



Early Years Foundation Stage Policy

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1. Introduction

The EYFS curriculum covers our children from two years until the end of their Reception year. The Early Years curriculum caters for the wide range of special needs in Amwell View School and Specialist Sports College. We build on the knowledge we have on the child to individualise learning and provide an environment that allows the child to learn and develop to their maximum potential.

2. 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 can be both structured and child initiated. Learning will be balanced and outcomes will be 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 support pupils to achieve: staying safe, being healthy, enjoying and achieving and making a positive contribution to the school and wider community.
5. To provide a curriculum which promotes the 'Early Learning Goals' and 'Characteristics of Effective Learning' identified by the Qualifications and Curriculum Authority and which dovetails with the National Curriculum and the ECM outcomes.
6. To provide a curriculum which provides development opportunities for all children.
7. To create a partnership with parents to support and enhance the development of the children.

3. The Curriculum

In the Early Years Foundation Stage (EYFS) classes at Amwell View School and Specialist Sports College we aim to provide a broad, balanced, differentiated curriculum which addresses the children's social, emotional, physical, intellectual, moral and cultural development within 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

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. 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.

4. Play

We believe that play, both indoors and outdoors, is the fundamental way in which young children learn. Play can be both 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, working through problems and different ways that they can be solved. 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 and planned adult support, children will be able to,

- Engage, explore and learn through a range of activities and experiences that help them make sense of the world around them
- Practise and build on concepts, ideas and skills
- Learn how to control impulses and understand the need to be safe
- Be alone, be alongside others and co-operate when they are in different environments
- Take risks in a safe environment and make mistakes that can be learnt from
- Think creatively and imaginatively
- Communicate with others as they investigate and solve real life 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 opportunities
- 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
- Asking questions about children's play

5. Planning, recording and assessment

Children in the early Years Foundation stage will have a broad and balanced curriculum including specialist subjects taught by specialist teachers, including; Dance, PE, Music, Science, Music Therapy, Swimming and Look and Listen. Class teachers will cover lessons consisting of the prime and specific areas of EYFS.

Physical development is covered through lessons in the Adventure Playground, Soft Play, EYFS playground and the Dell whilst Communication and Language is immersed throughout all lessons. We work closely with the Speech and Language team to provide individual



communication learning outcomes for every pupil in the Foundation stage. Aids such as, communication books, eye gaze, activity cues, symbols, photos and True Object Based Icons (TOBIs) are used throughout the curriculum to support each pupils' communication development. Personal, Social and Emotional development is covered throughout the curriculum through CIL activities, adult led activities and specialist subjects. We focus on developing skills to support pupils to join in with school routines with an aim to enable pupils to gain and practise skills across all areas throughout the school day. This includes toileting, lunchtimes, play times, child initiated activities and all transitions. Pupils learn about aspects of self-regulation, managing themselves and learning to build relationships with their peers and adults at school. Literacy, Maths, Understanding the World and Expressive art and design are taught as stand-alone lessons. Three Literacy lessons, three Maths lessons, two Understanding the World and two Expressive Art and Design lessons are taught a week. There is also a timetabled story session every day where pupils are exposed to a range of traditional tales and stories of different genres. The stories are told through a multi-sensory approach that engage all the senses.

Half term plans are written by the class teachers and provide an overview of how the pupils individual learning outcomes will be achieved through the intent, implementation and impact. Activities are planned with a child initiated approach to support their development within differentiated Early Learning Goals, individual learning behaviour and communication outcomes. The resources for these lessons are inspired by the year plan where a wide range of topics are identified. Pupils are immersed in these topics through the resources, sensory equipment, songs and music they are exposed to. The topic does not overpower the learning intentions, but provides engaging activities for pupils to experience a child initiated approach to their learning where they can progress and achieve.

Pupils are assessed using B-Squared Engagement and Progression Steps Assessment Tool, Early Learning Goals and individual Priority Outcomes. The B-Squared Assessment baseline, Early Learning Goals baseline and Hertfordshire Baseline Assessment are completed 6 weeks after a pupil enters the setting and at the end of each term.

Assessment is carried out through a mixture of informal observations, photos and videos, interaction with the child and through regular discussions with all class staff. We observe the children working independently both indoors and outdoors. Records of such observations are made using Tapestry.

Children are assessed during adult focused activities against the learning outcomes for that activity. Samples of the children's learning are uploaded onto online Tapestry Learning Journal, such as photos, videos and comments.

Information gained through recording and assessment will be shared with parents, other school staff and outside agencies as appropriate. Parents' evenings are held twice a year. Parents' evenings are an opportunity for parents to discuss their child's progress. Parents can contact the staff at any time; through email, Tapestry and telephone calls.

Parents are encouraged to contribute to their child's Tapestry Journal by adding video's and photos and achievements seen at home.

6. Progression



All pupils' individual abilities are taken into consideration and they are offered activities that are at an appropriate level to meet their developmental needs. Teachers will upload photos and videos of the children's achievements and progression to Tapestry to be viewed by parents.

Pupils' achievements are recorded on individual target displays, through photographs, video or through work produced. These are celebrated weekly during the Lower School Assembly.