


Forest Way School

Early Years Foundation Stage (EYFS) Policy

Name: GAIL SEATON

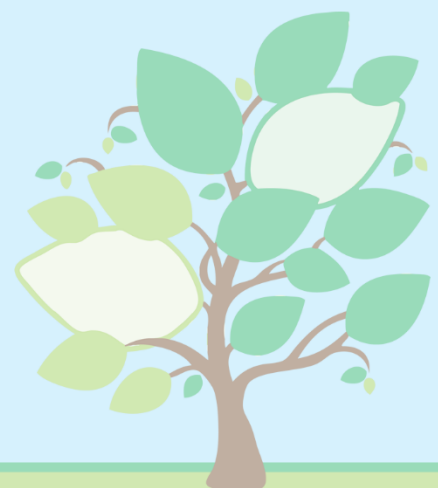
Signature:



Title: HEAD

Date: May 2024

Next Review Date: May 2025



Statutory

Non-Statutory

Early Years Foundation Stage (EYFS) Policy

'Equal opportunities lie at the heart of all that we do at Forest Way. We are committed to ensuring that every member of the school community, whatever their position, race, gender, disability or religion is given the same chance as any other to access the services and support of the school'

Aims of the Early Years Foundation Stage Curriculum:

1. To provide quality learning experiences for all the children, learning will be through practical and play activities, which are structured, balanced, relevant to the child and related to the real world.
2. '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.
3. 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.
4. To provide a curriculum which promotes the 'Early Learning Goals' identified by the Qualifications and Curriculum Authority and which dovetails with the National Curriculum and the ECM outcomes.
5. To provide a curriculum which provides equal learning and development opportunities for all the children.
6. To create a partnership with parents to support and enhance the development of the children.

The Curriculum:

In the Early Years Foundation Stage (EYFS) classes at Forest Way School we aim to provide a broad, balanced, differentiated curriculum which addresses the children's social, emotional, physical, intellectual, moral and cultural development with 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

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 adapted Forest Way curriculum/Aspects of Engagement. 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.

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, commenting on what they do and modelling new language.
- Asking questions about children's play.
- Providing children with the opportunity to make choices and take ownership over their play.

Planning, recording and assessment:

Topics within the Early Years Foundation Stage run on a yearly cycle. Topic planning takes place on a half termly basis, meaning that children experience 6 different topics throughout the academic year. Topics may be altered to take into account children's interests. When children move to Key Stage 1 the topics are planned on a 4 year cycle so that children will experience activities within each topic as they progress through the key stage. The long term planning sheets created by the Foundation Stage class teacher highlight the seven areas of learning from Development Matters and outline briefly the aspects of learning and activities that will be covered in relation to these. This ensures that all curriculum areas are covered in relation to these. This ensures that all curriculum areas are covered whenever a topic or activity is planned.

Adult focussed and independent activities are planned on a weekly basis. Pupils will have access to an adult led Literacy and Mathematics activity each day as well as being able to access creative, construction, mark making, small world and outdoor activities as part of the larger continuous provision. 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 their Reception year and a combination of The Engagement Model and the Forest Way small Steps Baseline from Year 1 onwards; these are used as an ongoing tool to plot progress and plan Individual Education Plans. The Early Years baseline assessment is completed initially when a child enters their Reception year and again at the end of each half term. The Early Years Foundation Stage Report is completed at the end of Reception Year.

Assessment is carried out through a combination of informal observations, interaction with the child, the use of the information on recording sheets and regular discussions with staff. We observe the children working independently both indoors and outdoors. Records of such observations are made on the Forest Way Early Years recording sheets or uploaded to Tapestry.

Children are assessed during adult focussed activities against the objective set for that activity. All work is annotated, linked with the Early Years outcomes and given a next step for learning and development. Where appropriate, staff make links to the Characteristics of Effective Learning (Playing and Exploring, Active Learning and Creating and Thinking Critically) as outlined in the Early Years Foundation Stage Framework, Development Matters. Next steps are updated on a regular basis to monitor progress and inform planning. Samples of children's work are kept in their Learning Journeys which are accessible to staff and pupils in the classroom at all times. Our Learning Journeys are comprised of children's work, achievements, and parental contributions uploaded on to Tapestry to provide a well-rounded picture of the child both in and outside of school.

Information gained through recording and assessment will be shared with parents, other school staff and outside agencies as appropriate. Learner passports are written after a child's EHCP review and SMART targets are set and reviewed regularly to enable the child to work towards their end of Key Stage outcomes as stipulated on their EHCP. Progress towards the targets in the Learner passport is noted regularly throughout the terms by the whole class team. Parent's evenings are held twice a year and are an opportunity for parents to discuss their child's progress. Stay and play sessions are also held at points throughout the year, inviting parents to come and spend an afternoon in the class with their child and their classmates. Parents can contact the staff at any time; all children have a school link book to keep in regular contact. Parents are encouraged to add to their child's Learning Journey by uploading entries to Tapestry and completing 'homework' style tasks such as the Weekend News. Parents can also document their children's achievements by completing 'Proud post' certificates and sending them in to share with the class team.

Children are given motivating rewards for achieving the target each day and behaving well. Motivating rewards have to be something the children want and like, therefore each child has a personal reward given to them to meet their needs and interests. The reward could be as small as choosing a favourite toy to play with, or being able to visit a high motivating place in school such as soft play.

Progression:

There are clear expectations for progression through Key Stage 1. Pupils stay on the Early Years profile for assessment until the end of the autumn Term in Year 1. At this point Learning Journeys are sent home and pupils transfer to using work folders namely: communication Language and Literacy, Mathematics and Understanding the World. As pupils transition through Year 1 and into Year 2 their work load and the expectations of the children increase in preparation for Key Stage 2. Pupils are expected to engage for longer periods during adult led work tasks and to sit for longer periods during a lessons initial input. From Year 1 through to Post 16 pupils are assessed against a combination of the Forest Way small Steps Baseline and Aspects of Engagement.

The children are given personal targets in their learner passports which relate to either their behaviour, social skills or learning to work on during the school day. Children are given motivating rewards for achieving the target each day and behaving well. Motivating rewards have to be something the children want and like, therefore each child has a personal reward given to them to meet their needs and interests. The reward could be a small sweet or chocolate, a savoury snack or use of a highly motivating toy or object such as the iPad.

Progression:

There are clear expectations for progression through the Infant Department and into the Junior Department. The EYFS curriculum is taught in Year 3 of the juniors. Children working within the later phases of the Early Years Outcomes work for longer periods on more formal adult led activities and they work in larger groups than the children working within the earlier phase of the Early Years Outcomes. The children working in the later stages are expected to play and learn with less adult support than that of the children working at the earlier stages. Children in Year 2 and 3 are expected to be engaging in adult designed play which relates to the learning intentions during the CIL sessions. All pupils' individual abilities are taken into consideration and they are offered activities that are at an appropriate level to meet their developmental needs. Therefore some younger pupils are provided with similar or the same activities as some older pupils to meet their needs and vice versa.

Pupils' achievements are recorded on individual target displays. These are celebrated weekly during the joint Infant Department assembly.

Equal Opportunities:

Aims

- To ensure that no child is excluded or disadvantaged because of ethnicity, religion, culture, family background, disability, gender, home language, special educational needs or ability.
- To ensure that all the children feel secure, included and valued.
- To establish feelings of respect and trust with all children and their parents or carers.
- To treat each child as an individual and provide equality of opportunity.
- To encourage self-confidence and a positive approach to learning in all children.

During the school visit we will talk to the child and the parents about the child's ethnic, religious and cultural heritage and experiences at home. Staff will use this information when planning and carrying out activities within the Foundation area to ensure that familiar experiences are used as starting points for learning.

When planning, setting up and altering the rooms, outdoor areas, displays and equipment, the staff will aim to create an environment that encourages a positive attitude to learning. This will include:

- Keeping the environment free from any discriminatory practice or stereotypical images
- Valuing the local community and environment as a source of learning opportunities
- Using displays, resources and equipment that reflect the community in which the children live as well as the wider world

The curriculum will include activities to encourage children to respect their own cultural background and beliefs and those of other people. These will include:

- Activities relating to a wide range of religious, ethnic and cultural festivals.
- Telling stories, listening to music and looking at pictures and videos from a range of cultures and religions.
- Role play activities that reflect a variety of cultures.

- Discussions with and between the children about the similarities and differences in their experiences and the reasons for those similarities and differences.

We will ensure that all children are given support to participate in activities, experiences, visits and discussions and to ensure that all children are listened to carefully and with respect.

We will carefully consider the need for equality of opportunity when planning activities and experiences. When necessary we will modify activities or provide additional equipment or materials to ensure children are not excluded.

'Data will be processed in line with the requirements and protections set out in the General Data Protection Regulation'

Safeguarding and welfare procedures

We recognise that children learn best when they are healthy safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff: child ratios are maintained in our setting to meet the needs of all children and ensure their safety. Being a special school we have high staff to pupil ratios. We determine ratios guided by all relevant ratio requirements and by the needs of the children within the group. On average a class will have a teacher, Grade 8 higher level support assistant and 3-4 learning support assistants.

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required. We promote good oral health, as well as good health in general, in the early years by insert your approach here, for example by talking to children about:

- The effects of eating too many sweet things.
- The importance of brushing your teeth If you have introduced/want to introduce supervised tooth brushing, insert: We follow Public Health England guidance on supervised toothbrushing to make sure that it is evidence-based and safe.

The rest of our safeguarding and welfare procedures are outlined in our school's Child Protection, Safeguarding and Recruitment policy.

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) for 2023 [Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/101222/early-years-foundation-stage-eyfs-statutory-framework-2023.pdf)