

EYFS/Year 1 Offer

In our EYFS phase of schooling we believe that each child is unique; it is our mission to ensure a relevant, developmental and interest led curriculum which embeds the EYFS framework to provide the foundation for delivering the 7 areas of learning and development, guiding children to acquire learning behaviours. Such behaviours include: building curiosity and enthusiasm for their learning, building the capacity to learn and form relationships and thrive. All areas of learning and development are therefore interconnected. Our ambitious curriculum ensures we maximise all pupil's learning potential regardless of circumstances/ needs whilst fully incorporating outcomes identified via pupil's EHC Plans. A basic principal of our EYFS provision is that children learn through interest led play/ exploration; every opportunity to enhance such learning is exploited through our offer which prepares pupils well for their next steps/ stage. To secure learning is sequenced, we provide planned, short, interest led learning sessions based upon previous learning outcomes preparing our children appropriately for the start of their school career that will bring them success in future schooling. Through our planned approach we provide pupils with the foundations for reaching their full potential; giving each child a happy, positive and enjoyable start to their school life.

INTENT:	IMPACT
<p>We use the 4 overarching principles of the EYFS framework and associated subjects to inform our practice which ensures our offer:</p> <ul style="list-style-type: none"> Develops pupils' academic skills (literacy including phonics/ numeracy) to enable all pupils to reach their full academic potential Incorporates the advice and guidance from parents, carers, previous settings, multi-disciplinary teams in the creation of a personalised school offer (EHCP outcomes/IEPs) Promotes pupil's pre-requisite skills of engagement developing attention and interest in what they are learning Develops pupils social, emotional, physical and well-being skills Develops pupil's use of functional communication/ vocabulary (make their needs known, communicating effectively with others) Develops pupil's independence and self-care skills Promotes pupils' interactions and understanding of the formation of relationships with adults and peers Provides opportunities for pupils to consolidate existing skills and to learn new ones (sequencing learning) Establishes solid foundations for future learning and development Promotes a love of learning Promote the 3 Characteristics of Learning : playing and exploring, active learning and creating and thinking critically 	<p>Pupils:</p> <ul style="list-style-type: none"> Make at least the anticipated progress over time in the 7 areas of learning Are well prepared for their next stage of their school offer (future learning/ pathway/ style is informed) Are as independent as they can be in their personal care routines Have developed more effective communication skills forming meaningful relationships with both peers and adults Begin to demonstrate autonomy in choices made and have a positive attitude to learning/ engagement Develop/ further develop a sense of self and their effect on others / environment Use, apply and generalise learned skills and behaviours to wider environments, are keener to be curious and take risks in their learning Developed key skills, e.g. fine motor skills for mark making

IMPLEMENTATION: *Each school will implement their curriculum securing in their delivery the main principles outlined*

Children learn to develop well in enabling environments; we provide planned learning opportunities which are tailored to the pupils' interests supporting each to develop academically, socially, physically, intellectually and emotionally through high expectations, praise and positivity. All EYFS providers use the formative and summative assessment detailed within this document. All providers will:

- Ensure pupil learning is differentiated (based upon previous assessment outcomes), learning therefore remains part of a well-planned sequence
- Ensure the knowledge pupils obtain is interconnected
- Incorporate outcomes based upon the recommendations made by members of multi-disciplinary teams into the school day/ week
- Organise and resource our classrooms to ensure an equity in school offer ensuring all pupils access their learning environment informed by their need/ learning style
- Encourage child-initiated learning by using resources and activities that motivate the pupils
- Provide well-planned learning opportunities outside of the classroom environment e.g. outdoor learning, welly walks, work related learning, e.g. visit to the fire station, visit by the Blood bike

Our Nancealverne EYFS Curriculum is based on the government document "Development Matters" which emphasises the pupils' phases of development encourages progress within these phases through positive relationships and enabling environments. In EYFS we have a big focus on Phonics and have small sensory Phonics groups 3 times a week in which we explore different sounds and how to make marks in different textures and with various mark making tools. Pupils who need extension work in Phonics may work in groups in other classes with friends of similar abilities. We have a weekly library session where pupils share and read books and then choose one to take home. Reading and sharing stories is timetabled throughout our day and we have a story time session every morning where we also listen to poems, rhymes and songs.

We implement our curriculum through the use of planned free flow activities and resources when our classroom is set up with as many activities related to a particular area of learning as possible. Our practitioners can then adapt the activities to meet the learning outcomes for the pupils. This means we ensure that our pupils make good progress because they can practise their skills during a wider range of activities. Our day is interspersed with set routines such as circle time and jobs which incorporate key skills e.g. preparing fruit, counting and giving out cups. This ensures a balance of adult directed and child initiated activities throughout our day. We also spend a lot of our mornings playing and learning outside in all different weather and learning how to dress appropriately.

We believe that our EYFS curriculum is about the totality of everything, e.g. resources, routines, our interactions with each other, our modelling of language and behaviour, our adult led activities as well as child led or initiated activities. This enables us to ensure that the coverage, sequencing and progress in all 7 areas of learning is secure with a particular focus on the three Prime Areas: Personal, Social and Emotional Development, Physical Development and Communication and Language. We provide a total communication environment with the use of Makaton signing, PECS, visuals, communication books and boards to ensure that all pupils are making progress and have total accessibility to their curriculum. This is where the support of therapy plans from SALT and the OTs and physios are so important. We ensure that our pupils are able to develop their physical skills through the use of specialist equipment, e.g. using a standing frame to strengthen and support their posture whilst cooking. We aim to incorporate our pupils' sensory diet and needs into our curriculum e.g. we may be rolling on the peanut ball or the trampoline as we count and sing or we may be incorporating different food and textures into our work to desensitise our pupils and prepare them to become more tolerant of different foods at snack time and lunch time. Specialist activities such as Attention Autism, TACPAC and Intensive Interaction are incorporated into the school day.

We focus on key skills such as developing our fine motor skills to help develop our writing and have a Big Write session every week when we get to explore mark making and writing in a wide range of ways. We develop our Mathematical thinking and counting through play, cooking and through sand and water play or using money at the tuckshop to purchase our snack. We go on weekly welly walks with a different focus, e.g. making maps, looking for signs of Autumn or road safety. We have designed our curriculum to promote pupils' confidence such as becoming more adventurous in their climbing in soft play or at the park, taking risks and becoming more confident in our weekly hydro pool sessions or learning how to regulate and calm or make choices in our sensory studio. We aim not just to follow and develop the pupils' interests but to also broaden their interests and expand their experiences. Often our curriculum is led by a topic relevant to the time of year, e.g. Autumn or Growing Plants in Spring. Our curriculum changes and develops each year to meet and reflect the needs of each particular cohort. Through carefully planning that is constantly reviewed each week, we ensure that by the end of the year we have covered all important aspects and skills essential for the EYFS and the progression into the next Phase: Key Stage 1.

Assessment of learning:

Our EYFS provision meets all statutory guidance in reporting pupil progress within their early learning goals (profile scores). The Trust additionally acknowledges the requirements of statutory assessment for children within their Reception Year. Our schools will therefore, submit data sets accordingly ensuring the Special Partnership Trust meets compliance frameworks published by the DfE such as Development Matters. We recognise however, these requirements do not necessarily always reflect the learning/ subsequent progress for our children in the best way. Therefore, our main source for reporting on personalised learning progress continues to be through the Early Years phases as broken down within the B² assessments. Evidence for such progress is captured through the software Evisense. Progress over time is determined within the emerging, expected, exceeded benchmarks established by the ST. Pupil progress is also captured via IEP (Assess, Plan, Do data). These are designed to include outcomes identified within pupils EHCPs and therapy plans and always include a communication target, a cognition and learning target and a Sensory/Physical target.

EYFS & YEAR 1 Summative Assessment – Pupil progress EYFS B²

Pupil name:

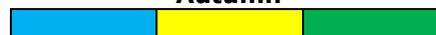
DOB:

Year Group:

EYFS Pupil Premium:

Attendance:
(SPT benchmark 90.91%)

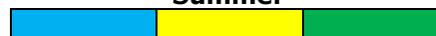
IEP progress:
Autumn



Spring



Summer



**Multi Agency
involvement/personalised
provision:**

Prime Area of Learning:

Communication & Language

Prime Area of Learning:

Physical Development

Prime Area of Learning:

**Personal, Social, Emotional
Development**

Further evidence of bespoke progress is demonstrated via the **Then, Now, Next Steps** comments on each piece of evidence in Evisense. The purpose of these celebrates the significant achievements pupils make within 'softer outcomes' which cannot always be identified through the formative assessment streams adopted by the Trust.

Summative assessment framework: Pupil progress files - recording, reporting and review including Evisense

PIPA files (Pupil Profile, Information, Progress and Assessment files) are provided for all pupils within EYFS/Year 1. Every pupil also has a learning journey which is designed to celebrate each pupils' personal successes and achievements and contains all their observations, photos and data from Evisense. This is also shared regularly with families via email. Outcomes collated further inform the termly reports to parents. Learning Journeys are used to secure structured conversations with parents during termly progress meetings and within the Annual Review of EHCPs. The framework below identifies the process of collating evidence used to evidence teacher assessment.

<p>EHCP Areas specified within pupils' plans; Informs 3 x IEPs (Assess Plan Do) Targets identified termly</p>	<p>EYFS ASSESSMENT (B2) ALL Prime and Specific Areas of learning Informs/evaluates Progress over time (3 x E's)</p>	<p>Therapy plans - e.g. – Bespoke VI plan/SaLT (may inform IEPs) Further informs school offer</p>	<p>Then, Now & Next Recorded on each piece of Evisense.</p>
<p>Frequency of Assessment Daily; summative progress published each term (% of IEPs/– emerging, expected, exceeded)</p>	<p>Frequency of Assessment Daily; key targets identified via EYFS B2 assessment</p>	<p>Frequency of Assessment As stipulated from the multi-agency plan inherited</p>	<p>Frequency of Assessment 6 X each term (observational assessments on Evisense)</p>

PIPA Pupil progress files will evidence the following:

- **EHCP outcomes summary**
- **Pupil progress tracker** – data reviewed each term to inform target setting
- **IEPs** – Published IEPs **and** data published each term (%)
- **Core Areas/ Evisense** – 6 pieces of evidence in pupil's Learning Journey, 1 of each Prime Area will be copied into PIPA file
- **End of year summative assessment/progress over time** – summarising attendance; %IEPs achieved, Prime progress data
- **Termly report to parents** – include whether progress is **Emerging, Expected or Exceeding**
- **Personal Learning Profile** (School Offer/personalised learning)

Use of Evisense: Using B2 Evisense, teachers are able to link pupil assessment and pupil progress evidencing such progress to quality assurance audiences including parents. Pupil progress meetings with parents will examine progress files to ensure they are in receipt of information regarding their child's school offer, personalised learning plan and the progress they are making within it.

Moderation: Moderation will focus upon the prime areas of learning to ensure teacher assessment demonstrates accuracy when determining pupil's progress; such moderation will take place in accordance to the SPT moderation policy with cross school moderation being undertaken once a year. The focus for moderation will examine the Prime areas of assessment/ learning. Baseline assessment for all new EYFS pupils will be moderated to scrutinise accuracy of assessment undertaken securing accuracy in the planned sequence of future learning (next steps) ensuring subsequent target setting is accurate. Statutory county assessment is undertaken every Spring and schools are sometimes visited by external county EYFS moderators.

Nancealverne Appendices:

What do we learn in EYFS?

Our curriculum is based on the DfE Development Matters guidance materials for both our Reception and Year 1 pupils. We learn a lot through play and through topics, e.g. Food, Light and dark, Inspiring Investigations, Green fingers and Intrepid Explorers. 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

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.

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.

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,

4 Specific areas:

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.

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.

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 I pads, noticing features of our environment, weekly welly walks, trips to our local environment, developing sense of growth and change, show concern for the environment,

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,

These 7 areas are all developed through the 3 Characteristics of Learning : playing and exploring, active learning and creating and thinking critically.

Assess Plan Do Review planning sheet

Pupil's name:

Class:



Assess

What are the young person's needs/barriers to learning? (linked to EHC statements)

What is their level of attainment and progress?

Views

What is the view of young person/ parents?

Plan

What can we put in place to support this young person?

Do we need to make any referrals?

What outcomes do we want to achieve?

Outline a minimum of 3 targets to be actioned:

Target	Action
1. Communication	
2. Cognition/Learning	
3. Sensory/Physical	

Do		Review	
Actions Taken	Date	Outcome	Date

Signed: _____

