



**Holy Trinity
Church of England (VC)
Primary School
Halstead
www.holytrinityhalstead.com**

KEY COL OP P

EYFS

*‘We are an inclusive,
aspirational school that builds a
kind and resilient community’*

Owner: C. Lewis

Signed off: July 2025

Signed off by: FGB

Date of review: July 2027

Early Years Foundation Stage (EYFS) Policy.



1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for at least good progress through school and life.
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind.
- A close working partnership between staff and parents and/or carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.' Statutory framework for the early years foundation stage Nov 2024

2. Legislation

This policy is based on requirements set out in the [Early years foundation stage statutory framework - GOV.UK](https://www.gov.uk/government/publications/early-years-foundation-stage-statutory-framework)

3. Structure of the EYFS

At Holy Trinity Primary School we have one Reception Class. Children are invited to begin school in September before or when they turn 5.

4. Curriculum

It is our intention to provide all pupils with the opportunity to achieve the best they can and realise their full potential. Happy, confident, independent learners grow from having positive relationships as a platform to launch their lifelong learning. Strong relationships between pupils, staff and parents create a sense of value and belonging where all aspects of learning and development can be nurtured. Supporting the acquisition and use of language gives children the ability to express and explore their social and emotional needs, broaden vocabulary, develop comprehension and to ask questions which deepen learning and thought processes. Building on and enhancing prior learning experience by following pupil interests and adapting to individual needs help to give our pupils the best start to their school life. Our vision - *Holy Trinity is an inclusive school working to build a kind and resilient community through our trinity of Christian values: respect, honesty and love* runs through, supports and enhances teaching and learning in EYFS.

The EYFS class follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from November 2024.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

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

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design



Our School Vision '*We are an inclusive, aspirational school that builds a kind and resilient community*' and the non-statutory guidance document 'Development Matters' support teaching and learning in the EYFS providing breadth and depth to the curriculum and a pathway to support a child's whole development.

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. The Prime areas underpin the development and learning of pupils reflected in our planning. When planning staff take into account children's individual needs, stage of development, experience and interests, and use this information to plan challenging and enjoyable experiences which also develop independence, self esteem and good learning behaviours. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. Planning should be adaptable and flexible to ensure learning opportunities created in the moment can be utilised to capture children's thoughts and ideas to develop and deepen their understanding and learning experiences. Planning should include a balance of adult and child led learning taking place indoors and in the outdoor learning environment. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences and build on their learning.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction building on positive relationships. We aim to create an attractive and stimulating learning environment enabling children to feel confident and secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision as well as a large space for children to independently access a range of resources and activities.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

5. Assessment

At Holy Trinity Primary School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers. Observations are recorded in the children's online 'Learning Journeys', in their book based 'Learning Journey' and within our observation / assessment folders. All of these forms of evidence are used alongside each other to plan next steps, personalise learning and monitor progression.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

6. Working with parents

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 during induction meetings (Home Visits)
- the children and parents have the opportunity to spend time with their teacher before starting school during transfer sessions (open classroom sessions and an invite to school lunch);



- supporting children through the transition from pre-school to Reception with children initially beginning school for mornings. After a short period and when the children are mentally, socially and physically ready the children then move into full time days. In discussion with parents and previous settings this can be adjusted to meet the needs of the child.
- inviting all parents to a parents evening during the term that their child starts school and again halfway through the child's Reception year in order to discuss with them how we aim to work with their child, discuss their child's progress and to answer any questions parents/carers may have.
- observations placed on Tapestry for parents to view and comment on. They can access this and add home observations for staff to view.
- Our school website (www.holytrinityhalstead.com) is updated with work, photos and information about children's learning. It contains school policies; recommend websites to support children's learning and keeps parents informed of up-to-date school information and news. Our school Facebook and Twitter also display this information.
- parents receiving a summary report of progress and achievements at the end of each school year and their child's characteristics of learning
- developing range of activities throughout the year that encourage collaboration between child, school and parents: stay and play sessions, WOW celebration assemblies, school visits, open afternoons, parent workshops.
- contact within their home school diary, parents can phone / email the school to arrange to speak to staff.
- regular newsletters via the school app informing parents of children's achievements, news and upcoming events

7. Transition

From Pre-school /Feeder settings

During the summer term prior to a child's entry into the Reception year, the following procedures have been put into place to ensure successful transition

Parents are invited to have a Home Visit. A Teacher and Teaching Assistant visit the child's home for an informal visit. This allows teachers to introduce themselves to the parent and child, discuss the child's needs, strengths, and interests and to answer any questions parents and children may have about school.

The children are invited to visit their reception class. One of these visits the parents are welcomed into class with their child, to stay and play, chat with staff, meet the PTFA and order school uniform. The second visit allows the child to come into school for an hour without their parents to familiarise themselves with staff, the classroom and activities.

Parents and children are also invited for a complimentary school lunch (or they may bring their own packed lunch) to sample the school dinners and familiarise the children with the dinner hall.

Members of staff from Holy Trinity make visits to feeder settings. The number of visits will depend on the child's needs and how much information gathering is required in order to support the child's transition.

Children Pre School can be invited for visits, with their key workers, into school where they get an opportunity to engage with the current reception children and have a carpet activity/story.

Children requiring extra support will have additional visits regardless of their setting and meetings with the SENCO if required. Part time sessions take place at the beginning of the school year for all children to allow them to settle and become comfortable with new school adults and environments. This period of time can be extended if required on discussion with school, parents and pre school settings.

From Reception Class to Key Stage 1

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels at the Early Learning Goals, and their readiness for Year 1. The Profile includes ongoing observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development, or not yet reaching expected levels ('emerging'). Year 1 teachers are given a copy of



the Profile report together with a commentary on each child's skills and abilities in relation to characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.

Children will have opportunities to meet their new teachers before September and will spend time in their new classrooms in July.

Parents will also be invited to a meeting to discuss the main changes that occur between EYFS and KS1 and to meet their child's new teacher once they start in Year One.

8. Safeguarding and welfare procedures

It is of vital importance to us that all children in the school feel happy and 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 emotional well-being of all children. Our safeguarding and welfare procedures are outlined in the school's child protection and safeguarding policy in addition to specific EYFS safeguarding below.

- The role of the class teacher as a key person for the children is supported by the experienced EYFS staff who willingly support and discuss with parents and carers their children. EYFS will refer parents and carers to the class teacher in any instance for further advice and support if required.
- Electronic devices including class cameras, ipads and laptops are used daily in EYFS. Parents are required to give their preferences for permission to share images of their child. Tapestry is used as an observation tool, these observations are shared with parents, written permission for this is collected as the pupil begins school.
- Toileting is an area where some children will still require support - in these instances we shall follow the child's intimate care plan and procedures. Children in nappies will be provided with a private space to be changed by a familiar adult with a second adult in attendance. We request that parents of pupils who require support with toileting also provide a spare set of clothes to be kept in school to change into if required.
- Parents are required to report if their child is unwell and absent from school. The school will offer advice for the length of time required to remain off school for infectious illness - for example 48hrs following the last bout of sickness or diarrhea.
- At Holy Trinity Primary school the EYFS children will usually be within sight and hearing of staff and always within sight or hearing. Whilst eating, children will be within sight and hearing of a member of staff
- We promote good oral health, as well as good health in general, in the early years by talking to children about:
 - The effects of eating too many sweet things and food high in sugar.
 - The importance of brushing your teeth twice daily and the routine of tooth brushing.