

Early Years Foundation Stage Policy at Hadrian School

Aims

This policy aims to ensure:

- That children in our EYFS have access to an appropriate broad and balanced curriculum, which builds on their learning and development as described in their Education, Health and Care Plan
- We nurture and develop a close working partnership between staff, professionals and parents and/or carers, to enable our children to become the best version of themselves and develop the skills that are important to each individual child
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021:

The New EYFS Framework

The EYFS is based upon four principles:

- **A Unique Child** – developing resilient, capable, confident and self-assured individuals
- **Positive Relationships** – supporting the children in becoming strong and independent
- **Enabling Environments** – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child
- **Learning and developing** – an acknowledgement that children learn in different ways and at different rates.

Staff must consider the individual needs, interests, and development of each child in their class, and must use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development. Staff working with the youngest children are expected to ensure a strong foundation for children's development in the three **prime areas**. The **specific areas** of learning provide children with a broad curriculum and with opportunities to strengthen and apply the prime areas of learning. This is particularly important in developing language and extending vocabulary.

Areas of learning and development	Birth to 5 matters aspects
Prime areas:	
Personal, social and emotional	Making relationships
	Sense of self
	Understanding feelings
Physical development	Moving and handling
	Health and self-care
Communication and language	Listening and attention
	Understanding
	Speaking
Specific areas:	
Literacy	Reading
	Writing
Mathematics	Mathematics
Understanding the world	People and communities
	The world
	Technology
Expressive arts and design	Creating with materials
	Being imaginative and expressive

Curriculum

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In partnership with parents and carers, and a range of other professionals, we enable the children to begin the process of becoming active learners. In line with the rest of Hadrian school, we use a range of tools to help our EYFS children make progress, for example they will have access to an appropriate curriculum that includes:

- Development Matters/EYFS Framework
- Outdoor learning
- Hydrotherapy
- Rebound Therapy
- Thrive Approach
- Sensory
- Music Therapy
- Massage
- Tac Pac
- Promoting personal hygiene and independence (such as healthy eating and good oral health)
- OT and Physiotherapy
- Body Awareness
- Jabadao (Developmental Movement)

- Communication Groups (literacy/numeracy/sensory)
- Literacy and Numeracy interventions including 'letters and sounds'/Numicon
- Total communication approach (Makaton/objects of reference/picture symbols)

The EYFS curriculum will be flexible and will involve opportunities to develop children's interests, enabling 'child lead learning' to take place. We will prioritise 'learning to learn' and the acquisition of life skills, within the curriculum for our children.

Statutory assessment points in the revised EYFS

"Assessment: checking what children have learnt • Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence. • Effective assessment requires practitioners to understand child development. Practitioners also need to be clear about what they want children to know and be able to do. • Accurate assessment can highlight whether a child has a special educational need and needs extra help. • Before assessing children, it's a good idea to think about whether the assessments will be useful. • Assessment should not take practitioners away from the children for long periods of time"

Development Matters: Non-statutory curriculum guidance for the Early Year's Foundation Stage: July 2021.

"Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through collection of physical evidence"

Statutory Framework for the Early Years Foundation Stage: DfE Sept 2021.

Progress check at age two (between a child's 2nd and 3rd birthday)

Reception Baseline Assessment (in the first six weeks of reception – all of our Reception age children were dis-applied from this assessment in 2021-2022)

EYFS profile at the end of the EYFS, staff complete the EYFS profile for each child.

Children are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child. EYFS profile data is then submitted to the local authority.

Currently, we are using the following to map progress for our cohort of EYFS children in school:

Individual ‘All About Me’ / ‘It’s Good To Be Me’ Books: These should be written with parents/carers on entry to school, to give class teams an understanding of starting points for our children. They should be annotated and updated as children progress through the EYFS.

Observation Checkpoints: Brief, written observations of how a child is progressing against the short term outcomes (which encourages conversations about progress and next steps).

EHCP / Long Term Aims and Short Term Outcomes: These should appear on a child’s Personal Learning Plan (PLP) which will be written within 6 weeks of a child starting in the EYFS. Progress against these aims and outcomes will be evidence on the PLP and outcomes will be regularly reviewed and amended. Outcomes written alongside the MDT and specific ‘Thrive’ outcomes, should also appear on the PLP.

Evidence of learning that includes:

- Observations - Staff observe children to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers and other professionals who may work with the child
- E-books
- Videos/Photographs
- Half Term Achievers Assemblies
- Blogs/Class Dojo.

Working with parents

We recognise that children learn and develop best when there is a strong partnership between staff, parents and/or carers. On entry to Nursery or Reception, the class team will complete an ‘All About Me / It’s Good to Be Me’ book, in partnership with parent/carers, which will include information from home and school in the following areas:

‘How I communicate’

‘My likes/dislikes’

‘Important people in my life’ (family and professionals).

EYFS teams also support parents/carer's to engage with a range of specialist that may be supporting their child. Parents and carer's also have opportunities to join a range of activities and events provided by Hadrian School including:

- Confident Parenting Groups
- Coffee mornings (with professionals and outside agencies who offer support to families in the city)
- Parents Evenings
- Class dojo (WhatsApp) groups
- Parental Workshops (on a range of topics)
- Assemblies
- Rebound Therapy sessions (evenings and weekends)

Linked policies and procedures for the EYFS

This EYFS policy should be read in consultation with the following 'Hadrian School Policies and Procedures:

- Safeguarding and Child Protection Policy
- Keeping Children Safe in School
- SEND Policy
- Management of Medicines in School Policy
- Health and Safety Policy
- Complaints Policy
- Equality Policy

Confirmation that the Early Years Foundation Stage Policy in respect of Hadrian School has been discussed by the Governing Body:

Signed by:

Chair of Governors: _____ Date: _____

Head Teacher: _____ Date: _____

Agreed at the Governing Body Meeting on: _____

Minute Reference: _____