



September 2019

Early Years Foundation Stage Curriculum Pathway Handbook

Vision

Aspire, Challenge and Empower (ACE)

Our vision is that “all learners access outstanding teaching and facilities personalised to their individual learning needs, within a happy, confident and proud school”.

Values

Achieve

Self Esteem

Positive

Inclusive and friendly

Respect (dignity)

Enjoyment

What is the EYFS Curriculum Pathway?

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year and is based upon four key themes:

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

The EYFS will be marked by excellence and fun. Our intention is to develop quality and consistency in the provision of education and welfare for the children in this school. We will fully meet the standards and statutory requirements set out in the 'Child Care Act 2006'. All children will experience enabling provision and will enjoy their time in the EYFS.

Throughout the EYFS, practitioners will foster the characteristics of effective learning which underpin learning and development across all areas. These are:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

The EYFS is made up of seven areas of learning:

Prime areas:

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

Specific areas:

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

The prime areas begin to develop in response to relationships and experiences and are intrinsic to learning in all other areas. The specific areas include essential skills and knowledge. They develop from the prime areas, and provide important contexts for learning. All areas are delivered through a balance of adult led and child-initiated activities. In each area, there are Early Learning Goals (ELGs) that define the expectations for most children to reach by the end of the Reception year. Children who do not meet the criteria for Expected in their Reception year, may continue to access the EYFS curriculum for Year 1.

The Enabling Environment

The EYFS learning environment is organised to allow children to explore and learn securely and safely, whilst promoting independence. Areas of continuous provision facilitate choice and are designed to enable active exploration and play. We have access to a variety of outdoor areas including a designated covered playground and main playground with sensory garden and natural areas. Learning outside has an observable and positive impact on our children's development. It offers opportunities for exploration of the natural world, creative play, problem solving and much more. In addition, children are encouraged to use their senses and be physically active. Many outdoor activities are planned year-round to support development in all seven areas of learning. Outdoor learning mirrors learning that takes place in the classroom, only on a bigger, messier and noisier scale!

Objectives

- To help children to achieve more by setting and maintaining high standards in opportunity, care and welfare.
- To ensure equality and inclusion for all.
- To build a strong and effective partnership with parents and professionals.
- To build a foundation for future learning by meeting the individual needs and interests of the child.
- To establish effective strategies for observation and assessment.

Organisation

At Springwater School children can join us from the age of two and we aim to meet needs of our EYFS pupils within the Primary Department. All pupils will have, or be in the process of setting up, an Education Health and Care Plan.

Children will be placed in the following year groups:

Nursery 1 – the term after they turn 2 years of age

Nursery 2 – the term after they turn 3 years of age

Reception year – the term after they turn 4 years of age

Nursery pupils will all access the EYFS class. Reception aged children may access the EYFS class, or another specialist primary class depending on their needs. Some children will continue in the EYFS class until the end of Year 1 (and sometimes year 2) depending on their needs. The curriculum will be adapted for KS1 learners within this class, to provide more structured learning opportunities for this next phase of learning.

Throughout these year groups children will follow a curriculum based on the national EYFS Framework, where the emphasis is on learning through play. This will be personalised and enhanced through access to relevant specialist provision such as swimming, rebound therapy, Speech and Language therapy, physiotherapy, intensive interaction and physical development programmes.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests and develop their self-esteem and confidence.
- Using a range of teaching strategies based upon children's learning needs.
- Providing a wealth of opportunities to motivate and support children and to help them to learn effectively.
- Providing a safe and supportive learning environment in which the contribution of all children is valued.
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Monitoring children's progress and taking action to provide support as necessary.
- Visiting their previous settings or current split placement settings regularly.
- Liaising with Portage workers.
- Working in partnership with other professionals in order to maintain a holistic approach to learning, assessment and well-being.

Welfare

We understand that we are required to:

- Promote the welfare of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment are safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value highly the contribution that parents make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Talking to parents about their child before their child starts in our school in pre-admission meetings (either in school or at home) and through the moved-in meetings.
- Arranging 'stay and play' sessions at the start of a child's placement.
- Encouraging parents to talk to their child's staff about any concerns they may have.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents. For example, fund raising days, themed activity days, concerts and performances including a Harvest Festival, Christmas Performance, Easter Service and leavers' service to which all family members are invited.
- Usually three Parents Evenings per year (one per term) at which the teacher and parent discuss the child's progress and development.
- Home/School books to share information daily.
- Parental access to Tapestry On-Line Journal to make comments about their child's learning and/or add their own observations from home
- Informal coffee mornings

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to observe them.

Planning, Observations and Assessments

Careful observation of child initiated and adult led activities, enables EYFS practitioners to plan relevant and enjoyable activities that build upon and extend children's knowledge with a focus on self-esteem, confidence and independence.

The planning within the EYFS currently follows the schools' creative curriculum long term planning themes and is based upon 'Development Matters' with a view to working towards ELGs. Short term planning uses children's individual needs and interests, important events and seasonal opportunities as a foundation.

When children join us in EYFS, an initial assessment will be undertaken within the first ten days of their schooling. This assessment is informed by parents, other professionals, information and the teacher's initial knowledge of the child. Following this, termly assessments will be made and we will use this information to ensure that future planning reflects identified needs.

Termly assessments are based on a collection of evidence which is collated in the child's 'Learning Journey'. An online tool, Tapestry, is used to record most of the evidence for this learning journey, which may include annotated photographs, video clips, audio clips, examples of children's work, short observations, long observations. It may include information from any member of the multidisciplinary team or another setting who may be involved with the child, parent comments, examples of learning at home, and any other relevant information (<https://tapestry.info/index.html/>). We aim for at least two observations to be recorded and assessed for each pupil each week.

Progress towards ELGs is tracked on the child's Individual Progress Tracker (see appendix 1). More personalised targets based on the individual child's needs as identified in their EHCP are assessed and tracked using Springwater's Learning Intention Progress Record (LIPR). The statutory baseline will be completed for children in the Reception year within the designated time period. The EYFS Profile will be completed at the end of the child's Reception Year. Should the child continue into KS1 within the EYFS class, they will be assessed on P-Scales.

Conclusion

We believe in the balance between adult-led and child-initiated activity. Whilst we recognise that our children's development and progress will differ from those in a mainstream setting, we actively celebrate each step they achieve and use those achievements to help their future development. We strive for each pupil to reach their ELGs, or as close to that level of development as is possible.

Handbook to be read in conjunction with the Curriculum Policy and Assessment Policy.

Appendix 1
Individual Progress Tracker

The Individual Progress Tracker is a **summative** document which demonstrates progress in the EYFS by identifying children's starting points (on entry) and is reviewed periodically throughout the year.

These judgements are based on the skills, knowledge, understanding and behaviour that the child demonstrates **consistently and independently in a range of contexts when working securely**. They show the 'best fit' age/stage band for the individual child using evidence from **formative** assessments.

Name of child: DoB:		Stage of Development																				
		Stage 1 (0-11m)			Stage 2 (8-20m)			Stage 3 (16-26m)			Stage 4 (22-36m)			Stage 5 (30-50m)			Stage 6 (40-60+m)			ELG		
Prime Areas of Learning		E	D	S	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S
Personal, Social and Emotional Development	Making relationships																					
	Self-confidence and self-awareness																					
	Managing feelings and behaviour																					
Communication and Language	Listening and attention																					
	Understanding																					
	Speaking																					
Physical Development	Moving and handling																					
	Health and self-care																					
Specific Areas of Learning																						
Literacy	Reading																					
	Writing																					
Mathematics	Numbers																					
	Shape, space and measure																					
Understanding the World	People and communities																					
	The world																					
	Technology																					
Expressive Arts and Design	Exploring and using media and materials																					
	Being imaginative																					

E - Emerging		D- Developing		S-Secure	
On entry assessment date	1 st review date:	2 nd review date:	3 rd review date:		
4 th review:	5 th review:	6 th review:	7 th review:		