



Nancealverne School Early Years Foundation stage (EYFS) Policy

Our Early Years Foundation Stage class provides child led learning for pupils aged 2-6. We follow the government guidance "Development Matters" which focuses on each individual's phase of learning. In our planning we focus on the 3 prime areas of learning: Communication and Language, Personal, Social and Emotional Development and Physical Development.

Aims:

- To smoothly transition pupils into school. (may start part time if under 5 and increase their hours to fulltime when appropriate)
- To build the important skills and foundations for learning e.g. develop fine motor skills essential for writing through messy play and ensure pupils make at least the expected progress throughout their time in EYFS provision
- Build upon prior learning and develop new skills working in partnership with parents, carers, previous settings and all professionals involved
- Give each pupil an individual learning programme which is supported by their termly Assess Plan Do Review targets.
- Develop a love of learning to help prepare all learners for their future school career.
- To create a total communication environment with Makaton, intensive interaction and visuals to help develop all pupils' language and communication skills
- To develop all pupils' confidence and their Personal, Social and Emotional Development through lots of turn taking and collaborative and co-operative learning.
- Introduce pupils to different topics each half term and widen their interests through some teacher led activities
- Support each child to develop socially, physically, intellectually and emotionally through high expectation, praise and positivity whilst upholding the principles of EYFS Development Matters
- Celebrate each child's personal successes and achievements together with their families and the wider school environment

We believe that our pupils will only achieve well and have their needs met appropriately with the full support and partnership with parents, carers and other professionals. This is why our transition process to school starts very early with our staff attending Early Support TAC (Team Around the Child) meetings and visiting the child in their pre-school and Child development Centre placements. This ensures that each pupil is well known to us before they even begin their initial visits to school for their stay and play sessions. We believe that children

of this age learn best through play and we have developed a free flow style learning environment which enables children to select the resources that they are most motivated by.

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 and can be resilient, capable, confident and self-assured. Every child has an Assess Plan Do Review document with three targets every term (an Individual Education Plan). These targets are taken from the child's EHCP (Education and Health Care plan) and are updated termly. They are used to ensure that all learning and play opportunities are tailored to meet the child's individual needs and targets and shared with all professionals working with the child.
- Children learn to be strong and independent through **positive relationships**. Our EYFS has a consistent team so that each child is always supported by a group of positive and nurturing staff who will ensure the safety and development of learning for every pupil. There are always opportunities for open dialogue between families and staff either at school, over the phone, TAC meetings or daily written contact in the home school books. Our school also has a home school liaison who is always available to support families.
- Children learn to develop well in **enabling environments** in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers. Our EYFS class team strives to create a supportive environment which is constantly maintained and updated to reflect the needs of the pupils and displays their current work. Our class has its own outdoor learning environment and also its own sensory area. There is always opportunity for pupils to carry out their sensory programmes throughout the day.
- **Children develop and learn in different ways and at different rates**. We plan using the phases of development as well as individual pupils learning targets. We are also guided by the other professions involved with our pupils. We foster the characteristics of learning:
Playing and exploring: engagement
Active learning: motivation
Creating and thinking critically

We use the phases of development and our Assess Plan Do review targets to guide planning for each individual child as well as being led by their interests and learning styles. We are also guided by the other professionals involved with our pupils such as physiotherapist and occupational therapists and regularly share progress with families. We assess through the assessment tool BSquared and share learning evidence in every pupil's electronic learning journey as well as sending out termly reports.

EYFS School Offer:

We offer children in both EYFS and Year 1 the curriculum as outlined in Development Matters. This identifies 7 areas of learning and development, all of which are important and interconnected. The three prime areas are particularly important when building a child's capacity to learn and thrive:

Communication and Language, Physical Development and Personal, Social and Emotional Development

As children grow and develop, the Prime areas enable them to develop skills in four "specific" areas which include:

Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

Staff working with our Early Years children support learning with these seven areas in mind and consider each child's unique needs, interests and stages of development when planning activities. Teaching and learning is developed 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 (Picture Exchange Communication System), Makaton signing, intensive interaction and Attention Autism are used to support pupils 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, e.g. traffic lights, photos on staff keyrings, musical cues such as songs to show lunchtimes, tidy up or snack time is starting.

At Nancealverne school teachers work closely with other professionals (including SALT- speech and language therapists, occupational therapists and Visual and Hearing specialists) to ensure that individual pupil's therapy targets informed by long term aims are fully integrated. We also visit and work with feeder schools, including private nurseries and the Child Development Centres to gather as much information on both academic and social needs to ensure that transition to Nancealverne school is as smooth as possible. The data gained from the feeder schools is used to guide the class on baseline assessment that happen during the first few weeks of schooling. 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. Our home school liaison assists with the transition process to ensure all pupils and families new to the school are signposted to specific support services and resources as appropriate. We also recognise that the outdoor area is an important part of the learning environment as many of our children enjoy learning outside and often feel more confident to communicate. Our class team works hard to ensure that the range of activities outside reflects the different curriculum areas, e.g. roleplay opportunities, Maths skills

and areas for construction or observing nature. We additionally recognise that physical activity often dominates and develops a child's learning as being a vital tool for providing sensory regulation and physical development opportunities. Our class takes part in a weekly welly walk which exploits different areas of outdoor learning such as developing communication, observations or exploration skills as well as building confidence.

It may be more appropriate for some of our Early Year pupils to work in our multi needs class; Class 5 so that all of their health, medical, and sensory needs are met. These pupils still access our EYFS offer and curriculum and are assessed using the assessment tool BSquared. Teachers from both classes will meet regularly to ensure that assessments are moderated for all EYFs pupils and that any integration opportunities are exploited to ensure that all children are able to socialise with peers of their own age where beneficial and relevant.

Planning, Curriculum and Assessment, Progress and reports.

Target for each individual are set using the appropriate developmental stages from EYFS and are also based on targets from the child's EHCP (Education and Health Care plan). Themes are adopted each half term to develop and create interests. (Please refer to Curriculum overview at the end of this policy). Short, medium and long term planning ensure that a broad and balanced curriculum is secured covering the prime and specific areas of learning as well as the characteristics of learning. An importance is based on free flow and play based learning where children can choose their resources and staff are led by the pupils' interests and learning styles. All children are assessed termly using the electronic EYFS BSquared tool. Assessments are shared and discussed at relevant moderation meetings with the schools in the SPT and also at county moderation to ensure that all assessments are accurate. Assessments and progress is shared regularly with parents and all assessments inform next steps in teaching and learning and are displayed in all pupils' learning journeys. Written Reports to parents are sent home termly as well as an annual written review report for the pupil's EHCP review meeting or 6 monthly if the pupil is under five. Parents are also invited into school for parent evenings and coffee mornings when they are free to view their pupils' work and assessments. Every child's Assess Plan Do review termly targets will be sent home evaluated and opportunities for discussion are always available.

Early Years Staff CPD (Continuous Professional Development)

It is the responsibility of the Early Years Phase lead teacher to audit and plan or deliver staff CPD in accordance with the needs of the class cohort. This ensure that statutory guidance is met (e.g. safeguarding legislation and guidance regarding first aid provision. It also ensures that the team have the relevant skills to be able to provide the high quality education and welfare provision to achieve outstanding provision. Where relevant and beneficial, the Early Years Pupil Premium may be used to fund specific training opportunities aimed at developing staff knowledge to support individuals and enhance their school experience. (Please refer to separate EYFS Pupil premium policy) The staff team meet weekly to ensure that all pupils' progress, targets and any CPD needs or updates are shared or reviewed. The EYFS teacher attends regular briefing sessions with other EYFS teachers of local mainstream schools as well as attending EYFS SENCo cluster

meetings. There are also termly meeting between the Early Years teachers within the Special Partnership trust as well as yearly statutory moderation meetings to ensure that all assessments are accurate and EYFS practice is updated and reviewed whenever necessary.

Transition to Key Stage 1

Our Early Years teacher is the phase lead for both EYFS and Key Stage 1 which ensures continuity of provision and strategies for all pupils. This means that there is always a close link with Key Stage 1 and so pupils make a smooth transition at the end of EYFS. They will already have started to access Key Stage 1 with shared Phonics session and will visit their new classroom and have several sessions with their new friends and staff before moving up class. Pupils are also given photo booklets to use over the summer holiday which shows them all the things that will be different but also all the things that will remain the same. All staff meet to share information about the pupils and are always readily available next door for support or guidance when the pupils move class and Key stage. Pupils typically spend 2 years in EYFS class and move up to Key Stage 1 at the end of school Year 1.

Role of the Local Governing Body

The LGB have an identified EYFS governor who, alongside the head Teacher of the school and EYFS lead, monitor the development of our EYFS provision; this includes the progress data of our EYFS pupils. The monitoring undertaken will be in accordance with the LGB monitoring policy; outcomes associated with effective monitoring will lead the school to informed self-evaluation. Using this information, the school will be able to identify planned school improvements to develop outstanding provision, see SIP (School Improvement Plan)

Safeguarding

All staff working at Nancealverne School are guided in their practice by the SPT Child Protection and Safeguarding Policy and by the Keeping Children Safe in Education's latest guidance and follow whole school safeguarding policies and practices. Additional guidance for the EYFS is provided in the Statutory Framework for the EYFS 2071. It is in accordance with these documents that there are also named Safeguarding Officers throughout the school. Posters displaying their photos are displayed throughout the school. In our EYFS provision there is also a named paediatric first aider.

Policy written and review by Natasha Foulds, EYFS and Key Stage 1 Phase Lead, January 2019

EYFS Curriculum- Prime and Specific Areas of Learning

We follow the Early Years Foundation Stage Curriculum and the Development Matters guidance materials for both our Reception and Year 1 pupils. We learn a lot through play and through topics, e.g. Wacky Weather, Light and dark, Inspiring Investigations, green fingers, Intrepid Explorers and Knowing me, Knowing You.

The 3 Prime areas are fundamental, work together and support development in all other areas. These are the initial foundations of learning. Out of these develop the 4 specific areas which provide important contexts for learning. 3 Prime areas:

<p>Personal, Social & Emotional Development Making relationships, Self-confidence and self-awareness, Managing feelings and behaviour *Playing with others, sharing resources, taking turns, co-operative play, Making friends, role-play, sharing with familiar adults, exploring new environments around school, showing own interests and preferences, selecting and using resources with support, building confidence, learning about our own and others' feelings and emotions and how to manage them, following routines and learning to adapt behaviour to different events, social situations and changes in routines.</p>	<p>Physical Development Moving and Handling, Health and self-care *Exploring textures and mark making, holding pens in a developing range of grips, climbing and moving confidently in different ways, drawing lines and shapes and maybe some recognisable letters, trying new foods and drinks, using cups and cutlery, becoming more independent with self- help skills, e.g. toileting, hygiene routines and dressing and undressing.</p>	<p>Communication & Language Listening and attention, Understanding, Speaking *listening to each other in small groups, enjoying rhymes and rhythms, listening to stories and joining in, responding to name and instructions, developing babbles, sounds, words and/or sentences, making requests and choices using photos, symbols or words, understanding and responding to simple questions, copying expressions and phrases, sharing News using PCS news books,</p>
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4 Specific areas:

<p>Literacy Reading and Writing *Handling books with interest, holding books the right way up, having favourite rhymes, songs and stories, joining in with repeated refrains, read Write Inc Phonics groups, looking at books independently, Learning initial letter sounds and some familiar words and signs, giving meaning to marks, over-tracing some letters, learning to write own name.</p>	<p>Mathematics Number, Shape, space & measure *Awareness of number through rhyme, sorting, counting and organising, measuring, finding and recognising familiar shapes and their properties, cooking and weighing, measuring, comparing quantities, counting out correct number, recognising numerals, learning sense of time and daily routines, using language of size.</p>	<p>Understanding the World People & Communities, The World, Technology) *taking interest and learning about family and friends, special times and celebrations, whole school assemblies, sensory studio work, using toys with buttons, computers and Ipads, noticing features of our environment, weekly welly walks, trips to our local environment, developing sense of growth and change, show concern for the environment,</p>	<p>Expressive Arts and Design Exploring and using media and materials, Being Imaginative *choosing, enjoying and joining in with familiar songs and rhymes, moving to music, using and playing different instruments, exploring how colours can be used and changed, painting, drawing, pottery, building and using construction materials, using different materials and textures, beginning to make- believe by pretending, taking on role in game or story,</p>
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