



Trinity First School  
EYFS Policy  
2022



Flourishing together through  
kindness, curiosity, respect, resilience and teamwork



### Introduction

This document is a statement of the aims, principles and strategies for teaching and learning in the Early Years Foundation Stage (EYFS) at Trinity First School, Frome.

### Aims and Principles

- Give each child a happy and positive start to their school life in which they establish a solid foundation for a love of learning.
- Enable each child to develop socially, physically, intellectually and emotionally.
- Encourage children to develop independence and confidence within a secure, supportive and friendly atmosphere.
- Provide a broad and balanced, creative curriculum that will set in place firm foundations for future learning.

### The EYFS is based upon 4 overarching principles:

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

### A Unique Child

At Trinity First 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. We ensure that all of our EYFS staff offer support to children to develop at their own rate. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement regularly as well as rewards (Dojo points, certificates, stickers, visits to the Headteacher) to encourage children to develop a positive attitude to learning. During their first year at school, the children are introduced to the School Values; Resilience, Kindness, Teamwork, Curiosity and Respect.

### Inclusion

In the EYFS we set realistic and challenging expectations that meet the needs of our children to help them achieve the Early Learning Goals by the end of the Reception year. 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. All children and their families are valued within our school.

We meet the needs of our children through:

- Planning opportunities that build upon and extend children’s knowledge, experience and interests and develop their self-esteem and confidence through a creative curriculum and learning environment
- Using a wide range of teaching strategies based on children’s learning needs
- Providing a wide range of opportunities and environments to motivate and support children and to help them learn effectively
- Providing a safe and supportive learning environment in which each child’s contribution is valued
- Monitoring children’s progress and taking action to provide support as necessary

### **Positive Relationships**

At Trinity First School, we recognise that children learn to be strong and independent through the development of positive relationships. We develop caring, respectful, professional relationships with the children and their families.

#### *Parents as Partners*

We recognise the role that parents have played, and continue to play, in educating their child. We do this through:

- Talking to parents about their child before their child starts at our school – home visit
- Inviting parents to a ‘Welcome Induction Evening’
- Inviting children to spend time with their new teacher in the classroom before they start school
- Staggering the intake in September so the children can settle in smaller groups
- Encouraging parents to attend parent’s evenings twice per year
- Providing parents with a written report on their child’s attainment and progress at the end of the school year
- Sharing photographs from school on Dojo and encouraging parents to share children’s learning from home too
- Responding to queries and questions from parents via Dojo as well as providing regular informal opportunities to talk about their child
- Sharing our approach to Phonics, reading and other curriculum areas through meetings and activity workshops
- Inviting parents to celebration events such as Christmas craft, Mother’s Day, Sports Day

### **Enabling Environments**

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

#### *The learning environment*

The role of both the indoor and outdoor environment provides a wide range of learning experiences for the children. We encourage the children to make their own selection from activities and resources on offer to promote independent learning and the classrooms are organised in such a way that children can explore and learn in a safe environment. The children also engage with adult led activities daily.

The EYFS children have their own outdoor area at Trinity First School, used in all weathers, as well as the wider school grounds and the Forest School area. These areas inspire the children. They offer them more opportunities to explore on a larger scale, be more physically active and enhance the children's experiences of nature and the natural environment.

### **Learning and Development**

At Trinity First School, we recognise that children learn and develop in different ways and at different rates. We consider the individual needs, interests and development of each child in our care and use this information to plan a challenging and enjoyable experience for all children in all areas of learning and development.

### **Areas of Learning**

The EYFS is made up of seven areas of learning and development and 17 Early Learning Goals which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year:

### **Prime Areas**

- Personal, Social and Emotional Development
  - Self-Regulation*
  - Managing Self*
  - Building Relationships*
- Physical Development
  - Gross Motor Skills*
  - Fine Motor Skills*
- Communication and Language
  - Listening, Attention and Understanding*
  - Speaking*

### **Specific Areas**

- Literacy
  - Comprehension*
  - Word Reading*
- Mathematics
  - Number*
  - Numerical Patterns*
- Understanding the World
  - Past and Present*
  - People, Culture and Communities*
  - The natural world*
- Expressive Arts and Design
  - Creating with Materials*
  - Being Imaginative and Expressive*

All these areas are delivered through a balance of adult led and child initiated activities. All areas of learning and development are important and interconnected.

### Observation, Assessment and Planning

In planning and guiding what children learn, we reflect on the different rates at which children are developing and adjust the planning and teaching appropriately. Activities are planned with regard to the three characteristics of effective teaching and learning in the EYFS:

- Playing and Exploring – children investigate and experience things and are willing to ‘have a go’.
- Active learning – Children concentrate and keep on trying if they encounter difficulties. Children enjoy achievements.
- Creating and thinking critically – Children have and develop their own ideas, make links between ideas and develop strategies for doing things.

Assessment at Trinity First School plays an important part in helping us to recognise children’s progress. The children undertake the Reception Baseline Assessment (RBA) during the first 4 weeks in which they start Reception. We assess children through the year to check if they are ‘on track’ and put interventions into place to try and bridge any gaps. Sometimes we will send activities home for children to do with their parents to help support their learning and the work that we are doing at school. At the end of the year we complete the EYFS profile for each child. This information is shared with parents, Y1 teachers and the Local Authority.

### Review

Next review date: September 2023