



# WESTFIELD SCHOOL POLICY AND PROCEDURE

## Early Years Foundation Stage (EYFS)

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# WESTFIELD SCHOOL

## POLICY DOCUMENT

### EYFS POLICY

#### **Rationale**

This policy is a statement of the aims, principles and strategies for learning and teaching at Westfield School. It is essential that the learning experiences offered to the pupils is of the highest standard in order to meet the requirements of the current Early Years Foundation Stage (EYFS) Framework published by the Department for Education National Curriculum which came into force April 2017.

The EYFS statutory framework sets the standards that schools and early years providers must meet to ensure that children are taught and develop well, and are kept healthy and safe in all early years settings from birth to 5.

This policy aims to ensure that the curriculum offered by Westfield School is broad, balanced and relevant to the individual needs of our school population.

Learners within the EYFS at Westfield School are based in Hedgehog Class. This group is not exclusively for pupils within EYFS, so activities and experiences need to be able to address the needs of older learners for whom some of the elements of the EYFS are still appropriate.

#### **Aims**

- To achieve the highest standards possible through effective learning and high quality teaching, that allows for challenge and progression
- To provide learning opportunities that allow each pupil to achieve his or her full potential through sharing, valuing, working as a team member and being stimulated by curriculum activities
- To facilitate communication through a range of appropriate modes
- To enable pupils to express preferences, communicate their needs and to make choices which are acted upon
- To develop foundational learning skills that will empower pupils to access their learning both in the short term and as they move through their school careers and beyond
- To promote and develop children's characteristics of effective learning, giving them tools to engage with and extend their learning in a range of stimulating, play based learning activities
- To promote personal, social and thinking skills

- To personalise the curriculum promoting the 'Early Learning Goals' identified by the Qualifications and Curriculum Authority.
- To create a partnership with parents/ carers to support and enhance the development of children.

## **CURRICULUM PRINCIPLES**

Westfield School recognises that all learners have an entitlement to a broad, balanced curriculum appropriate to their needs. The EYFS curriculum at Westfield School follows the statutory framework, it is child-centred and designed around pupils who have a range of complex cognitive difficulties alongside sensory, physical and/or behavioural barriers to learning. Pupil's well-being, levels of involvement and enjoyment are a vital part of successful curriculum planning.

The curriculum at Westfield School recognises the need to deliver differentiated activities and experiences to ensure that what is taught is matched to the needs and abilities and reflects the pupils' identified outcomes from Education, Health and Care Plans.

We recognise that if pupils are going to access academic learning at an appropriate level, then we must ensure that their basic needs are met. Opportunities for pupils to develop their early sensory and perceptual-motor skills must also be included.

## **THE CURRICULUM FRAMEWORK**

Westfield School recognises that children learn and develop in different ways and have their own learning styles. We value all areas of learning and development equally and understand that they are often linked.

Our EYFS class follows the statutory framework: -

- **Quality and consistency** in all early years' settings, so that every child makes good progress and no child gets left behind;
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;
- **Partnership working** between practitioners and with parents and/or carers;
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported

## Overarching principles

Four guiding principles should shape practice in early year's settings.

These are:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through **positive relationships**;
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- **Children develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early year's provision, whatever their special educational needs or disabilities.

The EYFS is made up of seven areas of learning. These are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These are called the Prime Areas;

Prime areas:

- Communication and Language (CL)
- Physical Development (PD)
- Personal, Social and Emotional development (PSED)

We also support children's development in four specific areas, through which the three prime areas are strengthened and applied.

Specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design.

The Characteristics of Effective Learning support the development of the Unique Child in **how** children are learning.

## Characteristics of Effective Learning

### *Playing and exploring – engagement*

- Finding out and exploring
- playing with what they know
- being willing to 'have a go'

### ***Active learning – motivation***

- being involved and concentrating
- keeping trying
- enjoying achieving what they set out to do

### ***Creating and thinking critically – thinking***

- having their own ideas
- making links
- choosing ways to do things

All adults consider the Characteristics of Effective Learning within their observations, assessment and planning.

### **Observation, Assessment and Planning**

Throughout the EYFS we plan activities to give pupils learning experiences and opportunities to work towards the Early Learning Goals and prepare them for the National Curriculum. Teaching and learning takes place within two defined learning areas; within these areas children can explore and learn securely and safely. Children can access enclosed outdoor areas offering further opportunities to explore, use their senses, develop their language skills and be physically active. We plan activities and resources both inside and outside enabling the children to develop in all the areas of learning.

In Hedgehog Class we recognise the importance of these EYFS principles for all of our pupils. A play based, child-centred, creative curriculum that focuses on the Characteristics of Effective Learning as well as the National Curriculum is delivered.

Thematic content across the school is based around a 4-year cycle so that children experience activities within each theme as they progress through the EYFS and KS1. Content planning takes place on a half termly basis and may be altered to take into account children's interests.

Adult focused and independent activities are planned on a weekly basis. Children have the opportunity to work in each of the learning areas within the classroom and outdoors. Whole class, group and individual activities are used to develop skills in all areas of the curriculum, where appropriate.

Assessment takes place on an on-going basis through planned and informal observations during lessons and activities as well as interactions with the child. Recordings of such observations are made on individual recording sheets. This information is collated in the child's Learning Journey if he/she is of EYFS age or in their Proud Folder if the child is older. Such observations are used to plan the next steps for the child.

Pupils are assessed using the Early Years Outcomes and the Westfield Learning Steps. These are used to plot progress and plan personal targets on a weekly basis. Pupils are base-lined within the first half term, entry points are recorded for tracking purposes. P scale data is used to track progress of pupils in KS1. The Early Years Foundation Stage Profile is completed at the end of the Reception year.

Information gained through recording and assessment is shared with parents, other school staff and outside agencies as appropriate. Parents can contact the staff at any time; all children have a home-school diary for regular contact. Parents are encouraged to contribute to their child's learning journey.

### **Monitoring and review**

It is the responsibility of the Foundation Stage teachers to follow the principles stated in this policy. The Head Teacher and Deputy Head Teacher carry out monitoring of the EYFS through observation and discussion as part of the whole school monitoring schedule.

This policy was recommended for approval by the Curriculum and Achievement

Committee on 9.5.18 and subsequently approved by the Full Governing

Body. To be reviewed annually or as necessary.

Signed \_\_\_\_\_ Chair of Committee on behalf of governors

Date \_\_\_\_\_