

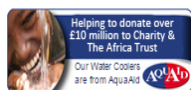


Tarleton Holy Trinity Church of England (Aided) Primary School

www.tarletonholytrinity.org

Early Years Foundation Stage Policy (September 2021)

POLICY



*Tarleton Holy Trinity
Church of England (Aided) Primary School*



Early Years Foundation Stage Policy

This policy reflects the Christian ethos and vision statement of our school.

Our Vision Statement

Value... Dream... Achieve...

As a loving Christian family, our aspiration is for all pupils to flourish, safe in the belief that we, "...can do all things through Christ, who strengthens us" Phil 4:13.

Everyone is valued, we all achieve and our dreams for the future begin.

Tarleton Holy Trinity Church of England Primary School is a one form entry school and we have 30 Reception Places.

We aim to embed our Christian ethos through all aspects of school life, our key focus in EYFS is the Christian value of 'Awe and Wonder', we aim to promote this through all aspects of learning within the setting; creating enthusiasm and inquisition through exciting and engaging opportunities for our young learners to explore the world around them and take pride in their achievements.

We provide safe environments where children can learn and develop, the children are protected and feel safe. Positive behaviour is promoted consistently and there is a strong, nurturing ethos amongst all practitioners to install confidence in the children.

We provide a rich learning environment where opportunities and conditions allow the children to flourish in all aspects of their development. The learning environment provides a balance across all the areas of learning. Our ethos is to respect each child as an individual and value the children's efforts, interests and purposes to enable successful learning

Our planning ensures a relevant, motivating, flexible and interesting curriculum and provision of an environment that truly enables successful learning by all children in our care.

Our practitioner knowledge of what children know and can do is gathered from day-to-day interactions. This is not always formally recorded, however it provides the basis for making judgements and informs future practice and provision.

Every child deserves the best possible start in life and support to their full 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. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance.

The overall aim of the EYFS is to ensure all early years settings help young children to achieve the government's 5 'Every Child Matters' outcomes

- Staying safe
- Being healthy
- Enjoying & achieving
- Making a positive contribution
- Achieving economic well-being

The four themes and principles of the EYFS provide a map that is just as relevant for practitioners on their learning journeys, as it is for guiding the children on theirs. They actually describe the conditions necessary for life-long, life-wide learning and apply equally to learners of all ages.

The 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 Development

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

Our early years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS. 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** – listening, attention and understanding/ speaking.
- **Physical development** – gross motor skills / fine motor skills
- **Personal, Social and Emotional** – self regulation / managing self / building relationships

The prime areas are strengthened and applied through 4 specific areas:

- **Literacy** – comprehension / word reading / writing
- **Mathematics** – number / numerical patterns
- **Understanding of the World** – past and present / people, cultures and communities / the natural world
- **Expressive Arts and Design** – creating with materials / being imaginative and expressive

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child-initiated activities. Adults model, scaffold, support and challenge to extend the children's learning across all 7 areas.

In planning and guiding children's activities practitioners reflect on the different ways children learn and use this to inform their practice. The three characteristics of effective learning are;

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

The characteristics of effective learning describe factors that play a central role in a child's learning and in becoming an effective learner. The characteristics of effective learning run through and underpin all 7 areas of learning and development. Children with effective learning characteristics:

- are willing to have a go
- are involved and concentrating
- have their own ideas
- choose ways to do things
- find new ways of doing things
- enjoy achieving what they set out to do.

To accurately assess the characteristics, we observe learning that children have initiated rather than only focusing on what children do when prompted. Children are provided with rich opportunities to initiate ideas and activities so that they can develop the learning characteristics. These characteristics also support lifelong learning. These are used to support the transition process from EYFS to year 1; information about the child's characteristics of effective learning gives year 1 teachers vital background and context about their next stage of development and future learning needs. Our assessment takes into account a range of perspectives, including those of the child, parents and other adults who have significant interactions with the child.

Through play children explore and develop learning experiences which helps 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 think creatively alongside other children as well as on their own and they communicate with others as they investigate and solve problems.

We ensure that children are engaged at all times to promote continued active learning; active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning.

Children are given opportunities to be creative through all areas of learning. Adults support children to think critically and ask questions to help them make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions.

To protect both the children and practitioners, the EYFS has 2 areas of legal requirements:

- Welfare Requirements
 - Safeguarding & promoting children's welfare
 - Suitable people
 - Suitable qualifications and training
 - Suitable premises and equipment
 - Organised provision
 - Organisation
 - Documentation

- Learning & Development Requirements
 - Early learning goals
 - Educational programmes
 - Assessment arrangements

Under the EYFS practitioners are required to:

- Maintain standards
- Improve quality & consistency
- Complete the EYFS profile, collect and submit data
- Ensure reliable and accurate assessment judgements
- Provide equality of opportunity for all children
- Work in partnership with all settings attended by a child
- Work in partnership with other agencies involved in the child's welfare
- Work in partnership with the child's parents
- Provide parents with a written summary of their child's attainment against the ELGs.

The EYFS also requires practitioners to make regular ongoing observations & assessments of each child's achievements, interests & learning styles and to use these to plan further learning experiences. This information must be shared with parents & other settings and their own knowledge also sought.

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Document reviews

We are aware of the need to review our school's documents regularly so that we can take account of:
new initiatives, changes in the curriculum, developments in technology etc.

This policy was adopted in September 2021

and will be reviewed in September 2023.

Signed by:

Member of staff responsible for this policy

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Governor responsible for this policy

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