Holy Trinity CofE Primary School

Early Years

Teaching and Learning Policy

Policy Reference:	Holy Trinity CofE Primary School Early Years Teaching and Learning Policy
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Vision Statement

At Holy Trinity we believe that all people are precious and honoured in God's sight. From this belief comes a determination for all within our community to experience life in all its fullness, as promised by Jesus.

We embrace the holistic development for all in our community so that they may flourish academically, emotionally, and spiritually.

All that we do is underpinned by the modelling and promotion of six core values. These are: Justice, Service, Perseverance, Gratitude, Compassion, Courage and build on previous values of Peace, Hope, Friendship, Respect, Honesty and Forgiveness.

We offer a vision of human flourishing for all, one that embraces excellence and academic rigor, but sets them in a wider framework.

Statement of intent

Every child deserves the best possible start in life. At Holy Trinity C of E Primary School we greatly value the importance of the early years foundation stage (EYFS) in providing a secure foundation for future learning and development and understand our responsibilities in ensuring that children learn and develop well and are kept healthy and safe.

This policy has been developed in conjunction with the relevant DfE guidance and legislation and seeks to provide:

- **Quality and consistency**, so that every child makes good progress and no child gets left behind.
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- **Partnership working** between practitioners and parents.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

1.Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Childcare Act 2016
- Children and Young Persons Act 2008
- Education Act 2011
- DfE (2021) 'Statutory framework for the early years foundation stage'

This policy operates in conjunction with the following school policies:

- Early Years Policy
- Early Years Assessment Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equal Opportunities Policy: Pupils
- Complaints Procedures Policy
- Nursery Admissions Policy

2. Roles and responsibilities

The headteacher is responsible for:

- Acting in accordance with the 'Headteachers' standards' and the expectations of the school community.
- Creating a culture where children experience a positive and enriching school life.
- Upholding ambitious educational standards which prepare children from all backgrounds for their next phase of education and life.
- Promoting positive and respectful relationships across the school community and a safe, orderly and inclusive environment.
- Establishing and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how children learn.
- Ensuring teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Ensuring a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.

- Establishing effective curricular leadership.
- Ensuring valid, reliable and proportionate approaches are used when assessing children's knowledge and understanding of the curriculum and ensure effective use is made of formative assessment.
- Forging constructive relationships beyond the school, working in partnership with parents and the local community.

The early years leader is responsible for:

- Ensuring all staff members read and implement this policy.
- Ensuring that all staff are up to date with current statutory and Ofsted expectations, including early years team and the SLT.
- Supporting the policies, ethos and vision of the school and actively promoting high levels of achievement in the early years stage.
- Leading the early years team in the planning and delivery of a creative and stimulating curriculum based on the Educational Programmes of the 'Statutory framework for the early years foundation stage'.
- Ensuring the educational provision and practice is based in the Characteristics of Effective Teaching and Learning, supports a range of learning needs and develops children's independence.
- Taking responsibility for high-quality teaching provision throughout the early years stage.
- Ensuring the requirements for the early years stage, including the arrangement of assessment, are met in line with the relevant statutory requirements.
- Monitoring the progress of children and reporting evaluated data to the headteacher.
- Developing and maintaining effective relationships with parents, colleagues, the governing board and the local community.
- Ensuring parents are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures.
- Supporting staff development by identifying and/or providing regular training and CPD opportunities.
- Providing regular 1:1 meetings to support professional development.
- Assigning a key person to support the needs of each child and family.

Class Teachers are responsible for:

- Ensuring that the children they support receive learning tailored to their needs.
- Engaging with parents to support them in guiding their child's development at home.
- Helping families with more specialist support, where required.

- Helping children become familiar with the school and acting as a point of contact for children and their parents.

All early years staff are responsible for:

- Acting in accordance with this policy at all times.
- Maintaining their professional knowledge and understanding of statutory documentation.
- Understanding and acting within the statutory frameworks which set out their professional duties and responsibilities.
- Having proper and professional regard for the ethos, policies and practices of the school.
- Demonstrating consistently high standards of personal and professional conduct.
- Having a firm understanding of child development and age-appropriate needs.
- Supporting and promoting children's early education and development in the EYFS.
- Planning and delivering valuable learning experiences, environments and opportunities that are appropriate to the age, stage and needs of individual and groups of children.
- Identifying the needs, interests and stages of development of individual children.
- Using formative and summative assessment to track children's progress to plan next steps and shape learning opportunities.
- Working cooperatively with colleagues and other professionals to meet the needs of all children and enable them to progress.
- Liaising closely with parents to help them promote their child's health, wellbeing, learning and development.
- Identifying any areas of concern relating to children and their learning, development and emotional needs.
- Considering whether a child may have SEND which requires specialist support, and knowing and understanding the policy and procedure to follow to provide this.
- Taking charge of their own personal development, including undergoing additional training, and identifying what support they need to benefit children and the provisions in place to support them.
- Ensuring that our pedagogy is reflected in their day to day practice.

3. Learning and development

In partnership with parents, the school will promote the learning and development of children to ensure they are ready for the next stage of education.

The Educational Programmes of the EYFS

Provision and practice within the early years will be centred around the requirements of the DfE's 'Statutory framework for the early years foundation stage'.

The Educational Programmes in the EYFS underpin the curriculum that will be taught.

The EYFS framework outlines the seven areas of learning and development that are the Education Programmes of the 'Statutory framework for the early years foundation stage'. These are split into two interconnected sections – Prime and Specific:

The 'Prime' areas of learning and development are:

- Communication and language
  - Listening, attention and understanding
  - Speaking
- Physical development
  - Gross motor skills
  - Fine motor skills
- Personal, social and emotional development
  - Self-regulation
  - Managing self
  - Building relationships

The 'Specific' areas of learning and development are:

- Literacy
  - Comprehension
  - Word reading
  - Writing
- Mathematics
  - Numbers
  - 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

In organising and implementing educational programmes, we ensure that a broad range of activities and experiences are planned, having regard to three characteristics of effective teaching and learning in the EYFS:

- Playing and exploring – children investigate and experience things.

- Active learning – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The Curriculum: What we want the children to learn.

Our curriculum is a top-level plan of what we want the children to learn. The EYFS team have worked together to ensure that fundamentally, planned provision and practice are centred around the requirements of the DfE's 'Statutory framework for the early years foundation stage'. We have also taken into account the valuable non-statutory guidance in the "Development Matters" document. Using this information in conjunction with what we know of our cohort, we have produced an overview of the skills and knowledge that we aspire our children to develop over their time in Early Years. This overview is ambitious and is in line with our school vision of "human flourishing for all".

A Long Term Plan (LTP) is produced for Nursery and Reception to set out when we intend children to learn certain skills and knowledge. This learning is mapped out carefully, in a structured and sequential way, building on knowledge and skills throughout each academic year.

Diversity and inclusion are at the heart of our planning, ensuring provision enables every child access to engaging and challenging learning.

When planning the content of our curriculum we note these important factors:

- The stages of development for our children and cohorts.
- Helping every child develop their language is vital and Communication and Language must underpin all learning.
- Depth in early learning is much more important than covering lots of things in a superficial way.
- Children need plenty of opportunities to revisit previously taught knowledge, skills and vocabulary.
- Children must have opportunities to learn both indoors and outdoors (See "The Learning Environment" section for more details).
- The context of our school and the opportunities we would like our children to experience.
- The KS1 curriculum and how we can build the foundations and skills required for children to succeed.
- Learning experiences should be fun, engaging and interactive to enable children to build a love of learning.

It is important to note that all of our curriculum plans are intended to be flexible working documents which will be adapted and changed to respond to the needs and interests of children. We value the importance of following children's fascinations and understand the quality of learning that can come from child led enquiries.

The pedagogy: How children learn and how we help children to learn.

At Holy Trinity C of E Primary School, we summarise our whole school Pedagogy with four key words: Nurture - Enable - Inspire - Achieve.

In the EYFS we ensure that our practice compliments this and believe that:

- All children are powerful learners and every child can make progress in their learning with the right help, regardless of their ability or background.
- Young children learn best when they have a balanced mix of approaches. Children learn through play, by adults modelling, by observing each other and through guided learning and direct teaching.
- Young children learn best when they are interested in what they are being taught and learning is made playful and enjoyable.
- Improving children's executive function and self-regulation is vital in supporting overall development and achievement.
- The use of quality stories, non-fiction texts, songs, poems and rhymes is a powerful way to help build an understanding of the world around them as well as develop vocabulary.

The adults in our setting understand that we can help children to learn in many encouraging, thoughtful and gently challenging ways. These include:

- **Creating a rich, stimulating, challenging environment**, indoors and outside, so that children can choose their own play and activities.
- **Joining in** with children's play when appropriate and sensitively introducing challenges and new ideas.
- **Modelling** how to do things and **explaining** how to do things.
- **Commenting** on what children are doing.
- **Repeating** what a child has said but rephrasing it correctly.
- **Expanding** on children's ideas and vocabulary.

- **Guiding** children's learning in a playful way.
- **Encouraging** children to collaborate and learn from each other.
- **Discussing** ideas with children, using skilful questioning and **challenging** their thinking to help them clarify their understanding of ideas.
- **Assessing** and checking what children know and what they can do.
- **Scaffolding** - Giving children just enough help to do something they wouldn't be able to do alone and then gradually reducing the support until they are independent (Doing it for the child – offering help – modelling – prompting – self-scaffolding).
- **Directly teaching** a new skill, concept or an important piece of information.

We ensure our interactions with children are quality by following the STOP – LISTEN – RESPOND approach and make use of "The Hand Rule" to guide our discussions with children. (See Appendix 1 and 2 for poster in setting and Guidance for child initiated time).

4. Assessment

Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support.

In line with statutory requirements, the school will undertake a summative assessment of each child's development at certain stages. These are:

- Nursery Wellcomm language assessment sent to the Local authority
- Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting Reception, regardless of what time of the year this occurs.
- The EYFS Profile – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1.

Ongoing formative assessments will be used to assess the day-to-day learning and development of children in the EYFS. Practitioners will interact and observe children to understand their achievements, interests and learning needs, and will use this information to shape learning experiences for each child.

Phonics assessments will occur in Reception half termly to ensure children are on track with their reading. Wellcomm assessments will occur in Nursery and Reception termly to assess children's language development. Termly "on-track assessments" will be

discussed and moderated as a team to ensure we are aware of how children are progressing throughout the year. These "on-track assessments" will be followed by pupil progress meetings to discuss how practice will change to support children's needs.

Parents will be kept up-to-date with their child's progress and development, and the early years leader and class teacher will address any learning and development needs in partnership with parents.

When undertaking assessment activities, all staff members will have due regard to the Early Years Assessment Policy, the 'Early Years Foundation Stage Profile Handbook and Assessment and Reporting Arrangements (ARA) for that year, and any Local Authority advice

5. The learning environment

The school recognises that the physical and emotional environment play an important role in supporting, enabling and extending pupils' learning and development.

A safe and stimulating environment will be provided. One that values active learning, exploration and play, and one where children feel free to create, make links and develop critical thinking skills.

Learning environments within the school will be well-organised and suitable for group, individual and whole-class learning, with interactive displays and easily accessible resources utilised to encourage independence.

Children will have access to indoor and outdoor learning environments every day.

Independent learning will be encouraged through planned continuous provision where children can make their own selection from a variety of resourced areas. The continuous provision is planned in detail to ensure that children have access to quality, open ended, developmentally appropriate resources. Staff have worked together to produce a plan of each area of the provision which details the resources, vocabulary and skills that can be practiced and used in each area. This plan details how adults can support children of differing levels within each area of provision.

The areas available within all EYFS classrooms include:

- Sand Area
- Water Area
- Malleable Area
- Painting Area

- Workshop/ Arts and Crafts Area
- Writing Area
- Maths Area
- UTW/ ICT Area
- Construction Area
- Small World Area
- Book Corner
- Home Corner

We ensure cross curricular learning opportunities can occur in each of the areas specifically ensuring mark making and reading opportunities are available to children in all parts of the classrooms.

Our outdoor environment is planned to provide children with the opportunity to develop skills in all areas of development. Being outdoors allows children to do things in different ways and on different scales. They can be physically active, engage in a wide range of open ended activities and take measured risks with their play.

Staff support children to navigate and access the learning environment, intervening and interacting where necessary to ensure that all learning opportunities and teaching moments are captured and capitalised upon.

Appropriate and stimulating educational visits and visitors, from both within and outside of the local community, are arranged to further expand children's learning experiences.

The expectations of behaviour are consistent throughout the different learning areas and children are supported to regulate their emotions through co-regulation.

6. Parental engagement

The school firmly believes that the EYFS cannot function without the enduring support of parents and that children benefit from a strong partnership between staff and parents.

To capitalise on children's school and home experiences, the school is committed to working closely with parents and creating an ongoing dialogue. The school asks that parents support the school by:

- Ensuring that their child regularly attends school, giving reasons for any absences.
- Informing the school of any concerns or problems which may affect their child.
- Actively engaging in the school community.

- Meeting with the teachers where possible
- Enabling their child to be as appropriately dressed as possible with regard to the School Uniform Policy – parents should talk to their child's class teacher if this is a problem so that the school can support this.
- Enabling their child's knowledge and understanding through sharing the ideas sent from school.
- Encouraging their child's development and progress.
- Engaging with our Tapestry app to share photos and experiences of children at home.
- Reading with their child regularly and engaging with our Go Read app and Bug Club app to support reading in Reception.
- Supporting children in their weekly homework tasks.

The school will support parents by:

- Sharing all school policies and procedures as required, including the school's privacy notice.
- Committing to the wellbeing of all families and children.
- Informing them how the school works with children and what teaching and learning is provided.
- The daily routine and the activities offered in the early years and how parents can support their child's learning at home.
- Explaining how support for children with additional needs is provided.
- Providing details of how the school's snack and lunch menus are developed, including how the school caters for allergies and dietary preferences.
- Providing staffing details, including the name of the child's key person and an explanation of this role.
- Providing a telephone number for parents to contact in an emergency.

The school provides support, advice and workshops for parents, with the aim of developing a two-way understanding so that the school can use children's home cultures and backgrounds to enrich and underpin teaching. Tasks are set to be completed at home under parental supervision.

Parents are kept up-to-date through the use of conversations, the school website, texts, letters, notice boards in windows and through our Tapestry app. Parents are invited to termly parents' evenings; however, the school has an open-door policy and parents are welcome to talk to teachers at the start and end of the school day.

The school has a Complaints Procedures Policy in place which is shared with parents via the school website – written records are kept of all complaints the school receives.

7. Inclusion

All children are valued as individuals, irrespective of any protected characteristics, in line with the Equality Act 2010. The Equal Opportunities Policy: Pupils ensures that the needs of all children are met, regardless of their protected characteristics.

The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace.

The Special Educational Needs and Disabilities (SEND) Policy ensures all children receive the support they need and are given the best learning experience possible. SEND in the EYFS setting will be monitored and managed by the school SENCO.

8. Transition

The school understands the importance of the transition process and, therefore, adapts its practices to support children settling into their new environment. The school's transition action plan is reviewed collaboratively by staff members on an annual basis.

Internal transition is a carefully planned process and children are supported by their current class teachers and support staff during transition periods.

The school offers home visits prior to a child starting at Holy Trinity. In the Summer term, children joining our reception will be invited in for play and stay sessions to familiarise themselves with the environment and staff, accompanied by their parents. In September, we offer a slightly staggered intake for Reception, inviting children who are not already attending our setting for Nursery, to join us for a few days before the whole cohort starts. This allows children to settle in with a smaller number of children, in turn allowing adults to get to know the new starters better.

Transition meetings between Reception and Year 1 staff are held during the Summer term. Early years staff provide the relevant Year 1 teachers with information regarding children, allowing them to accurately plan effective learning during Year 1.

The early years leader, Reception class teacher and Year 1 teacher will meet to discuss and expand on the information presented in children's EYFS profiles.

The following process is in place to ensure children's successful transition to Year 1:

The following process is in place to ensure children's successful transition to Year 1:

- Parents are invited to a meeting to ensure they know about school procedures and allocation of classes, and to voice any concerns they may wish to express.
- Children complete an all about me activity at home to share with their new teachers. This will inform initial planning.
- The children are invited to a number of visits throughout the summer term to their Year 1 class with their current teacher, allowing the children to feel secure in the

new environment. In Summer 2, the children visit at least once without the support of the Early Years practitioners or parents.

- Year 1 teachers will have access to Tapestry so that they can view children's interests.
- In the Summer term, Reception and Year 1 staff will meet to discuss each child's development in order to support a smooth transition to Year 1.
- In the Autumn Term of Year 1, children will have an evolving timetable to ensure that there is a suitable transition from Early Years practice to Year 1 learning. As part of this children will still have child initiated time and will have access to continuous provision within their learning environment to support this.

Please see our Nursery Intake Policy for further details of transition into Nursery.

9.Monitoring and review

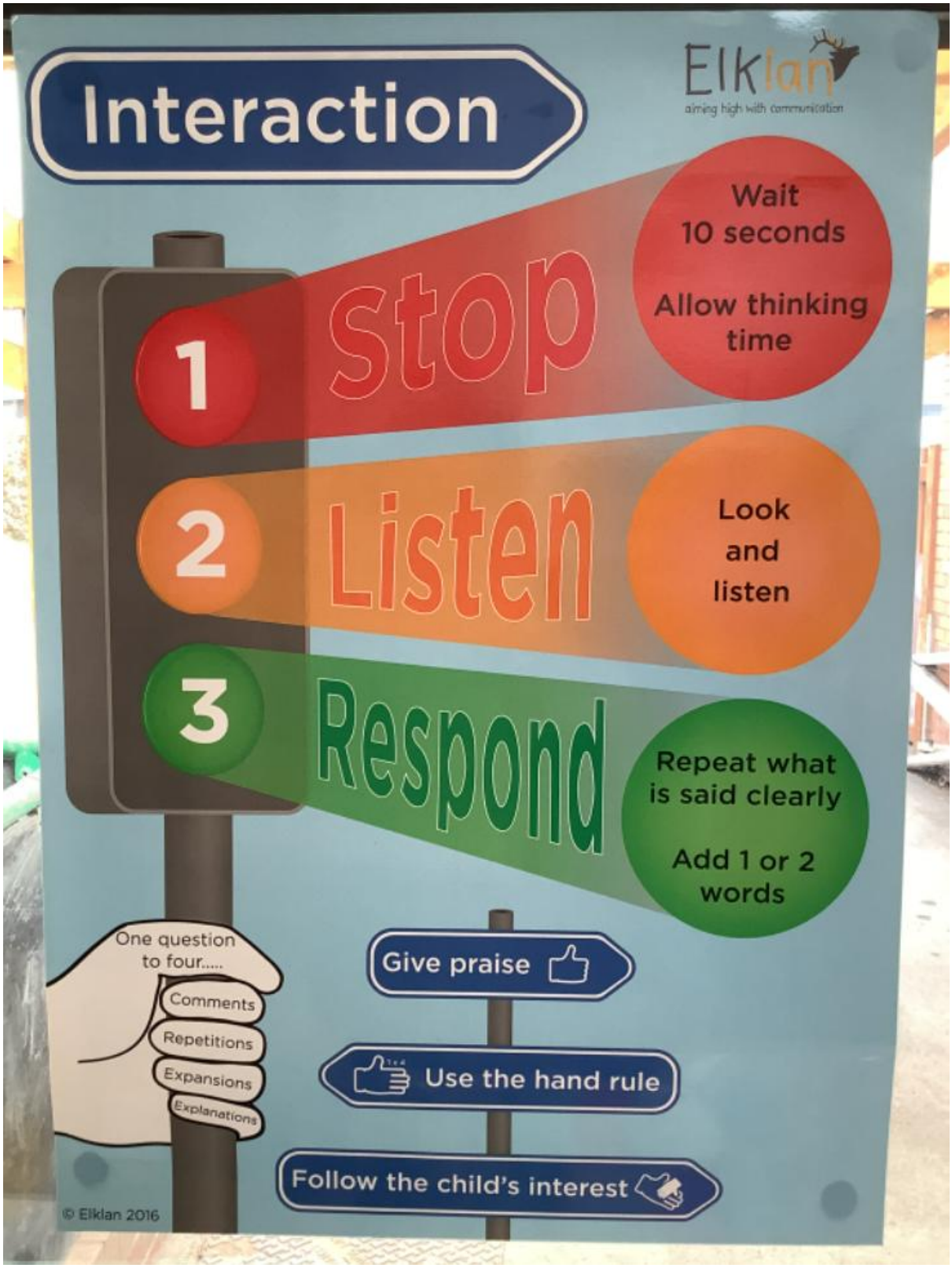
The quality of teaching is continuously monitored, and any concerns are raised with the early years leader.

This policy is reviewed by the early years leader, headteacher and governing board on an annual basis.

The next scheduled review date of this policy is **June 2027.**

Any changes to this policy are communicated to parents and staff members, who can request a copy of the policy from the school office or access it on the school website.

Appendix 1 - Interaction Poster displayed throughout the setting.


Interaction
Elklan
aiming high with communication
1 Stop
Wait
10 seconds
Allow thinking time
2 Listen
Look and listen
3 Respond
Repeat what is said clearly
Add 1 or 2 words
One question to four.....
Comments
Repetitions
Expansions
Explanations
Give praise
Use the hand rule
Follow the child's interest
© Elklan 2016

Expectations for Child Initiated Time and Adult Interactions

Before	During	After
Ensure you have reflected on children's interests from previous week and set up some planned enhancements. Also, consider enhancements for incidental interests that arise during the week – jot these on the enhancement plan. Ensure that continuous provision is tidy and accessible and that all areas are available to children – sand, water, paint, playdough, creative, ICT etc. Including outdoor area. What Awe and Wonder opportunities are you planning to set up this week? Adults to look at play partner list and identify which adult will play with which children this afternoon (there can be flexibility as afternoon goes on – but it will be more productive to know what you are aiming to get out of the session. . Be aware of children's levels (including wellcomm next steps). Be aware of the children's Tapestry permissions. Have an I-pad at the ready! (Ensure each adult has their own allocated I-pad to make management of photos easier.	**When interacting with children remember:** **Follow the child's lead** – Following the child's lead gives a strong signal that you are interested in what the child is doing. It increases the likelihood of your language being focused on the child's point of interest and it helps the child to sustain his concentration. - *Observe the child playing, watch what they play with and note their preferences.* - *Wait for the child to play with their choice. Let the child lead the play. You join in by copying the child or playing as they indicate you to.* - *If the play becomes very repetitive, for example the child uses same resource over and over again for a long period of time, play alongside and copy then try modelling a slightly different way of playing with the same toy.* **Stop, Listen, Respond!** – - **STOP** encouraging the child to do what you want to do – instead let the child lead the play and choose what they want to do! - **LISTEN** to and watch – show you are interested – it will also make your responses more relevant and appropriate – note any attempts to communicate (saying words, looking at you, gestures – treat all signs as meaningful) and respond accordingly. - **RESPOND** by modelling language which is useful for the child. **WHEN RESPONDING remember The Hand Rule:** Ask one question to every four comments. Comments can include an explanation of what the child is doing, repeating what the child says, expanding on child's utterances by adding a few extra words. - **Explaining** – describe what the child is doing or looking at using single words or short, simple sentences which are 2-3 words longer than the sentence the child would use themselves – language to match child interest. - **Repeating** – repeat what the child says but use correctly structured and articulated sentences. - **Expanding** – repeat what child says but add 1-2 more words - **Questioning** – When you do ask a question make sure it is of quality – open ended, consider level of understanding (amount of words/ is it sufficiently challenging), question should be related to what the child is looking at. Wait for 10 seconds – they need time to decide what to say and plan an answer. **ALSO:** - Take photos or videos using the I-pad that show new learning. If photos are not self-explanatory and you want to comment on how the child persisted, engaged, what they said etc, add a text box to photo. - Outdoor open every day - Encourage children to tidy as they go! - Be aware of which areas are busy, empty, areas where behaviour is bad etc. - Give lots of praise and have fun with the children.	Initial the children you have play partnered or had quality adult interactions with that afternoon – this sheet will then be filled in planning folder at end of week. Reflect on the children you have played with today – consider what suitable resources or activities could be provided to further language and learning based on observations and the child's preferences. Is there any feedback you want to give to parents that might boost child quickly? Add post its to the children's individual photos of prompts for what you want to try to do with them the next day or notes for discussion with other adults in room. In discussion with other adults in the room consider any additional enhancements for tomorrow based on interests today. Photos for children to be batch uploaded at the end of the week to Tapestry in one observation with the title "My learning WB ……" A comment can be made in the observation box about how the child got on or any next steps you want to feedback to parents. Discuss with staff in your room the best way to manage this e.g. LSA sets up the observation for each child and then teacher and LSA add the photos from their Ipads to it ? At the end of the week decide an Awe and Wonder activity for the following week for the children to explore based on learning and/ or children's interests. Also consider some simple enhancements to support displayed interests.