



TRIMLEY ST. MARTIN

EYFS Policy

October 2023



power to be

We have the power to create a happy, safe, creative, positive learning environment.

We have the power to provide high quality learning experiences that are enjoyable and inspirational and that meet the needs and interests of our children.

We have the power to enable children to take risks and develop skills to allow them to become independent, lifelong learners.



EYFS Policy 2023-2024

INTRODUCTION

Welcome to Trimley St Martin Primary School!

We are thrilled that you have chosen our school for your child's educational journey. Our team is committed to providing the best care and learning experiences for your child, ensuring that they feel secure and happy every step of the way. We believe that working with parents is crucial to ensuring each and every child reaches their full potential, so we strive to always be available to support you as needed. Our goal is to provide a remarkable educational experience that both you and your child will cherish. We want to create lifelong learners and unforgettable memories along the way.

INTENT

At Trimley St Martin, we focus on promoting communication and language, physical development, and personal social and emotional development as the golden threads that are woven into our everyday curriculum. Our belief is that by emphasizing these prime areas, we can unlock a world full of potential for our children. We provide a learning experience that is bespoke to Trimley St Martin and to every cohort. We identify their needs, follow emerging trends, and continually analyse gaps to support our planning and implementation. Our team members are all actively engaged in observing and interacting with our students, promoting exploration and curiosity through play. We strive to provide our children with an education that is both enjoyable and inspirational, whilst ensuring challenge to enable the children to take risks and develop skills to allow them to become independent learners.

IMPLEMENTATION

At Trimley St Martin Primary School we prioritise creating a 'language rich' environment through the use of open ended provision indoors and outdoors, through songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. Trained staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators. Staff use Language Link to assess all children and support those who need it to enhance communication, vocabulary and expressive skills. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of our Twinkl phonics programme. Children develop a love for stories and develop their imaginations through our Drawing Club sessions. The children enthusiastically mark make, draw, write and develop their vocabulary in these session. We effectively plan and design an early year's curriculum that not only meets the emerging needs of the children but also supports, extends and develops curiosity and engagement with learning. Long term planning is frequently improved to ensure that it is well sequenced and progressive. Our planning is responsive and flexible, ensuring that we cater to emerging needs, interests and fascinations. The curriculum is planned to ensure that the unique child is considered. The sequence of the curriculum builds on prior knowledge of the child from their nursery and home experiences. Children learn number rhymes, stories and songs to develop their mathematical thinking through direct teaching and exploration. We follow the mastering number approach, ensuring that all children develop strong foundations in number sense and fluency. Our maths teaching is also applied outside of the context of the maths lesson, such as when following a cooking recipe (measurement, capacity, number recognition etc.), tidying up, construction, role play and counting the daily dinner order for the school kitchen on our registration board. We recognise the huge importance of physical development. The children have two dedicated PE sessions each week as well as access to outdoor areas where they can develop and strengthen their core muscles through physical play while exploring our mud kitchen, large sand pit, water area and bike track. We also make the most of opportunities to explore our wild wood area and school climbing equipment. At



Trimley St Martin we understand the importance of the parent partnership as part of the school community and the crucial role as part of their child's learning journey. We create that bond through our welcome to school meetings and curriculum afternoons. During the school year, parents receive updates through our online learning journey Tapestry and also receive Knowledge Organisers to inform them of what their child is learning, key vocabulary explained and how they can support learning at home. As part of the learning and teaching process, children are assessed through a balance of observation during play, adult directed play and information from home. This is then used in conjunction with our new skills progression documents to help determine where the child is with their learning and at the end of the year in relation to the Early Learning Goals.

IMPACT

Our curriculum and its delivery ensure that all children, from their own unique starting points make good progress. Historically, on starting school in Early Years Foundation Stage (EYFS), a large majority of our pupils' skills and abilities are generally below national expectations in the prime areas and also in literacy. However, targeted interventions and high quality teaching ensure that children make good progress and the percentage of children who reached a good level of development by the end of the Reception year in 2023 was in line with national average. Outcomes in Knowledge and Understanding of the World, and Listening, Attention and Understanding which were targeted last year, have improved significantly following improvements and focus on these areas. The consistent approach to the teaching of phonics has led to the majority of foundation stage children being secure with Level 3 phonics at the end of reception. This consistent approach also leads to children becoming confident readers through guided reading sessions. Daily story time and the introduction of Drawing Club is impacting significantly on children's attitudes to books with story time being a firm favourite part of the day and children regularly requesting more stories during provision time. Anecdotal data and observations show that children are accessing more frequently and sharing stories with parents. Through our open ended provision, children develop their characteristics of learning and are then able to apply their knowledge to a range of situations, making links and attempting to explain their ideas and understanding. Our children are independent and confident to take risks, develop their resilience in relation to any setbacks and discuss their experiences with their peers to improve or adjust what they are doing.

What is the Early Years Foundation Stage?

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our school, children are admitted into the Foundation Stage in accordance with Suffolk County Council admissions regulations. (Compulsory schooling begins at the start of the term after a child's fifth birthday). Key stage 1 begins for our children at the beginning of Year 1.

Children joining our school have already learnt a great deal. Many have been to one of a range of settings that exist in our community. The early years education we offer our children is based on the following principles:

- it builds on what our children already know and can do;
- it provides a foundation for learning for life;
- it ensures that no child is excluded or disadvantaged, we are responsible for providing an education appropriate to the particular needs of each child;
- it offers a structure for learning that has a range of starting points, content that matches the needs of young children and activity that provides opportunities for learning both indoors and outdoors;
- it provides a rich and stimulating environment.



The EYFS is based upon four overarching principles:

- A unique Child
- Positive Relationships
- Enabling Environments with teaching and support from adults
- Learning and Development

A Unique Child

At Trimley St Martin, 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 develop a positive attitude to learning.

Inclusion in the Early Years Foundation Stage

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.

We set realistic and challenging expectations that meet the needs of our children, so that most achieve the Early Learning Goals by the end of the Foundation Stage. Some children progress beyond this point. 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 and when appropriate children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all 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;
- 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 all that all children in the school are 'safe'. We 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. (See Whole School Child Protection and Safeguarding Policy).



Welfare in the Early Years Foundation Stage

“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 Trimley St Martin, we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2023. We understand that we are required to:

- Create a high quality setting which is welcoming, safe, secure and stimulating, and where children are able to enjoy learning and grow in confidence.
- Take all necessary steps to keep children safe and well.
- Be alert to any issues for concern in the child's life at home or elsewhere.
- Have regard to the government's statutory guidance 'Working Together to Safeguard Children' and to the 'Prevent duty guidance for England and Wales'. Also to have regard to the government's 'Keeping Children Safe in Education' statutory guidance and any guidance and procedures of our local safeguarding partnership.
- Must train all staff to understand the safeguarding policy and procedures and ensure that all staff have up to date knowledge of safeguarding issues.
- Promote the good health of children attending the setting, preventing the spread of infection and taking appropriate action when children are ill.
- Must have and implement a behaviour management policy, where behaviour is managed effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure that the premises, furniture and equipment are safe and fit for purpose.
- 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 the requirements as set out in the Statutory Framework for the Early Years Foundation Stage.

Positive Relationships

At Trimley St Martin, we recognise that children learn to be strong & independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Partnership Working

We believe that all parents have an important role to play in the education of their children. We recognise the role that parents have played, and their future role in educating their children. We do this through:

- talking to parents about their child before their child starts our school;
- the children have the opportunity to spend time with their teacher before starting school;
- 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 in our Foundation class; There is a formal meeting for parents each term at which the teacher and the parent discuss the child's progress in private. Parents receive a report on their child's attainment and progress at the end of each school year.
- encouraging parents to talk to the child's teacher if there are any concerns.



- arranging a range of activities throughout the year that encourage collaboration between child, school and parents;
- offering a range of activities that support the involvement of parents. There is regular communication with home through the child's reading record book.

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 teachers act as the 'Key person' to all children in EYFS, supported by our EYFS Teaching Assistants. We have good links with local pre-schools. Regular visits are undertaken by EYFS practitioners and staff discuss new intake children. Staff and children from the pre-school are invited to induction mornings. Where children continue to attend preschool provision, while only attending school part time, we aim to ensure continuity and coherence by sharing information.

Enabling Environments

At Trimley St Martin, we recognise that children learn and develop well in enabling environments with teaching and support from adults, who respond to their interests and needs. This begins by observing the children and assessing their interests, development and learning, before planning changing but achievable activities and experiences to extend the children's constant learning journey.

Observation, Assessment and Planning

The curriculum for the Foundation Stage in our school reflects the areas of learning identified in the Early Years Foundation Stage framework. The experiences that our children meet enable them to develop a number of competencies, skills and concepts across several areas of learning.

The Development Matters section of the EYFS framework identifies the developing knowledge, skills, understanding and attitudes that children will need if they are to achieve the Early Learning Goals by the end of the EYFS. These Development Matters provide the basis for responsive planning throughout the Foundation Stage. Our Long-term planning is a three-term curriculum framework. Our medium term planning is completed half-termly and short term planning on a weekly basis identifying the intended learning, with outcomes, for children working towards the Early Learning Goals.

We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Many next steps happen 'in the moment' as staff observe and interact with the children. At Trimley St Martin, we use Tapestry, alongside post-it note type and informal observations to gather evidence of children's progress, which all form each child's Learning Journey.

During the first six weeks, schools including TSM will carry out the DfE Baseline Assessment. It will be an activity-based assessment of pupils' starting point in:

- language, communication and literacy
- mathematics



The assessment will be age-appropriate, last approximately 20 minutes and teachers will record the results on a laptop, computer or tablet. It will not be used to label or track individual pupils. No numerical score will be shared and the data will only be used at the end of year 6 to form the school-level progress measure. However, teachers will receive a series of short, narrative statements that tell them how pupils performed in the assessment at that time. These can then be used to inform teaching within the first term.

Alongside this, the children are assessed against the the seven areas of learning and development and this information is entered into our school assessment tracker to form our own 'On Entry Baseline Assessment Tool'. We also use this information to modify the teaching programme for individual children and groups of children. This information is shared at the parents' first termly consultation meeting.

At the end of the year, the teacher completes the 'Foundation Profile'. This assesses the children against the end of year expectations and Early Learning Goals. We send the results of these assessments to the LA for analysis. The child's next teacher uses this information to make plans for the year ahead.

Parents receive an annual report in the summer term that offers comments on each child's progress in each area of learning. It highlights the child's strengths and development needs and gives details of the child's general progress.

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 into learning areas, where children are able to find and locate equipment and resources independently. The EYFS class has its 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 to be physically active and exuberant. We plan activities and resources for the children to access indoors and outdoors that help children to develop in all 7 areas of learning.

Developing and Learning

At Trimley St Martin, 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.

Learning and Teaching Style

Our policy on learning and teaching defines the features of effective learning and teaching in our school. These features apply to learning and teaching in the Foundation Stage.

The more general features of good practice in our school that relate to the Foundation Stage are:

- 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 achieve the Early Learning Goals by the end of the Foundation Stage;
- 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 regularly shared with parents;
- the good relationships between our school and the settings that our children experience prior to joining our school;
- the clear aims for our work, and the regular monitoring to evaluate and improve what we do;
- the regular identification of training needs of all adults working within the Foundation Stage.

Playing and Exploring in the Early Years Foundation Stage

“Play is essential for children’s development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults.”

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”.

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 satisfaction as they take ownership of their learning.

Creativity and Critical Thinking

“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 opportunity to be creative through all areas of learning. 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

The EYFS is made up of seven areas of learning:

3 Prime areas-

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

4 Specific areas-

- Literacy
- Mathematics
- Understand 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) that define the expectations for most children to reach by the end of the EYFS.

These 7 areas of development are used to plan your child's, play, learning and activities. The professionals teaching and supporting your child will make sure that the activities are suited to your child's unique needs. This is a little bit like the curriculum in primary and secondary schools, but it is suitable for very young children. It is designed to be flexible so that staff can follow your child's interests, whilst providing them with meaningful experiences which aim to develop and foster positive 'can do' attitudes, build confidence and resilience and encourage sensible risk taking and the development of problem-solving skills; (The Characteristics of Learning)

Monitoring and Review

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

Signed:

Mrs Campbell- Early Years Foundation Stage Leader

Dated: October 2023



APPENDIX 1

Intimate Care Procedure for Reception:

- All Reception staff will record who, and when they changed a child in the Changing Log.
- Staff will inform another member of staff that they are changing a child to ensure safeguarding.
- Change the child's clothing as appropriate, as soon as possible
- Use appropriate cleaning products and adhere to health and safety procedures.
- If bruising, marks or anything else unexplained is observed a report will be sent to the School Designated Safeguarding Lead
- Inform parent/carer that a continence issue has arisen during the session
- We will provide children with wipes and we will encourage and direct your child to help clean them up in the event of a soiling accident. We will only physically wipe their bottoms where they cannot achieve this under our direction.
- Immediate contact with a parent/carer will only occur where soiling is severe and/or linked to illness e.g. sickness and diarrhoea, or when a child refuses to let a member of staff help change their clothing.

Health and Safety Procedure:

- When dealing with personal care and continence issues, staff will follow agreed health and safety procedures:
- Staff to wear disposable gloves and aprons.
- Used and soiled products will be wrapped and placed in an appropriate bin.
- Changing area to be cleaned after use.
- Hot water and liquid soap available to wash hands as soon as the task is completed
- Paper towels available for drying hands.