteristics of Effective Learning.
- Parents are invited to a range of activities throughout the school year such as assemblies, workshops, Christmas productions and sports day.
- Offering opportunities for parents and carers to visit the school on a volunteer basis to assist with the children's learning e.g. accompanying trips, listening to readers.

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.

When the children join F2 we operate a very successful buddy system. Year 6 children are paired with a Foundation 2 Stage child to support them through their first year in the main school - creating another positive relationship. They help the Foundation Stage children at lunch time, during whole school events and with some paired reading activities.

Enabling Environments:

We recognise that the environment plays a key role in supporting and extending children's development. We begin by closely observing the children and assessing their interests, stages of development and learning needs, before planning activities and experiences into the environment. We aim to create an attractive, welcoming and stimulating learning environment which will encourage and challenge children to explore, investigate and learn through first-hand experience - a place where children feel secure and confident, and are challenged to develop their independence, taking responsibility for initiating their own lines of enquiry and investigation.

Learning and Development:

We recognise that children learn and develop in different ways and have their own learning styles. Play is essential for children's learning and development, it builds their confidence as they learn to explore, to think about problems and relate to others. Children learn by leading their own play and by taking part in play which is supported, guided and enhanced by adults.

Through play the children will:

- Explore and develop learning experiences which help them to understand the world around them.
- Develop and build on what they already know and can do, develop their own ideas, move their own learning forward and master what is new.
- Practice and apply skills in a way that is meaningful to them.
- Learn how to self-regulate and build an understanding of the need for rules.
- Are able to think creatively alongside others as well as by themselves.
- Explore feelings and relationships.
- Learn to value and accept the ideas of others.
- Develop their communication skills; speaking and listening with their peers and adults as they investigate or solve problems.
- Act out and make sense of experiences in controlled, safe situations.
- Make choices, to solve problems and to be independent in their learning.
- Learn to take risks and to become resilient as learners.

5. Planning and Teaching

The EYFS at Hoylake Holy Trinity provides a happy, safe, caring, stimulating and well-organised environment in which children learn by building upon what they already know and can do. Staff at Hoylake Holy Trinity look carefully at the children in their care, consider their needs, their interests and their stages of development and use all of this information to help plan a challenging and enjoyable experience across all areas of learning and development. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas. In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. Where a child may have a special educational need, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

Each area of learning and development is implemented through planned, purposeful play, and through a mixture of pedagogy: adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Our outdoor provision mirrors the opportunities available to the children inside offering a mix of adult-led and child-initiated learning.

6. Assessment

At Hoylake Holy Trinity, 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 and previous settings. Within the first 6 weeks that a child starts Foundation 2, staff will administer the Statutory Reception Baseline Assessment (RBA, May 2021). 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 or 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. The profile is moderated internally (referring to the Birth to 5 guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

7. Safeguarding and welfare procedures

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. F2 also take part in our school weekly 'Wake up Wednesday' where we discuss ways in which children can keep safe - at home, in school and online. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. We know that children learn best when they are healthy and safe, when their individual needs are met and when they have the chance to build positive relationships with the adults around them and their peers. The rest of our safeguarding and welfare procedures are outlined in our school safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by the Early Years Lead every 2 years. At every review, the policy will be shared with the governing board.

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

Statutory policy or procedure for the EYFS
Safeguarding policy and procedures

Procedure for responding to illness

Administering medicines policy

Emergency evacuation procedure

Procedure for checking the identity of visitors

Procedures for a parent failing to collect a child and for missing children

Procedure for dealing with concerns and complaints