



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

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*[www.tarletonholytrinity.org](http://www.tarletonholytrinity.org)*

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## **Early Years Foundation Stage Policy**

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**POLICY**



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**Early Years Foundation Stage  
Policy**

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

**Our Mission Statement**

***Tarleton Holy Trinity Church of England (Aided) Primary School is a Christian Family where everyone is valued, we all achieve and our dreams for the future begin.***

All Children are encouraged to look at the World with awe and wonder as they discover nature, the World around them and their place within it.

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 (EYFS) 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 emotional and cognitive conditions for learning change little with age – we all learn best when we are motivated, interested and happy, engaged in experiences that both fascinate and challenge us. Our confidence in ourselves as learners flourishes when we know that our thoughts and feelings are both sought after and valued.

Adults and children are critical partners in the learning process; and if adults are to model and 'scaffold' the skills that they would prize in their children – skills of enquiry, creativity and critical thinking, problem-solving, reasoning and conflict resolution – they must also have the capacity to embrace for themselves the risks and challenges that all new learning brings.

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.

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;
- monitoring children's progress and taking action to provide support as necessary.

## Positive Relationships

Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person. We recognise that parents are children's first and most enduring educators and we value the contribution they make.

We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- talking to parents about their child before their child starts in our school;
- the teacher offering to visit all children in their home setting prior to their starting school;
- the children having the opportunity to spend time with their teacher before starting school, during the pre-school visits in the summer term.
- inviting all parents to an induction meeting during the summer term before their child starts school;
- offering parents regular opportunities to talk about their child's progress in our reception class.
- encouraging parents to talk to the child's teacher if there are any concerns.
- Formal meetings for parents in the autumn and spring terms at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year;
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Praise assemblies, Class assemblies, Sports Day etc;
- magic moment slips which enable parents to contribute towards their child's learning journey.
- termly stay and play sessions which encourage parents to take part in their child's routine and see how the children learn within the early years setting.

## Enabling Environments

The environment plays a key role in supporting and extending children's development and learning.

### *The Learning Environment*

The EYFS classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas, where children are able to find and located equipment and resources independently. The EYFS class has it own enclosed outdoor area. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all 6 areas of 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.

The EYFS is made up of three prime areas:

- Personal, Social and Emotional Development

- Communication and Language
- Physical development

And four specific areas:

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

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. Children work within small groups as well as taking part in whole class carpet sessions and are always given the opportunity to further their learning independently within continuous provision along with their peers.

Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level and play with peers is important for children's development.

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.

Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. 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.

When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.

Children should be given opportunities to be creative through all areas of learning. Adults can support children's thinking and 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 premises
  - Environment & equipment
  - Organisation
  - Documentation
- Learning & Development Requirements
  - Early learning goals
  - Educational programmes
  - Assessment arrangements

Under the EYFS practitioners are required to:

- Maintain standards
- Improve quality & consistency
- 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

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. Assessment takes place through formal and teacher led activities as well as informal observations which contribute towards the children's learning journeys. Children have weekly opportunities to write in their writing books which are assessed and verbal feedback is given. The children's progression in phonics is assessed at the end of each phase.

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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 amended in February 2017

and will be reviewed in February 2020.

Signed by:

Member of staff responsible for this policy

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Governor responsible for this policy

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