



Early Years and Year 1

Expressive Arts and Design



What does Expressive Arts and Design look like in Early Years at Castle School?

Intention

All learners make progress from their starting points.

We aim to develop a child's imagination, creativity and their ability to use media and materials. This is provided by singing songs and making music, exploring a range of musical instruments, dancing, playing with colours, textures and design. These approaches to expressive arts and design support children to represent and understand their own feelings and ideas. Children use what they have learnt about media and materials in original ways, they express and think about uses and purposes in their own way. They represent their own ideas, thoughts and feelings through best practice and activity ideas.

Children take part in action songs and rhymes, covering five core rhymes with props across the school year. They explore musical instruments and how to make sounds in different ways, moving in time with music and being imaginative and expressive in their own way.

Children have regular opportunities to engage with the arts, exploring different materials, patterns and textures. They experiment with colour, design and textures safely to make and share creations, using a range of tools and have opportunities to explore their own interests.

Children develop their pretend play with the support of adults, making use of props and materials when role playing characters, stories and everyday living. As the main cohort of pupils in EYs are complex learners, associated with their diagnosis of ASD, imaginary play, sensory defensiveness, abstract expressive language skills are problematic.

All children are baselined using Cherry Garden assessment and as a result. Children's ability is mapped against set targets within a progressive, sequentially planned curriculum approach. curriculum route. All staff within EYs are experienced in structuring learning from a child's starting point.

Implementation – Click on learning map to see implementation

Impact

A wide range of creative activities are planned across a school week. These include imaginary play equipment. However, we recognise that this area of development is problematic for some pupils on the ASD spectrum. Music, dance, poems, painting, craft and designing using a variety of resources, are part of our provision and as such, we record outcomes against key criteria on ILPs and the Cherry Garden assessment system

Across a term children will have had experience of a wide range of creative activities and these are mapped across Cherry Garden to ensure a broad and balanced approach. Children' progress is recorded and shared with parents/carers. Depending upon children's'

assessed needs we expect to see progress linked to developmental stages and an ability to generalise taught skills more independently as time progresses. This may mean a child progresses from using hands to explore paint to being able to use a paintbrush or roller as well as progressing from mark making to more figurative work. In music we expect our children to develop an understanding of sound, pitch and tempo for example and in design we expect to see a one brick tower progressing to a more intricate model as children make progress within an aspirational approach.

The Cherry Garden system of assessment provides Castle with a child centred, flexible approach to assessing children with learning differences, which is proven to enhance parental engagement. We ensure all children make measurable progress which we build upon across the school year. Those children at risk of not achieving targets access highly structured interventions to boost learning potential.

Our approach:

- Provides teachers/support staff with key milestones in typically developing young children, we use this information to establish developmental stages of the children we work with in order to plan highly structured steps to learning. As such, we establish a child's developmental stage in order to plan a progressive and sequential approach to learning from their starting points. We measure progress and provide updates on achievement in line with the whole school's approach. Every child makes progress and for those with 'splinter skills' in areas of learning, usually linked to autistic strengths and motivations, we measure progress using the EYFS framework as well as Cherry Garden.
- Demonstrates not only linear but also lateral progress – this is highly supportive of children with complex needs. 100% of learners within EYS, Y1 have complex needs associated with their diagnosis of SEND. As a result, it is important to provide a broad and balanced curriculum offer commensurate to ability. If a child makes linear progress by generalising taught skills in functional situations this is an achievement we celebrate. This is linked to the whole school curriculum approach 'spiralised learning model'.
- Enables parents to explore and understand their child's learning through the unique Cherry Orchard approach. We value parental partnerships which are invaluable in achieving success for our learners. The impact of our work is shared with parents who are involved in joint target setting activities in school.