



**Trinity**

LEARNING • LOVING • LIVING

# Trinity EYFS Policy

<i>Date Governor Approval</i>	<i>Date of next review</i>	<i>Notes</i>

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### 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 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

### 2. Legislation

This policy is based on requirements set out in the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#). This document also complies with our funding agreement and articles of association.

### 3. Structure of the EYFS

EYFS at Trinity Church of England School consist of two Reception Classes, both with 30 pupils. Each year a class teacher and 1 support staff member are assigned per class. When and if needs vary for the pupil in Reception other members of staff may be employed.

Reception begins the academic year in July with 2 Stay & Plays for all new starters. The Reception team and the SEND team attend these sessions.

In September each class is split into Group A and Group B for induction. The inductions timetable is as follows:

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Group A – ½ day	Group B – ½ day	Group A – full day	Group B – full day	No pupils in	All pupils in full time

After day 6 all pupils are in school full time.

Pupils start the school day at 8:45am and end the day at 3:15am

A typical timetable is as follows:

### Reception Timetable

Year R	Monday	Tuesday	Wednesday	Thursday	Friday
8:35 – 8:45	Soft start				
8:45 – 9:15 (30 mins)	Phonics	Phonics	Phonics	Phonics	Phonics
9:15 – 9:45 (30 MINS)	Free flow provision	Free flow provision	Free flow provision	Free flow provision	Free flow provision
9:45- 10:15 (30 mins)	Literacy carpet session	Whole School Worship/ fruit circle	Whole School Worship / fruit circle	Literacy carpet session	Whole School Worship / fruit circle
10:15-10:30 (15 mins)	Fruit circle	Playtime	Playtime	Forest school prep	Playtime
10:30 –11:00 (30 mins)	Music in top floor room	Literacy carpet session	Literacy carpet session	Forrest School (From October – free flow till week 7)	Literacy Library session to introduce new book
11:00-11:30 (30 MINS)	Free flow provision	Free flow provision	Free flow provision		Free flow
11:30 –12:30 (60 mins)	Lunch				
12:30 –1:00 (30 mins)	Maths carpet session	Maths carpet session	(PPA) Maths carpet session	Maths carpet session	Free flow provision Tidy-up
1:00 – 2:50 (110 mins)	Free flow provision Tidy-up	Free flow provision Tidy-up	(PPA) Free flow provision Tidy-up	Free flow provision Tidy-up	Maths carpet session
2:30-2:55 (25 MINS)	Topic carpet session	Topic carpet session	(PPA) Science carpet session	RE carpet session	PE
2:55 – 3:15 (20 MINS)	Story time				
3:15	Home time				

#### 4. Curriculum

Our early years setting follows the curriculum as outlined in the 2021 EYFS statutory framework. The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. 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

#### 4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Reading is done on a 121 basis. All pupils are read with once per week and written communication is sent home to families. (see Reading policy)

Writing is completed in small groups. Writing begins with initial sounds and CVC words. (See Writing Policy) Staff must take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. 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. When SEND support is needed, the SENCO will provide guided support to individuals.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

#### 4.2 Teaching

Adapt this section so that it is relevant to your setting, or add details of specific teaching strategies e.g. outdoor learning, etc. The following are suggestions only.

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.

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 Trinity Church of England 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. These observations are recorded using Tapestry.

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 assessment 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 and carers

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. Meet the Teacher events and Parent's Evenings are scheduled to ensure all families are understand where their child is making good progress and where areas of development are; a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

### **7. Safeguarding and welfare procedures**

We promote good oral health, as well as good health in general, in the early years by making connections with local dentists. We have NHS nurses in to speak about keeping your body safe, which includes looking after teeth.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

### **8. Monitoring arrangements**

This policy will be reviewed and approved by Head of School and EYFS lead every two years. .  
At every review, the policy will be shared with the governing board.



## Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy