

# **TMPF**

## **Early Years Foundation Stage (EYFS)**

### **Policy**

### **2021**

Policy ratified: December 2021

Interim review: December 2023

## Introduction

This policy relates to The Valley Primary School, St. Werburgh's C. E. Primary School, Dilhorne Endowed C. E. Primary School, Great Wood Primary School and Bishop Rawle C. E. Primary School. From this point onwards, they will be referred to as the Trust.

We aim to provide a high quality of education for every child from the Early Years through to the end of their primary school journey in Year 6. We believe the quality of what our children experience in the classroom and in all areas of school life is vital from the very beginning. The foundations laid in the Early Years determine attitudes and expectations that will stay with the children throughout their life, and will have a major impact on their achievements throughout their education.

## Entrance to the Foundation Stage Setting

Children enter the Foundation Stage at the following ages:

Setting	Nursery	Reception
St. Werburgh's C. E. Primary School	N/A	Autumn Term (September) following their fourth birthday
Dilhorne Endowed C. E. Primary School	N/A	Autumn Term (September) following their fourth birthday
The Valley Primary School	The term following their third birthday	Autumn Term (September) following their fourth birthday
Bishop Rawle C.E Primary School	N/A	Autumn Term (September) following their fourth birthday
Great Wood Primary School	N/A	Autumn Term (September) following their fourth birthday

## Aims of the Early Years Foundation Stage

The Foundation Stage covers the ages of 3 to 5 years. The children who attend the setting will already have a range of experiences and they will also have a range of skills and interests, therefore a well-planned and resourced curriculum is essential if their learning is to be moved forward.

*." 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.*

*The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life."*

(Taken from EYFS Statutory framework)

## Statutory framework for the Early Years Foundation Stage

The new Early Years framework became statutory for all early year's providers with children from birth to five in September 2021. Its main aim is to provide a broad and rich curriculum in a safe and secure environment which fosters a love for learning and exploring.

The guiding principals outlined in the EYFS which shape the practice of all Early Years Practitioners are:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through **positive relationships**
- children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of **learning and development**. Children develop and learn at different rates. The framework covers the education and care of all children in the Early Years provision, including children with special educational needs and disabilities.

(Statutory Framework for the Early Years Foundation Stage, DFE, 2021)

## Areas of learning within the Foundation Stage Curriculum

There are seven areas of learning within the EYFS framework designed to give children the firm academic, social and emotional foundations for their ongoing education.

The 3 **Prime Areas** are:

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

The three prime areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships, and thrive. They will therefore form more of a focus at the beginning of children's Early Years education.

There are also 4 **Specific Areas** through which the 3 **Prime Areas** are strengthened and applied:

- Literacy;
- Mathematics;

- Understanding of World;
- Expressive Arts and Design.

Gradually the balance will shift to a more equal focus on all the areas when the children become more confident and able. Activities are designed to reflect this. Taken together, these seven areas of learning also provide opportunities to address important aspects of children's spiritual, moral, social and cultural development.

## Overview of each of the areas

**Personal, social and emotional development:** Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

**Communication and language:** The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

**Physical development:** Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives<sup>7</sup>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through play and movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

**Literacy:** It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the

world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

**Mathematical development:** Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

**Understanding of the world:** Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

**Expressive arts and design:** The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

## Teaching and Learning

Within the Foundation Stage, learning takes place through carefully planned activities, through the purposefully structured learning environment and through each child's explorative and developmental play. We meet the needs of each of our children through:

- Offering a broad and balanced curriculum both indoors and outdoors that is appropriate to the children's age, stage and development;
- Carefully planning activities and opportunities that allow and enable children to extend their knowledge, experiences and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a safe and secure learning environment in which the contribution of all children is valued;
- Using resources which reflect diversity and are free from discrimination or stereotyping;

- Monitoring children's learning and progress and then using this information to plan their learning accordingly;
- Supporting each child's learning by helping them to access extra support if needed from outside agencies.

## Play

The EYFS 2021 states that:

*'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. Practitioners need to decide what they want children in their setting to learn, and the most effective ways to teach it. Practitioners must stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning'.*

Children at this stage of development do not differentiate between work and play, and well-planned play is a key way in which children learn with enjoyment and challenge. It is also important that children have the opportunity to initiate their own play on a regular basis. They need time to become engrossed, work in depth and complete activities. Through play, our children explore and develop learning experiences, which help them make sense of the world. They practice 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. They are able to take risks and make mistakes.

## Early Years Learning Environment

The Early Years setting is arranged with the needs of the children in mind. Children are provided with areas of provision to allow them to access all the areas of learning and also facilities to ensure that their needs are met. Children are provided with as many opportunities to access the outdoor environment in a purposeful way as possible.

Resources are kept up-to-date and are of a good quality so children enjoy learning through the use of them. Children are shown how to use them properly to gain the most benefit. We aim to provide as stimulating and exciting an environment as possible to make children enthusiastic about their learning. Children are provided with opportunities for creative and imaginative play through stimulating role-play areas to develop their communication, language and social skills. Children's work is displayed in an exciting way to encourage them to feel proud of their achievements.

A safe and secure environment is provided where children's opinions and needs are always paramount and in which they feel emotionally ready to learn. Children in the Early Years setting have both a class teacher and Learning Support Assistant and feel secure in their care. Rules and routines are clearly displayed and constantly re-enforced and linked to the ethos of our schools. Staff are responsible for ensuring risk assessments are accurate and up-to-date to reflect the changing nature of the Early Years setting.

## Assessment

Assessment plays a vital role in helping parents/carers and practitioners to recognise children's progress, understand their needs, and plan further activities to advance their learning. Children are continually assessed by the practitioners in the setting during play and adult led-activities to monitor their progress against the 'Early Learning Goals'. Observations that parents and carers share are also used to assess which stage the children are at and are included in each child's Early Years Pathway document.

Whatever stage the children are at, their progress is monitored. Reasonable adjustments to assessment procedures are made for children with Special Educational Needs and Disabilities in accordance to the guidance provided by outside agencies. Equally, children whose achievements exceed the outcomes are challenged and they are provided with opportunities to extend their knowledge, understanding and skills. Some of these may be planned from the KS1 curriculum.

At the end of the academic year, the Early Years Practitioner indicates whether children are:

- Emerging (working below);
- Expected (working at the expected level).

Each child has an individual Early Years Pathway which records day-to-day assessments and how they relate to the Early Learning Goals. This provides a well-rounded picture of a child's understanding, knowledge and abilities. *Parents/carers may have access to their child's Early Years Pathway and exercise books and are invited to add to it with their own shared observations through Teams (notebook). Staff record quality, in the moment observations alongside daily assessments in the children's individual Pathway document and their subject exercise books. Together these provide a detailed journey throughout the EYFS (planned for Summer 2022).*

Teachers undertake the statutory Reception Baseline Assessment (RBA 2021) September to October to measure the children's ability at the beginning of their primary school learning journey. The children will then be assessed at the end of the Autumn, Spring and Summer terms with their achievement carefully monitored throughout this time in Pupil Progress and Pupil Performance meetings.

From September 2021, pupil attainment will be recorded electronically using DC-Pro for the areas of Reading, Writing and Mathematics (number). TMPF Points Score equivalent National Expected level (for each term) is as follows:

End of Autumn- 7

End Spring- 8

End of Summer-9 (ELG)

In addition to this electronic tracking system, all 17 areas of the Foundation Stage curriculum are collated for each pupil using an Excel spreadsheet. This data is carefully analysed by each EYFS teacher and School Leader. The Trust EYFS Leader then analyses all of the schools data outlining targets and actions that feed into the Trust Action Plans for EYFS and each school.

**Early Learning Goals:**

<b>Area</b>	<b>Early Learning Goals</b>
<b>Communication and Language –</b> Listening, Attention and Understanding	Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
<b>Communication and Language –</b> Speaking	Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
<b>Physical Development –</b> Gross Motor	Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
<b>Physical Development –</b> Fine Motor	Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.
<b>Personal, Social and Emotional –</b> Self Regulation	Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
<b>Personal, Social and Emotional –</b> Managing Self	Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
<b>Personal, Social and Emotional –</b> Building relationships	Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.
<b>Literacy -</b> Comprehension	Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.



<p><b>Literacy –</b> Word Reading</p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>- Read words consistent with their phonic knowledge by sound-blending;</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>
<p><b>Literacy-</b> Writing</p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed;</li> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>- Write simple phrases and sentences that can be read by others.</li> </ul>
<p><b>Mathematical Development -</b> Number</p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Have a deep understanding of number to 10, including the composition of each number;</li> <li>- Subitise (recognise quantities without counting) up to 5;</li> <li>- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul>
<p><b>Mathematical Development –</b> Numerical Patterns</p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>
<p><b>Understanding the World –</b> Past and Present</p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society;</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>
<p><b>Understanding the World –</b> People, Culture, Communities</p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</li> <li>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul>
<p><b>Understanding the World –</b> The Natural World</p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</li> <li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>
<p><b>Expressive Arts –</b> Creating with materials</p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>- Share their creations, explaining the process they have used;</li> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> </ul>
<p><b>Expressive Arts –</b> Being</p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>- Sing a range of well-known nursery rhymes and songs;</li> </ul>

Imaginative and Expressive	Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
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**Phonics**

- To provide consistent, high quality phonics teaching following the Read Write Inc Programme that ensures all children have a strong foundation upon which to tackle the complex processes of reading and writing.
- To ensure that the teaching of synthetic phonics is systematic and progressive throughout the Foundation Stage and into Key Stage 1.
- To ensure that those children needing interventions to support phonetic knowledge and understanding are given weekly opportunities to undertake suitable programmes of support.
- To ensure that children have sound phonetic knowledge, understanding and skills so that they can decode words confidently and engage with higher order reading and writing skills.

**Characteristics of effective learning**

The characteristics of effective learning describe factors which play a central role in a child's learning and in becoming an effective learner. They are vital elements of support for the transition process from EYFS to Year 1. The characteristics of effective learning run through and underpin all seven areas of learning and development, representing processes rather than outcomes. Information describing the child's characteristics of effective learning will provide Year 1 teachers with vital background and context when considering the child's next stage of development and future learning needs. The three key characteristics of effective learning are:

- Playing and exploring;
- Active learning; and
- Creating and thinking critically.

**Inclusion**

It is the aim of the EYFS that most children will have achieved the Early Learning Goals by the end of the Foundation Stage. Some children progress beyond this point and their continued learning is planned appropriately. Throughout the Foundation Stage, the learning of our children is planned to meet the needs of: boys and of girls; children with special educational needs; children who are more able; children with disabilities; children from all social, religious and cultural backgrounds; children of different ethnic groups; and those from diverse linguistic backgrounds.

We believe that all of 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 we are planning for their learning.

**Safety**

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety. We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, following set procedures when children become ill or have an accident. There are suitably qualified First Aiders in each school.

Personal cameras, mobile telephones and other sound and image recording devices are NOT permitted to be used in the EYFS settings of any of our schools at any time. This excludes school technology including, for example, iPads and school cameras used for teaching and learning purposes. Personal staff devices should be securely stored and not used in the settings when children are onsite.

Please see our separate policies and procedures on Health and Safety, Safeguarding, COVID-19, Online Safety and Medication in Schools – [www.tmpf.staffs.sch.uk](http://www.tmpf.staffs.sch.uk)

### **Parents and home**

We like our parents/carers to be 'partners' in their children's learning and we have an 'open door' (this may be face-to-face or via telephone, email, or video call) policy inviting parents to share any successes, concerns, questions, or just to have a conversation about their child's learning.

We believe that children's learning continues and is enriched at home. When the children are settled down in the setting, we begin to send various tasks and activities home, including reading books, sound books/ boxes, 'show and tell' books and topic related tasks\*. We ask parents to help their children with this work. We value all parental and carer support we receive and encourage parents and carers to show that they 'love to learn' by sharing stories, number games etc. with their children on a regular basis. *\*This may look a little different during the Covid-19 period.*

Termly reports are sent out to inform parents of their child's progress. We believe that this highlights any concerns or areas the child needs to improve on within plenty of time so action can be taken and parents/carers can be kept informed. Termly parent's evenings also give the practitioner opportunity to discuss children's learning with their parents/carers.

All of our schools have an active and invaluable PTA/PTFA/Friends group which welcomes parents/carers along to discuss school issues. As well as organising special events for the children to enjoy and also fund-raisers for the school, they may also invite parents along for social fundraisers for example, Chocolate Bingo, Autumn and Summer Fayres, and Pie and Peas quizzes (when circumstances allow).

### **Transition**

During the Summer Term, the children in our Reception classes may have the opportunity to spend time with the Year 1 teacher to help the children to get to know their new teacher to ease the transition process. All assessment evidence is shared with the Year 1 teacher to ensure a smooth transition into Key Stage 1.

### Links to other policies

- Admissions Policy
- Health and Safety Policy
- Safeguarding Policy
- Medication in schools
- Special Educational Needs & Disability Policy
- Online Safety Policy
- Phonics Policies
- Behaviour Policy

### The Moorlands Primary Federation Values (Anglican Schools)

**Trust** – Trust lies at the heart of all relationships. By trusting in God we ourselves become trustworthy just as He is.

*Psalm 20:7*

*Some trust in chariots and some in horses, but we trust in the name of the LORD our God.*

**Mindful** – Being mindful of others leads to a heart of compassion; compassion leads to a desire to act for the good of all.

*Peter 3:8*

*Finally, all of you, live in harmony with one another; be sympathetic, love as brothers and sisters, be compassionate and humble.*

**Peace** – Peace and harmony lead to a stable and secure community where all are nurtured and can flourish.

*Matthew 5:19*

*'Blessed are the peacemakers, for they will be called the children of God.'*

**Friendship** – Barriers are broken down in a loving, friendly community based around God.

*Ecclesiastes 4:10*

*'if one falls down, a friend can lift him up'.*

### The Moorlands Primary Federation Values (Non-denominational schools)

**Trust** – Trust lies at the heart of all relationships.

**Mindful** – Being mindful of others leads to a heart of compassion; compassion leads to a desire to act for the good of all.

**Peace** – Peace and harmony lead to a stable and secure community where all are nurtured and can flourish.

**Friendship** – Barriers are broken down in a loving, friendly community.

**The aims of The Moorlands Primary Federation Multi Academy Trust are:**

- To provide high-quality education in each of our schools.
- To serve our respective Parishes and communities and fulfil the Statement of Entitlement from the Board of Education/National Society \*\*.
- To offer an education rooted in faith, shared Christian values and love. \*\*
- To provide every child with life-enriching experiences, instilling a passion and enjoyment of learning and to enable children to make a positive contribution to their world.
- To develop a highly-skilled teaching and learning team, which shares good practice in order to benefit the children within each school.
- To secure the financial future of all our schools, including the exploration of new business partnerships.
- To continue to develop our MAT into a robust and resilient high-performing organisation.
- As a Sponsor Academy, to offer partner schools strategic leadership and a 'system' of school improvement.

*\*\*Diocesan schools*

**The objectives of The Moorlands Primary Federation Multi Academy Trust:**

- Each school will have a School Leader who will be responsible for the day-to-day management of each site. In our larger schools, we will support School Leaders with Deputies/Assistants, Senior Leaders and Key Stage Leaders.
- School Leaders and leadership teams will be accountable to the Executive Principal and Principal who will, in turn, be accountable to The Moorlands Primary Federation Trust Board.
- Appropriate school policies will be shared across the Multi Academy Trust (MAT) to avoid unnecessary repetition, to support staff workload and to ensure best practice. The uniqueness of all should be celebrated.
- Our Trust Subject Leaders (TSL) and school-specific subject co-ordinators will be proactive in their work to monitor and raise standards. This work will be organised via strategic plans. The TSLs will report to the Executive Principal/Principal regularly and the Pupil Welfare, Learning and Achievement Committee on a termly basis.
- Every child will have personalised and realistic-yet-challenging attainment targets and their progress towards these will be regularly monitored and reviewed.
- Highly-skilled Learning Support Assistants will be deployed to facilitate learning of individuals and small groups.
- Schools will offer parents/carers insightful information on their child's academic achievement and instruction on how best to support them further.
- The assessment of all children will be fit-for-purpose, thorough, accurate and will lead future learning.
- We will offer a bespoke broad and balanced curriculum that provides high-quality opportunities for all children.