



Trinity and St. Michael's

EYFS Policy

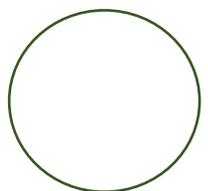
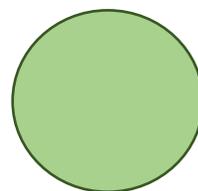
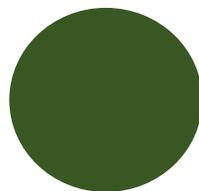
"Start children off on the way they should go, and even when they are old they will not turn from it."

Proverbs 22 Verse 6

Do everything in



1 Corinthians 16:13-14



Introduction

“Every child deserves the best possible start in life and support to fulfil their 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.”

- “Early Years Foundation Stage Profile”
- Department for Children, Schools and Families 2012

Principles

The EYFS is based upon four principles:

- **A unique child.** 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 and 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 and rewards to encourage and develop a positive attitude to learning.
- **Positive relationships.** We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families.
- **Enabling environments.** We recognise that the environment plays a key role in supporting and extending the children’s development. Through observations we assess the children’s interests, stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning.
- **Learning and development.** The Reception class 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.

Early childhood is the foundation on which children build the rest of their lives. At Trinity and St. Michael’s School we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education. The EYFS for children is from birth to five years of age. All children begin school with a wide variety of experiences and learning and it is the privilege of the adults working in the foundation stage to accept the task of building upon that prior learning experience. This is done through a holistic approach to learning ensuring that parents and guardians, support staff and the Foundation Stage team work effectively together to support the learning and development of the children in their charge.

Aims

It is every child’s right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic well-being. The overarching aim of the EYFS is to help young children achieve these five outcomes.



We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

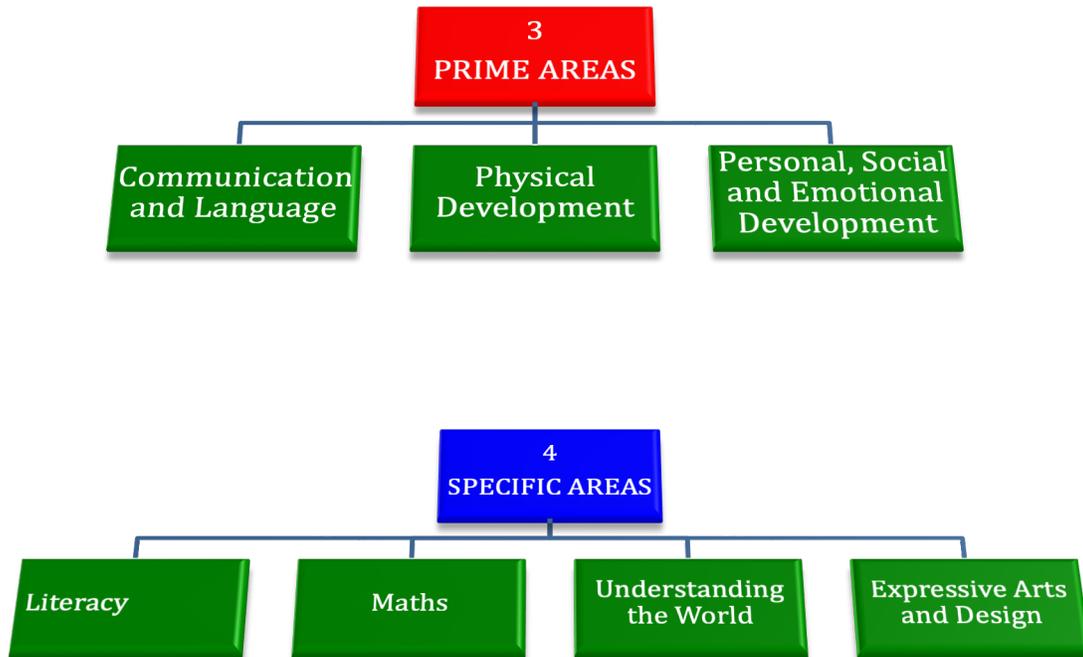
At Trinity and St. Michaels's Primary School, we aim to:

- Provide a safe, challenging, stimulating, caring and sharing 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 further learning and development in Key Stage 1 and beyond.
- 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.
- Work in partnership with parents and guardians and value their contributions ensuring that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability reach their full potential.
- Provide opportunities whereby children experience a challenging and enjoyable programme of learning and development.
- Provide experiences for all children, whatever their needs, which are as inclusive as possible.

Learning and Development

There are seven areas of learning and development that shape and guide the educational programmes in the Early Years. All areas are important and we ensure that children receive a broad and creative curriculum that is guided by these area.

Of these seven the most important for igniting children's curiosity, love of learning, and for building their capacity to become effective learners are the three Prime areas. In addition, there are four specific areas through which the three Prime areas are strengthened and applied. This is visually illustrated overleaf.



Achievement of these prime and specific areas of learning is by:

- *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
- *Creating and thinking critically*
 - children have and develop their own ideas, make links between ideas and develop strategies for doing things

Observation, Assessment and Planning

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning shows how the principles of the EYFS are put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning needs. All staff that work in the Foundation Stage are involved in this process.

At Trinity and St. Michaels planning within the EYFS is based around broad termly/half-termly themes of interest. However, we may alter these longer-term plans in response to the developing needs, or interests, of the children. Medium and short term planning is therefore considered fluid and is subject to change. Details



of any specific changes are always shared with parents to ensure the continued partnership between school and home is as effective as possible.

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 formative/diagnostic and summative assessments including adult recorded observations via Tapestry. These are all discussed on a weekly basis by the Early Years team. Day-to-day class organisation and the deployment of adult support is based on these discussions and is at the discretion of the class teacher. However, these observations and decisions are recorded with half termly/termly reports used to inform the Senior Leadership Team of ongoing progress and development. We also submit data to the local authority in June.

At Trinity and St. Michaels we place a high value on the support and partnership between school and home. We strongly urge parents to attend the various meetings and workshops which take place prior to the children starting school and during the first half term. We strive to ensure that the input of parents and guardians is often sought. The Early Years team is always keen to liaise informally with parents on a day-to-day basis through face-to-face discussions or the home-school diaries.

Learning Through Play

At Trinity and St. Michaels' Primary School, we do not make a distinction between work and play. Children learn through planned play activities and staff will decide when child-initiated or adult-led activities would provide the most effective learning opportunities.

These activities may be conducted through the well-equipped indoor classroom base or the large dedicated outdoor areas specifically used by the Reception class.

The Induction Process

· Early Years staff will be in contact with pre-school/nursery settings during the Summer term to gather information about the children in their current setting. This information is used by the Early Years team

An enhanced transition of 5 afternoons is in place where children are given the opportunity to visit school. During these sessions staff observe children at play to inform planning for September.

· Each child, their parents, carers and wider family members will be invited to join school at specific events so that they can begin to become familiar with the workings of the Reception class and the wider school as a whole



Home and School Links

We recognise that parents and carers are a child's first and most enduring educators and we aim for the school and parents and carers to work closely in the Reception class. This has a very positive impact on a child's development if an effective two-way flow of information and knowledge is established.

We will develop this working relationship between the school and parents and carers as follows:

- We will outline the school's expectations in a Home Learning Contract.
- We will hold a parent meeting (Summer Term prior to Sept start) to outline induction procedures
- We will use a Home-School Diary book designed to enable school staff and parents to pass comments to each other.
- We will publish a curriculum letter detailing the areas of learning and the overarching theme of the term or half-term.
- We will operate an "open door" policy that will allow parents and carers to discuss concerns and developments in an informal manner on an after school basis. Conversely, if school staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- We will conduct workshops for parents and carers during the first half term to enable them to become more familiar with school procedures and the teaching methods used in school to facilitate home support with learning.
- We will ensure parents are invited to attend any achievement celebrations that specifically relate to their child
- There will be regular opportunities for parents and carers to visit the school/classroom to share in the children's learning
- Parents/carers will be invited to discuss their child's progress with the class teacher on a one-to-one basis during Parents Evening early Spring Term.

Use of Screens

At our school, the use of screens is carefully managed to support children's learning and wellbeing. Research shows that excessive screen time can negatively impact children's mental health, including their ability to focus, regulate emotions and develop social skills. As such, screens are primarily used as a tool for learning and as a focal point to enhance teaching.

In preschool, screen use is kept to an absolute minimum and is used mainly for educational purposes. It may also be offered, as a last resort, to help a dysregulated child calm and re-engage but only when other strategies have been exhausted. In pre school, we aim to limit screen use to no more than an hour a day,



including time spent on tablets and other devices. During transitions, screens may be used at the teacher's discretion, but this should be occasional and short.

In older year groups, screens may be used more frequently for learning; however, staff are expected to monitor and limit use to ensure children remain engaged in active, varied and balanced educational experiences.

Intimate Care

"Intimate" care is any care which involves washing, touching or carrying out a procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. In most cases, intimate care is to do with personal hygiene and it is good practice for the school to inform the school nurse of all children requiring regular intimate care.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child.

No intimate care is to be given without the express written permission of the parent or guardian of that child and all parents and guardians will be asked to provide that permission when their child joins the school.

Inclusion and Equal Opportunities

Children with special educational needs will be supported as appropriate to enable them to access the curriculum fully. This includes children that are more able and those with specific learning difficulties and disabilities. Individual Education Plans identify targets in specific areas of learning for those children who require additional support commensurate with the school's Special Educational Needs Policy. The school's SEND Co-ordinator is responsible for providing additional information and advice to staff and parents and for arranging external intervention and support as necessary.

In line with the school's Equal Opportunities Policy, we will provide all children, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability with equal access to all aspects of school life to ensure that every child is valued as an individual. All staff are role models and are aware of the influence they have in promoting positive attitudes and use that influence to challenge stereotypical attitudes.

Policy to be read in conjunction with School's **Child Protection and Safeguarding Policy**

EYFS Policy to be reviewed October 2026