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Turney School

EYFS Policy

Rationale

In the EYFS phase of schooling we believe that each child is unique and it is our mission to ensure a relevant, developmental and interest led curriculum. To plan for this we follow the areas of the EYFS, placing the greatest emphasis for all of our children on the prime areas of the curriculum (communication and language, personal social and emotional development and physical development).

Partnership with parents and other professionals is key to ensuring that each child's individual needs are met appropriately and that planning for future learning is based on the interests of the child working collaboratively with their carers to secure the information needed to fulfil this aim. As a result, parents and professionals have the opportunity to meet to start a planning dialogue from the very beginning of their entry to school. Further dialogue which assesses the impact of our work/agreed aims are discussed during progress meetings throughout the school year.

A basic principle of our EYFS provision is that children learn through play and every opportunity to maximise such learning is exploited through the class structure we offer. To secure this we provide planned short, interest led sessions that we believe prepare our children appropriately and adequately for the start of their school career. It is imperative that we teach the children from a very young age the skills for learning that will bring them success in their future schooling, providing them with the foundations for reaching their true potential.

Aims of the Early Years Foundation Stage Curriculum

1. To provide a curriculum which promotes the 'Early Learning Goals' identified by the Qualifications and Curriculum Authority and which provides equal learning and development opportunities for all the children.
2. To give each child a happy, positive and enjoyable start to school life by providing quality learning experiences. Learning will be through practical and play activities, which are structured, balanced, relevant to the child and related to the real world.
3. To provide a curriculum which takes account of, and responds to, the children's developmental needs and allows them to make progress related to their differing abilities. "What the child can do" will be our starting point.
4. To build upon prior learning by working in partnership with parents, carers, previous settings and a wide range of professionals to ensure the children have positive experiences of success at their own levels in order to give them confidence and motivation for learning in the future.
5. To help each child to establish solid foundations for future learning and development, particularly with regards to functional communication, independence and self-care and the formation of relationships with adults and peers
6. Provide each child with a wide range of new and exciting experiences (through child initiated topics based on observation or on a child's request), and give them opportunities to consolidate existing skills and to learn new ones
7. Celebrate each child's personal successes and achievements together with their families and the wider school environment.

The Curriculum

Throughout the EYFS we plan activities to give children learning experiences and opportunities to work towards the Early Learning Goals and prepare them for the National Curriculum. Teaching and learning will take place within the classroom and outside areas. Within these areas children will participate in a variety of activities, both with an adult and independently.

We use the four overarching principles of the EYFS framework to guide our practice. These are;

- Every child is a unique child who is constantly learning. We develop/use a learning file to ensure that all adults are aware of the learning taking place for each child and to enable them to tailor play opportunities to best meet the child's developmental needs. We work alongside other professionals and parents to ensure we have a holistic view of the most important learning needs of each child and how best to meet those needs.
- Children learn to be strong and independent through positive relationships. Each child has a key person assigned to them who is able to work to guide their learning and is a point of contact for the family. The class work with a consistent team to ensure that the classroom environment fosters a sense of nurture and safety for the children.
- Children learn to develop well in enabling environments. We strive to provide learning opportunities which are tailored to the children's interests and are not guided by a topic approach. We are constantly reviewing the children's use of the classroom and change the areas and the layout to respond to this, providing the most effective learning environment to meet the needs of the young people in our charge.
- Children develop and learn in different ways and at different rates. We use the framework to guide planning and assessment alongside the B2 materials and our IEP systems. We are guided by the other professionals involved with our children and regularly share progress with parents

In the Early Years Foundation Stage (EYFS) classes at Turney School we aim to provide a broad, balanced, differentiated curriculum which addresses the children's social, emotional, physical, intellectual, moral and cultural development within a safe, secure, stimulating environment. Our curriculum enables the child to learn and develop skills, attitudes and understanding in these areas of learning:

The prime areas being:

- Personal, Emotional and Social Development (PSED)
- Communication and Language (CL)
- Physical development (PD)

The specific areas are:

- Mathematics
- Literacy
- Understanding the World
- Expressive Art and Design

Classroom organisation and timetabling

Staff working with our Early Years children support learning with these seven areas in mind and consider each child's unique needs, interests and stage of development when planning activities. Teaching and learning is delivered in a cross curricular way, i.e. planned activities often cover more than one area of learning. It is well established that children in their early years learn by playing and exploring, being active, and through creating and thinking critically. Because of the nature of our setting, a range of specialist pedagogy is used to support receptive understanding, expressive communication and attention. Approaches including PECS, Makaton Sign, Intensive Interaction and Attention Autism are used to support individuals and throughout the wider school as based upon the recommendations of the multi-agency team who often support our pupils. Visual and auditory cues are also used to aid smooth transitions between activities and to promote the understanding of routines.

At Turney School teachers work closely other professionals (including speech and language therapists, occupational therapists and Educational Psychologists) to ensure that individual pupil's therapy targets informed by long term aims are fully integrated. Families play an important role in shaping teaching and learning and as a consequence they are involved with setting EHCP targets and supporting their child's learning at home.

We recognise that the outdoor area is an important part of the learning environment as many of our children enjoy learning outside. Class teams work hard to ensure that the range of activities outside reflects the different curriculum areas, for example; with role play opportunities and areas for construction. We additionally recognise that physical activity often dominates a child's learning, with climbing, running, cycling and other active games being very popular as well as a vital tool to providing sensory regulation and physical development opportunities.

Play policy

We believe that play, both indoors and outdoors, is the fundamental way in which young children learn. Play can be enjoyed and challenging. When playing, children behave in different ways. Sometimes, their play will be boisterous, sometimes they will describe and discuss what they are doing, and sometimes they will be quiet and reflective as they play. Through play, children will be developing skills across all the Prime and Specific areas of learning, working towards achieving the Early Learning Goals.

In a secure environment with effective adult support, children will be able to:

- Explore, develop and represent learning experiences that help them make sense of the world.
- Practise and build up concepts, ideas and skills.
- Learn how to control impulses and understand the need for rules.
- Be alone, be alongside others or co-operate as they talk to rehearse their feelings.
- Take risks and make mistakes.
- Think creatively and imaginatively.
- Communicate with others as they investigate and solve problems.
- Express fears to relieve anxious experiences in controlled and safe situations.

Adults in the setting will support play by:

- Planning and resourcing a stimulating environment.
- Supporting children's learning through planned play.
- Extending and supporting children's spontaneous play.
- Extending and developing children's language and communication in their play.
- Listening to all forms of children's communication and their ideas and taking these into account when developing play and planning.
- Narrating children's play.
- Asking questions about children's play.

Planning, recording and assessment

Topics are planned so that children will experience activities within each topic as they progress through the EYFS. Topic planning takes place on a short-termly basis (6 weekly). Topics may be altered to take into account children's interests. The long term planning identify each of the Prime and Specific Areas of Development as identified in the Early Years Outcomes for each term. This ensures that all curriculum areas are covered whenever a topic or activity is planned.

Adult focused and independent activities are planned on a weekly basis. Children have the opportunity to work in each of the learning areas within the classroom and outdoors. Whole class, group and individual activities are used to develop skills in all areas of the curriculum, as appropriate.

Pupils are assessed using the Early Years Outcomes in the Reception Year and Year 1 and used as an ongoing tool to plot progress and plan Individual Education Plans. The Early Years Foundation Stage Profile is completed at the end of the Year 1.

Assessment is carried out through a mixture of informal observation, interaction with the child, the use of the information on record sheets and regular discussions with all staff. We observe the children working independently both indoors and outdoors. Records of such observations are made on the class and individuals record sheets. Peer observations, where the adults in the class observe each other, are recorded regularly.

Children are assessed during adult focused activities against the objective for that activity. A note is made of those children achieving above or below the objective. These are updated on a regular basis to monitor progress and inform planning. Samples of the children's work are kept in the child's evidence folders. Every child has a learning journey which contains examples of their achievements and work throughout the year.

Information gained through recording and assessment will be shared with parents, other school staff and outside agencies as appropriate. Individual Education Plans are written after an EHCP review and are updated regularly. Parent and carer evenings are held six times a year and are an opportunity for parents to discuss their child's progress. Parents can contact the staff at any time; all children have a home-school book to keep in regular contact. Parents are encouraged to contribute to their child's learning journey by: adding things to the child's home-school book.

Signed (Chair)



5/12/18