

HOLY TRINITY C of E SCHOOL, East Finchley



High Standards Together

'At Holy Trinity School we promise to provide opportunities for every child to be the best that they can be.

We aim to create a happy and secure Christian environment in which children can grow in confidence and independence.

We strive for excellence in teaching and learning to achieve high standards together.'

Policy Name: **Early Years Foundation Stage Policy**

Date: March 2014

Date Ratified by Full Governing Body: **March 2014**

To be reviewed by: **March 2017 (every 3 years)**



High Standards Together

Holy Trinity School

Early Years Foundation Stage Policy

“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.”

Purpose and aims of the Early Years Foundation Stage, 2008

The Early Years Foundation Stage (EYFS) applies to all children from birth to the end of the Reception year.

In our Nursery, children can join us from 3 years onwards. The children begin attending school full time in Reception at the beginning of the school year in which they are five.

The EYFS is based upon four principles:

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

A Unique Child

At Holy Trinity School we recognise that every child is a competent learner who can be resilient, capable, confident and self assured. We recognise that children develop in individual ways, at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/ sharing assemblies and rewards, to encourage children to become independent thinkers and learners and develop a positive attitude towards learning.

Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of ‘differences’. All children at Holy Trinity School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school.

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

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.

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. 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

Welfare

"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."

At Holy Trinity School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2012. We understand that we are required to:

- Promote the welfare of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

We endeavour to meet all these requirements.

Positive Relationships

At Holy Trinity School we recognise that children learn to be strong and independent and form secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

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 offers to visit all children in their home setting prior to their starting nursery;
- the children have the opportunity to spend time with their teacher before starting school
- Nursery children visit the Reception Class one session (either am or pm) a week as part of their Transition to Reception, including children from other setting
- inviting all parents to an induction meeting during the term before their child starts school;
- offering parents regular opportunities to talk about their child's progress
- encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents each term 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: Class assemblies, Sports Day etc;

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school the EYFS teacher acts a 'Key Person' to all children in EYFS, supported by the Nursery Nurse and/or Teaching Assistant.

Regular discussions are undertaken by the Reception Staff and Nursery Staff to talk about new intake children and their needs.

Enabling Environments

At Holy Trinity School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

Observation, Assessment and Planning

The Planning within the EYFS follows a Long Term Plan and Medium Term Plans (MTP's) which are based around the children's interests. These plans are used by the EYFS teachers as a guide for weekly planning; however the teacher may alter their plans in response to the needs (achievements and interests) of the children. This will be indicated on weekly planning.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. They also contain information provided by parents and other settings.

At Holy Trinity School, we use the 'Development Matters' guidance to make judgements against the 'development stages' for the Reception children. At the end of reception each child's level of development is recorded against 17 ELG's.

Within the final term of the child's time in Nursery or Reception, we provide a written summary to parents, reporting their progress against the 'developmental stages' or ELG's and assessment scales. We give a reasonable opportunity for the parents to discuss these judgements with their teacher.

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 locate equipment and resources independently. Both Reception and Nursery classes have their 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 energetic. We plan activities and resources for the children to access outdoors that help the children to develop in all areas of learning.

Learning and Development

At Holy Trinity School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter connected.

Teaching and Learning Style

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stage 1 or 2. This includes:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;

- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are shared with parents;
- the good relationships between our school and the settings that our children experience prior to joining our school;

Playing and Exploring

“Children’s play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children’s development.” EYFS 2008

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 controlled and safe situations.

Active Learning

“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.” EYFS 2008

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 pride and satisfaction as they take ownership of their learning.

Creativity and Thinking Critically

“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.” EYFS 2008

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children’s thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

Areas of Learning

There are 7 main areas of Learning

PRIME areas

- Personal, social and emotional
- Physical development
- Communication and language

SPECIFIC areas

- Literacy

- Mathematics
- Understanding 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. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

Assessment in the Early Years

Children are assessed throughout their time in Holy Trinity Nursery and Reception through on-going observations.

Guidelines for 'age related expectations' in Nursery and Reception are provided in appendix 1

Nursery

In Nursery baseline assessments will be completed within 6 weeks of the child's entry to Nursery and the half term before they go into Reception. **In Nursery the children will be assessed for the baseline on The Prime Areas and recorded in Pupil Tracker 'highlighter'.**

At Autumn Half term, Spring Half term and Summer Half term Nursery data sheets will be completed and monitored by the EYFS co-ordinator. This information will also be used during Pupil Progress Meetings.

Reception

In Reception a baseline assessment of all children will be completed in the Prime areas **plus Reading, Writing, Number and Space Shape and Measures** within the first few weeks of the child's entry to school. The Assessment information will be recorded on Pupil Tracker.

Every half term data needs to be entered into the school tracking system (Pupil Tracker) in the form of 'highlighting' the Developmental Matters. At the end of the Summer Half Term all data needs to be completed using the Developmental Matters, after Summer Half Term, all data will be assessed against the Statutory Early Learning Goals and recorded accordingly.

At the end of Reception, progress against the Early Learning Goals will also be recorded and sent to the Local Authority. This information will be used for external purposes i.e. Nexus, Raise Online etc.

Monitoring and review

It is the responsibility of the EYFS teachers to follow the principles stated in this policy. There is a named Governor responsible for the EYFS. The Head teacher and EYFS coordinator will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

Roz Kimani
2014

Understanding the Early Years Assessment 2014-15



Age in Years	Age in Months	Foundation stage development	Age related Expectations		
			Low	Secure	High
3	36	22-36	1	2	3
4	48	30-50	4	5	6
5	60	40-60	7	8	9
End of EYFS			Early Learning Goals		

Age related Expectations – Prime Areas			
N1 – Spring Starters	Nursery		
Baseline Assessment - Jan	1	2	3
1 st Assessment - April	2	3	4
1 st Week of July	3	4	

Age related Expectations – Prime Areas			
N1 – Summer Starters	Nursery		
Baseline Assessment - April	2	3	4
1 st Week of July	3	4	

Age related Expectations – All areas			
N2 -	Nursery		
On ENTRY Baseline Assessment	2	3	4
Autumn	3	4	5
Spring	4	5	6
1 st Week of July	5	6	7

Reception	Age related Expectations – All areas		
On Entry Baseline	5	6	7
Autumn	6	7	8
Spring	7	8	9
1 st Week of July	8	9	Above EYFS Bands
Final Assessment	ELG – emerging	ELG – expected	ELG – exceeding (Y1 Obj)

The Early Years Foundation Stage: nursery and reception

Children will have reached a **good level of development** if they have met the early learning goals (which are the expected levels) in the prime areas and specific areas of literacy and mathematics. *NB: this is **not** the same as making 'good progress'. Where children meet the early learning goals this may represent excellent progress for some, and underachievement for others. For example, it will not demonstrate good progress for children who were close to reaching the early learning goals on entry to the reception class.*



Foundation Stage Marking Guidelines

Marking/Assessment

Learning Journey	Nursery	Reception
Labels	✓	✓
Photos	✓	✓
Work Samples	✓	✓
Tick Lists to check examples of each area of Learning	✓	x

Reception Marking Guidelines

(These Guidelines mainly refer to 'Have a go books')

Symbol	Meaning
	Next Step or Wish
	A question is asked (write the question in the bubble)
•	Towards understanding of Learning Objective
✓	Evidence of Learning Objective
✓✓	Clear understanding of Learning Objective
VF	Verbal Feedback
ABC	Alphabet mat used
PH	Phonics mat used
WB	Wordbank used
TA	Teaching Assistant supported

RE books 'I can' labels as part of success criteria

