



# Early Years Foundation Stage (EYFS) Policy

**Approved: Curriculum & Standards Committee (autumn 2021)**

**Reviewed: autumn 2022 by Clare Roberts (EYFS Lead)**

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## Aims

We aim for all pupils to develop personally, socially, emotionally, physically, creatively and intellectually to their full potential. Each child is valued as an individual, and teaching and learning is based on the understanding that children develop at different rates.

This policy is written to support the following:

- Children access a broad, balanced, relevant and creative curriculum that gives them the strong foundations for future learning and development throughout the school
- Quality learning experiences are provided, and teaching is of a consistently high level in order for all pupils to make progress across all areas
- Children have positive experiences of success at their own levels in order to give them confidence and motivation for future learning
- There will be opportunities for children to learn through planned and purposeful play, meaningful to each child, in all areas of learning and development
- A close working partnership between practitioners and parents and/or carers is fostered and all contributions are valued
- All children have the opportunity to experience a challenging and enjoyable programme of learning irrespective of culture, religion or ethnicity

Resources are planned and budgeted for in a yearly action plan.

## Legislation

We follow the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

## Structure

The Early Years Foundation Stage (EYFS) provides high quality learning experiences for all pupils through practical and play activities which are structured, balanced and meaningful to every child.

The EYFS applies to children from birth to the end of reception year. At Dorin Park, EYFS applies to children attending from two years of age to when they leave the department, which will be dependent on the pupils' abilities and emotional development. Pupils transition to the Primary department at the end of Reception year, end of Year One or (exceptionally) end of Year Two as appropriate.

We have a high ratio of staff to pupils within the EYFS.

Children are taught in small groups or on a 1:1 basis depending on abilities and needs. We use independent work stations with pupils who need more structure and less stimulation and distraction when learning; these are typically 1:1 activities, building up to allow the children to complete them independently and then transfer the skill into small group sessions.

Pupils with more complex needs are also often taught on a 1:1 basis, focusing on the child's specific targets and delivering the session using the child's preferred learning style, environment and method of communication.

Where appropriate, group activities take place. These allow pupils the opportunity to work together, build relationships with peers and tolerate the sharing of space and resources.

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

## Curriculum

We follow the curriculum as outlined in the [2021 statutory framework for the EYFS](#).

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development (PSED)

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

All areas are delivered through adult-led and child-initiated activities. Adult-led activities are often paramount as pupils with complex medical needs and ASC (Autistic Spectrum Condition) learn less through incidental learning and need to be taught the skills to then use independently.

The specific areas are not always taught alone; they are often intertwined throughout the routine of the day. A total communication approach is used, allowing all pupils access to objects of reference, photographs, symbols, signs and spoken words in order to develop their own preferred method of communication. Equal emphasis is given to all areas of the framework.

Timetables are adapted to meet the needs of the pupils and can change throughout the year, if required, to meet the changing needs of the pupils.

Forest School and swimming also form part of the learning experience in EYFS.

The curriculum also includes activities to encourage children to respect their own cultural background and beliefs and those of other people. This will include, but is not exclusive to, activities relating to a wide range of religious and cultural festivals, and telling stories and listening to music from a range of cultures and religions.

We recognise that progress and achievement will differ from mainstream settings, but we actively celebrate each step and use their progress to plan for future development.

## **Phonics**

We aim to teach high quality phonics to ensure the children have the best possible start in reading and writing.

Many of our pupils do not enter school with the foundation skills needed to develop their literacy skills, so we focus on their listening skills, including listening to and identifying: environmental sounds, animal sounds, instrumental sounds, body percussion, rhyme, alliteration and oral segmenting.

Once pupils have acquired these basic listening skills, we move on to our school Systematic Synthetic Phonics (SSP) programme – Read Write Inc. We focus on Speed Sounds Set 1, which are split into 6 groups. We move onto the next group of sounds once the children have consolidated their knowledge, and will continue to move onto Speed Sounds Set 2 and 3 if appropriate.

Pupils are assessed termly on their phonics ability and are taught in groups, or 1:1, at a level that is appropriate for them.

## **Learning through play**

Continuous Provision is a formal part of each day within EYFS, built into the timetable, but is also available throughout the day. Pupils are encouraged to choose a preferred activity, using symbols or objects of reference. The areas they can choose from are enhanced, either relating to the current topic or with an aim to consolidate earlier learning. Pupils need a high level of modelling of the different activities and support throughout the activities in order to facilitate the play.

Continuous Provision activities are planned on a fortnightly basis; however, they can be adapted or changed more frequently if pupils are not engaged with the activities or if they have exhausted their play in an area.

Outdoor play is also a large part of social learning and where PSED is a big focus. Pupils are encouraged to share, take turns and work together.

## **Planning**

Activities are planned to enable children to experience both adult-led and child-initiated activities. Pupils are given opportunities to work in many different environments, including indoor and outdoor learning. All pupils are given the opportunity to reach and exceed their potential with highly motivating and challenging activities.

### **LTPs**

A two year rolling programme has been designed to cover the curriculum over the two years that pupils generally spend in EYFS at Dorin Park. A wide variety of topics to engage the pupils and develop their knowledge and understanding across a wide variety of genres is delivered, allowing all pupils to access the full Early Years curriculum.

The LTP identifies the main communication focus each term, and suggests themes and experiences, as well as books, songs and rhymes to be covered each half term. Topics can be altered to take into account the children's interests.

### **MTPs**

Termly plans are written which cover each of the seven areas and give clear guidance to inform the weekly plans. Topic Overviews summarise typical activities to be covered. Targets from each pupil's SEND Profile are also be focused on each term, one from each of the areas: Communication and Interaction, Cognition and Learning, Personal and Social, and Physical and Sensory.

### **Short-term**

Weekly plans are written with clear activities and learning objectives identified, in order for pupils to meet the outcomes set in the MTPs and SEND Profiles.

Plans are constantly reviewed and evaluated to aid with next steps.

Fortnightly continuous provision plans are written in order to enhance all areas and develop skills that are being delivered in adult-led activities.

## **Recording and Assessment**

Pupils take part in the Reception Baseline Assessment in the October of their reception year.

Photographic evidence of each child's achievements is uploaded onto **Evidence for Learning**, an online evidence tool for recording progress towards specific targets. Parents are given the opportunity to access the tool's online *Parent Portal* so they can follow their child's progress throughout the year. A minimum of three observations are uploaded each week, with extra photographs of fun and new activities also added weekly. This ensures parents are aware of their child's progress in school.

Samples of work, for those for whom it is appropriate, are kept in *Progress Books* and are shared with parents during the year.

Pupils' progress is assessed through formative and summative assessment.

Progress towards their SEND Profile targets and academic progress is recorded on EFL. At the end of Reception year children are assessed against the Early Learning Goals for each area of learning.

An end of year report is provided to all parents/carers on the child's development against the seven areas of learning.

## **Working with Parents**

We work hard to foster a good relationship with parents. This is supported by a continual dialogue between home and school. Communication books highlighting activities, foods and experiences are sent home daily. There are also regular **Evidence for Learning** observations and photographs, telephone calls, meetings and daily contact on drop off/pick up. These all ensure parents are well informed and involved with their child's education.

Relationships begin before the new academic year – staff visit pupils at their pre-school/nursery settings, and there is also an admissions meeting, where SaLT, Physio and OT can also attend.

Transition sessions are then put in place so that pupils develop familiarity with staff and the setting before they start. All pupils are offered a minimum of three sessions. However, some pupils require a longer process, and this is put in place with support from the school's Family Liaison Worker and the EYFS team.

Parents are invited to a Coffee Morning where they meet the EYFS team and other key members of staff from across the school. They are given a short presentation highlighting the main focuses of EYFS and the ethos and rationale of the department as well as seeing some examples of resources and activities. Parents are given the opportunity to ask questions and gain a good understanding of our strategies and routines. This is a great opportunity for new parents to meet each other as well as meeting the new staff.

We hold two parents' evenings each school year, where parents can discuss their child's progress.

Annual review meetings are held to formally evaluate outcomes and progress towards targets in their EHCPs. Other professionals are also invited to these meetings, and evidence from outside interventions or programmes is also looked at.

Parents are also invited to a number of events during the school year, including Harvest Celebration, the Christmas Nativity and Sport's Showcase.

## Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our Safeguarding Policy (see appendix 1).

### Appendix 1. List of statutory policies and procedures for EYFS

Statutory policy or procedure for EYFS	Where can it be found?
Safeguarding policy and procedures	Safeguarding Policy <ul style="list-style-type: none"> <li>• Shared to ALL Staff via e-mail</li> <li>• School Network</li> <li>• School Website</li> </ul>
Procedure for responding to illness	Individual Care Plans (where appropriate) We have a procedure for emergency response and 999 (located in all classrooms)
Administering medicines policy	First Aid and Managing Medication in School Policy <ul style="list-style-type: none"> <li>• Shared to ALL Staff via e-mail</li> <li>• School Network</li> <li>• School Website</li> </ul>
Emergency evacuation procedure	Emergency Evacuation Procedure <ul style="list-style-type: none"> <li>• Shared to ALL Staff via e-mail</li> <li>• School Network</li> </ul>
Procedure for checking the identity of visitors	All taxi drivers and escorts must wear their badges; if there is a change in driver/escort, our school office should have been informed

	We ask parents/carers to forewarn us if a new family member is collecting, and will then ask for the child's date of birth.
Procedure for dealing with concerns and complaints	Complaints Policy <ul style="list-style-type: none"><li>• Shared to ALL Staff via e-mail</li><li>• School Network</li><li>• School Website</li></ul>