



Early Years Foundation Stage Policy

AIMS:

At John Chilton School we aim to provide

- ❖ A safe and secure environment
- ❖ An enabling environment that is well planned and organised, and which provides rich and stimulating experiences.
- ❖ Continuous provision that gives opportunities to learn and revisit through active exploration, using a wide variety of equipment and materials.
- ❖ An individual approach to children's learning. We recognise the individual needs of children – emotional, social, physical, language acquisition, creative and intellectual and understand that they develop at different rates and learn in different ways.
- ❖ Positive relationships between children and adults.
- ❖ Opportunities for play and a recognition of the importance of learning through play in the development of children.
- ❖ A warm and caring environment, where the children can develop a positive image of themselves.
- ❖ An environment which promotes respect and equal regard for themselves and other people in the world around them.
- ❖ An open partnership with parents/carers.

OUTCOMES:

At John Chilton School we intend for pupils

- To be confident in their own abilities.
- To be independent in their learning and in their personal needs and abilities.
- To be motivated to develop their learning and understanding.
- To become active learners
- To develop an increasing focus on activities.
- To be able to communicate with others, using spoken, signed or augmented communication where appropriate, for a range of reasons.
- To explore and develop fine motor and gross motor skills.
- To be able to interact appropriately and effectively with others.
- To have an interest in, and enjoyment of, books and stories
- To have early reading and writing skills, and to be able to generalise these across all areas of learning
- To have early mathematics skills in number, shape, space and measure and to be able to generalise these across all areas of learning
- To develop an understanding of the world around them, and a motivation to interact with this
- To have creative skills in a range of mediums
- To be able to use skills and knowledge across the curriculum, and wider curriculum.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. However, at John-Chilton School we recognise that our younger pupils have missed essential experiential learning opportunities and so we continue the EYFS approach into Key Stage 1 where appropriate, especially for pupils who need a more holistic curriculum.

At John Chilton, children join us once they have received an Education, health and care Plan (EHCP) or occasionally they may join us on an assessment placement whilst the statutory assessment process is in process.

Children are accepted at John Chilton from the beginning of their Reception year. Pupils are offered a full time placement, however a part time placement may be initially offered until they have settled at school. All pupils must attend on a full time basis once they are 5 years of age

Safeguarding and Welfare

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why these rules are necessary.

We understand that children need to be allowed to take risks, but need to be taught how to recognise and avoid hazards.

We aim to protect the physical, psychological and social/emotional wellbeing of all children.

We understand that we are legally required to comply with certain welfare requirements and our practice reflects the policies of John Chilton School.

Our practice at John Chilton is based on 7 key features of effective practice

1. The best for every child

We believe that all children deserve to have an equal chance of success, and that high quality education is important for all pupils. We also believe that high quality education is inclusive.

Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at John Chilton School are treated fairly regardless of race, gender, religion or abilities.

We believe that all our children matter, and we give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences and their individual needs, when planning for their learning.

Therapy

We integrate activities into planning which support the pupil's needs as identified by Physio, Speech and Occupational Therapists.

Therapists also work alongside staff to provide targeted support for pupils on specific skills.

2. High Quality Care

We believe that the child's experience is always central to the thinking of practitioners.

We believe that children will thrive when they are well cared for, and that practitioners should enjoy spending time with pupils, should be responsive to them, and support pupils in all areas of the wider curriculum.

Staff practitioners

All practitioners involved with the EYFS should develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school the EYFS teacher acts as a 'Key Person' to all children in EYFS, supported by the Teaching Assistants.

3. The Curriculum: what we want children to learn

We aim to provide an ambitious curriculum, which is flexible, and driven by children's interests. We believe that learning takes place over time, and that opportunity needs to be provided for learning in depth.

Learning and Development

Planning within the EYFS follows the school's long-term schemes of work, and planning is based around termly themes, which will be modified in response to the needs, achievements and interests of pupils.

Through well-planned activities and play our children explore and develop learning experiences, which help them make sense of the world. They practice and build on ideas, learn how to control themselves and understand the need for rules. Pupils have the opportunity to think creatively and to communicate with others as they investigate and solve problems.

We recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter connected, and that none of these areas can be delivered in isolation from the others. Staff at John Chilton school act as facilitators to learning, encouraging pupils to extend and develop their understanding and their ideas.

Staff will consider the different ways the children learn and reflect this in their planning. All learning will contain elements of:

- **playing and exploring** – where children are given the opportunity to investigate and experience things first hand, make choices and guide their own thinking and actions, bring their own interests into the settings and respond to new experiences
- **active learning** –Where children participate in routines, show goal directed behaviours, use strategies to reach goals, and keep on trying when things are challenging
- **creating and thinking critically** – where children have their own ideas and develop these. They have opportunities to make links between ideas, to develop strategies for doing things, to solve real problems and to develop confidence in coming up with their own ideas.

The Curriculum

The Early Learning Goals and the educational programmes are set out in the "Statutory Framework for the Early Years Foundation Stage" document. (DFE 2021), and Development Matters (Non Statutory curriculum guidance for the EYFS September 2020)

The seven areas of learning and development are:

Prime:

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

Specific:

- Mathematics
- Literacy
- Understanding of the World
- Expressive Arts and Design

Phonics

As soon as pupils begin school, they are encouraged to develop an awareness of, and an interest in sounds around them, sounds in their environment and to explore sounds they can make, through stories, songs and play. Pupils will be ready to begin the Read Write Inc programme when they have achieved Standard 1 in language comprehension (National Curriculum assessment) This aims to teach letter sounds and their corresponding letter/ letter groups, and gives pupils the skills they need to begin reading. Read, Write Inc is taught in small group sessions. Pupil's learning is assessed continuously in order for learning to be targeted and effective, and summative assessments made through the year as part of the whole school assessment procedures.

4. Pedagogy: helping children to learn

We recognise that children are powerful learners, and that a mixture of different approaches is needed to create an optimum learning environment for our pupils. We provide learning through play, guided learning and direct teaching, in an enabling indoor and outdoor learning environment.

The learning Environment

We recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

The EYFS classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet or rest. The classroom is set up to enable children are able to find and locate equipment and resources independently.

Our learning environment includes an outdoor learning space, which offers the children opportunities to explore use their senses and be physically active. We plan activities and provide resources that allow the children to access outdoor learning, support the children's development in all areas of learning, but also taking account of pupil's individual health needs.

5. Assessment: checking what children have learnt

We believe that assessment is about noticing what children can do. It requires an understanding of how children develop, and should inform planning and next steps.

Observation and Assessment

All pupils will be assessed using the statutory baseline assessments when they arrive in the Reception Class. A baseline assessment will also be recorded on the school's assessment system. This will be carried out in the first 6 weeks of arrival at school.

Assessment in the Early Years follows the school assessment policy. It will include

1. Day-to-day formative assessment – to inform teaching on an ongoing basis
2. In-setting summative assessment – to understand a child's performance at the end of a period of teaching
3. National statutory summative assessment – to understand a child's performance in relation to national expectations and comparisons

Assessment for Learning takes place during learning activities, including self and peer assessment at an age appropriate level, regular observation and planned assessment activities.

Parents are encouraged to contribute to assessment by sending in 'wow' moments, and are given a pack relating to this at the start of the school year. Discussions with parents will also inform our assessments of pupil's learning.

We record judgements against the EYFS Profile at the end of the Reception year, as stated in the statutory requirements for EYFS.

Each child's level of development is recorded against the schools own assessment scales derived from the Early Years Curriculum and the Early Learning Goals (ELGs).

Progress is recorded on the Onwards and Upwards assessment system, which then allows us to track progress in accordance with the school procedure.

By having a robust assessment system in place, we are able to

- inform parents about their child's development against the ELGs and the characteristics of their learning
- support a smooth transition to KS1 by informing the professional dialogue between EYFS and KS1 teachers
- help KS1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of all children

6. Self-regulation and executive function

We believe that language is essential to self-regulation, and so we provide pupils with a language rich environment, which provide opportunities for pupils to develop their spoken communication, supported by the use of Makaton signing, and objects, pictures or symbols. Pupils' communication is also supported by the AAC team and the Speech and Language Therapists. We also recognise the importance of the child's home language, and we celebrate multiculturalism within our setting

We aim for pupils to be able to focus their attention, regulate their behaviour, develop patience, monitor and adapt what they are doing, persevere and overcome difficulties.

7. Partnership with parents

We believe that school and home need to develop a strong and respectful partnership.

We are committed to listening to parents, and giving clear information about their child's progress, and to supporting parents to support their child at home.

Home-school links

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children, and aim to work in partnership with parents to achieve the best outcomes for our pupils.

In order to develop these links with parents we will

- talk to parents about their child before they start in our school;
- visit children in their home or present educational setting prior to their starting school, where this is practical
- offer children, and their parents, the opportunity to spend time with class staff before starting school during ‘Stay and Play’ sessions.
- offer parents regular opportunities to talk about their child’s progress in our EYFS setting and encouraging parents to contribute to the assessment process;
- provide a written report on their child’s attainment and progress at the end of the school year;
- arrange activities throughout the year that encourage collaboration between child, school and parents: class assemblies, sports day etc.
- provide a home/school book in which parents and teachers can communicate about the child’s day

Monitoring and review

It is the responsibility of the EYFS teachers to follow the principles stated in this policy. The Headteacher, Assistant Headteachers, Phase Leader and subject leaders will carry out monitoring and observations in the EYFS as part of the whole school monitoring schedule.

The school is proactive in linking with other local Special Schools to moderate judgements against the 7 areas of learning.

The Local Authority may moderate our EYFS judgements through school visits or staff attendance at moderation meetings.

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