



Article 28: *You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.*

Early Years Foundation Stage Policy

Policy Status: Statutory

Review Cycle: Annually

Owner: Angela Biondillo

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Policy Statement

The purpose of this policy is to outline the following for the Early Years Foundation Stage (EYFS) at St John's Special School and College:

- Policy aims
- Curriculum and planning
- Assessment
- Recording, reporting and monitoring

Policy Aims

At St John's we recognise the key features of effective practice of the EYFS which are interwoven into our own school ideologies:

- The best for every child
 - High quality care
 - The curriculum: what we want children to learn
 - Pedagogy: helping children to learn
 - Assessment: checking what children have learnt
 - Self regulation and executive function
 - Partnership with parents
- (Development matters & Statutory framework for the EYFS, September 2021).

Furthermore, these intertwine into our BILTT Ethos and culture:

- Safeguarding of all our pupils, students and staff is paramount
 - We will build effective relationships with our pupils and use our skills to build their self-esteem
 - We will ensure we differentiate and personalise our curriculum offer to optimise the results for each pupil and student
 - We will create time and space to reflect on our practice and share our learning
- (BILTT Ethos and culture February 2018)

As a trust we come together as EYFS and key stage 1, alongside other schools from Bedford and surrounding boroughs for an Early Years and Key stage 1 development group. We develop our practice as individual schools and a BILTT in line with EYFS principles. We moderate, build cross school relationships, and share practice, termly. These meetings are due to take place again remotely in late 2021.

Curriculum and Planning

At St John's we place a strong focus on the ways in which children learn. This is emphasised through the **Characteristics of Effective Learning**:

	Playing and Exploring	Active Learning	Creating and Thinking Critically
Some Pupils will learn to:	Realise that their actions have an effect on the world, so they want to keep repeating them. Plan and think ahead about how they will explore or play with objects. Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing. Make independent choices. Bring their own interests and fascinations into early years settings. This helps them to develop their learning. Respond to new experiences that you bring to their attention.	Participate in routines. Begin to predict sequences because they know routines. Show goal-directed behaviour. Begin to correct their mistakes themselves. Keep on trying when things are difficult.	Take part in simple pretend play. Sort materials. Review their progress as they try to achieve a goal. Use pretend play to think beyond the 'here and now' and to understand another perspective. Know more, so feel confident about coming up with their own ideas. Concentrate on achieving something that's important to them.

The curriculum is centred around **3 Prime Areas of Learning and 4 Specific Areas of Learning**:

	Personal, Social and Emotional Development	Communication and Language	Physical Development
Prime areas	Self-regulation Managing self Building relationships	Listening, attention and Understanding Speaking	Gross motor skills Fine motor skills

	Literacy	Mathematics	Understanding of the World	Expressive Arts and Designs
Specific areas	Comprehension Word reading Writing	Number Numerical patterns	Past and present People, culture and communities The natural world	Creating with materials Being Imaginative and expressive

Provision

The special educational provision made for a child should always be based on an understanding of their particular strengths and needs and should seek to address them all, using well-evidenced interventions targeted at areas of difficulty and, where necessary, specialist equipment or software. This will help to overcome barriers to learning and participation. Support should be family centred and should consider the individual family's needs and the best ways to support them (DFE SEND Code of Practice 2015).

The continuous provision of clearly defined workshop areas provides the basis for the long-term planning, with each workshop area supporting the Characteristics of Effective Learning and the seven areas of

learning. Themes from EQUALs are used within long term planning and to ensure continuity. The provision is planned for daily through discussions as a team as to how we can build on pupils learning, interests and needs. This is to ensure the provision is continuously reflecting pupil's current learning and needs.

Workshop areas are enhanced by the addition of resources, for example, to introduce or extend learning, or related to children's particular interests, to provide the enhanced provision.

Activities planned for and led by adults will be based on observations of children's learning and needs to develop existing skills, knowledge and understanding or to introduce new skills, knowledge and understanding. These may take place individually or in small groups, and may be linked to individual education plans (IEP'S) and Education Health Care Plan (EHCP) outcomes.

Adults will work with children across all areas of the provision, including continuous, enhanced and adult led activities, to observe, assess, support and extend children's learning.

Whilst we recognise that some young children learn best through play, additional strategies are used to support individual pupils learning, based on their attention levels, interests, motivation, emerging skills and IEP targets. Teaching approaches will emerge from structured teaching, Sounds-Write, Attention Activities, Tac pac and Handipac, Sherbourne, Intensive Interaction, visual aids, object exchange, communication books and PECS. It is important to consider that some of our pupils may need to learn play skills in a structured setting before transferring to a free flow environment. For example, this can be achieved through stage 2 and 3 of Attention Activity tasks and structured teaching. An adult may demonstrate building a tower in stage 2 of Attention Activity. During stage 3 the pupil will be required to take a turn. This of course will be pupil specific and will be identifiable as whether it is a suitable strategy through observations of learning.

Assessment

At St John's we use a variety of methods to develop our knowledge of each individual child, which is then used to inform planning and provision. This includes:

- Initial meetings and information gathering with parents in a starting school booklet
- Information from previous setting/school
- Home – school diary, phone calls and emails
- Consultation evenings
- EHCP, multi professional and CIN meetings
- Regular observations of pupils which are recorded via Evidence Me
- Reports from other professionals involved with the child e.g. SALT, Physiotherapists, occupational therapists and educational psychologists
- Reviews of IEP (Individual Education Plan), Strengths, Needs and Motivators
- Baseline assessment completed in the first two weeks of school, followed by half termly summative assessments, based on best fit judgements of Development Matters, entered into an assessment data package (2build), and tracked and analysed each half term
- The Early Years Foundation Stage Profile is completed at the end of the Reception Year for submission to the Local Authority
- Parents/carers are also given an end of year report and their child's learning journal which documents the learning and progress throughout the year.

We use the following documents as a means of assessment in the EYFS at St John's:

Development Matters:

In assessing progress of children in the early years, practitioners can use the non-statutory Early Years Outcomes guidance as a tool to assess the extent to which a young child is developing at expected levels for their age. The guidance sets out what most children do at each stage of their learning and development. These include typical behaviours across the seven areas of learning:

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy

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

Reception baseline assessment (RBA)

The Early years teacher and Assistant Head work together to consider the suitability of the RBA on an individual pupil basis. The suitability for pupils is decided through observations of learning, discussions as teachers with the support of the assistant head and previous setting information. Where possible we will make reasonable adjustments to support the pupil with accessing the RBA, for example the use of a communication book. We endeavour to allow all pupils to have the opportunity to access the RBA, however carefully discussing the suitability for pupils is important as this type of assessment for some pupils can affect behaviour, social emotional and mental health needs. As a school we gather a baseline through RBA or if not suitable, observations of learning through Evidence Me.

Evidence Me Assessment

The assessment feature on Evidence Me is used to track pupil's progress. Data is entered termly on to the web suite. We use the feature to identify gaps in learning for our pupils. For example, we can view reports of framework coverage. We print the reports and send home to parents and carers at the end of the school year.

Reporting, Recording and Monitoring

At St John's we monitor, evaluate and review our provision in a number of ways:

- Attending the Bedford Borough PSG, Kempston cluster early years network and using the Early Years Forum
- Pupil progress meetings and folders
- Attending early years specific courses
- Regular senior leader monitoring of teaching and planning approaches
- Collaborative planning
- Governor visits
- Cross- borough Early Years and key stage 1 development group
- Subject and strategy plan

We moderate our assessment judgements through:

- In-house moderation in EYFS and KS1
- Participation in LA moderation groups at least once annually
- Cluster moderation
- Moderation at our cross- borough development group (currently postponed due to Covid 19)
- External moderation from LA where appropriate

Parent share

We share observations with our families through parent share. Parents are able to see the progress their child is making and what they are learning through weekly updates. Observations range from a piece of work, photo, video and long or short written observations. Parents are able to directly comment on the shared observations. Parents can upload home learning and share what they have been doing during the holidays. This is always encouraged through reminders on parent share (Evidence Me).

Evidence Me Observations and Learning Journals

Throughout the EYFS and KS1 we use the electronic recording software 'Evidence Me'. We record observations on tablets and the web suite throughout the day. We record long and short observations of learning alongside photos. These observations range from the COEL, prime and specific areas of Development Matters, IEP's, physiotherapy, and Occupational Therapy targets and EHCP outcomes. We attach relevant learning statements from development matters. These observations are then added to individual pupil learning journals. At the end of the year we print and bind these journals to go home.

EYFS & Year 1

As a school we use continuous provision as part of our learning environment in year 1 also. We continue the EYFS principles at this stage. Our pupils benefit from the predictability in the transition with small changes sandwiched into their environment to prepare them for the next phase. For example, our year 1 pupils access the wider school environment including the hall for PE. This is in contrast to our EYFS pupils accessing the resources within the EYFS provision.

Relevant Documents and References

This policy should be read in conjunction with:

- The Statutory Framework for EYFS 2021
- Development Matters in the EYFS 2021