



pupil voice



respect



independence



dignity



entitlement



EARLY YEARS FOUNDATION STAGE

Date Published	March 2017
Version	1
Approved Date	March 2017
Review Cycle	3 years
Review Date	March 2020

An academy within:

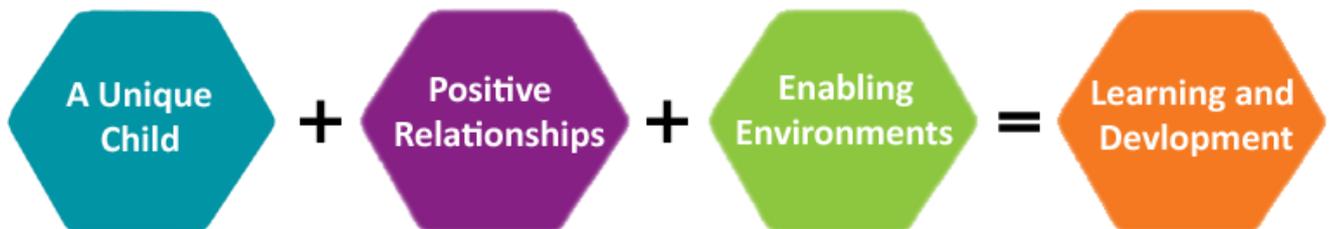


“Learning together; to be the best we can be”



1. Introduction

- 1.1 At Kelford School, children and their families are at the centre of everything we do. We pride ourselves on working closely with families to lay the foundation for children’s future learning and development through a personalised learning programme which takes into consideration the strengths and interests of each child. All our children are individually guided through the Early Years Foundation Stage (EYFS) Development Matters themes at the appropriate speed for them in order to enable them to explore, investigate and achieve. It is our belief that, through personalisation, all our learners will be successful.



Playing and exploring – engagement	Active learning – motivation	Creating and thinking critically – thinking
Finding out and exploring Playing with what they know Being willing to 'have a go'	Being involved and concentrating Keeping trying Enjoying achieving what they set out to do	Having their own ideas Making links Choosing ways to do things

2. Aims

- 2.1 At Kelford School we are passionate that every child and young person has the right to be 'the best that they can be'. We aim to create a safe, secure environment where staff acknowledge each child’s unique needs and competencies and use these to plan rich, stimulating and appropriate learning experiences.



2.2 During the Early Years, we focus on creating an environment where children can practise and develop their skills and interests using play based activities to promote learning. Staff approach teaching and learning via the provision of a blend of child initiated and adult initiated activities, using motivators and interests that are significant to each child.

2.3 In order to achieve our aims, we will always seek to:

- Provide a flexible learning environment structured to support each individual
- Provide an active learning curriculum based on the needs of each child
- Offer a curriculum which is inclusive, relevant and child centred and which encourages the children to explore, observe and discover the environment around them, supported by skilled adult interaction to extend and enhance learning opportunities.
- Recognise that communication; the ability to listen, understand and reciprocate language is vital for our children and the precursor of all learning. Thus we will ensure that communication is at the heart of our vision, using the appropriate means for each child.
- Encourage confidence, independence and self-esteem by teaching the skills that will provide and help future learning throughout school
- Recognise the importance of assessment for learning and to use clear, relevant planning, recording and assessment procedures.
- Value and recognise the role of families as primary educators to their children and to establish and encourage a strong partnership between home and school.
- Encourage an awareness and respect of others, their school and wider community environment
- Support and develop our practitioners in order for them to extend and enhance learning in the Early Years.

3 Admissions

3.1 Families are encouraged and welcomed to visit the school at any point before the assessment of Special Education Needs (SEN) has been completed.

3.2 Once consulted, the school will aim to respond to the SEN advice within 14 days.

3.3 Upon receiving the Education and Health Care plan, the EYFS lead or a Senior Leader will contact the family to arrange a pre-admission visit, usually taking place at the family home.

3.4 During the pre-admission visit, the family and school will agree a personalised programme for transition into school. This is a family centred process and families are very welcome to accompany their child during their visits.

3.5 Kelford School has a separate admissions policy which should be read in conjunction with this policy.



4 Curriculum

4.1 At Kelford School, we follow the EYFS 'Development Matters' curriculum to deliver the appropriate teaching of knowledge, skills and understanding for all children. Emphasis is placed on the 'Prime' areas of learning as these are the principle foundations upon which all learning opportunities can be accessed. These 'Prime' areas consist of three important aspects:

1. Personal, Social and Emotional development
2. Communication and Language
3. Physical Development

We also work towards the 'Specific' areas of learning which provide a more academic focus through a play based environment. The specific areas are:

1. Literacy
2. Maths
3. Expressive Arts and Design
4. Understanding the World

4.2 At Kelford School, we take pride in our personalised approach to learning. All children are provided with their own learning targets covering each of the Prime and Specific areas of the 'Development Matters' curriculum. Each child will have approximately 7 targets each half term that will provide a focus for their learning and development appropriate to their needs and interests. Targets are created in consultation with families and reflect the primary needs of each individual child.

4.3 Although we use the EYFS 'Development Matters' framework in school, it is important to note that it does not always constitute as a full curriculum for many of our children. Some of our learners access various therapy programmes such as Physiotherapy, Hydrotherapy, Speech and Language or Sensory Processing therapies.

4.4 All of our pupils work to a personal timetable to ensure we are meeting all of their needs and to enable them to access all parts of the curriculum relevant to their learning requirements. Some children have a flexible learning programme, where they will spend time in other classes or a mainstream school.

4.5 In our EYFS classrooms, we aim to provide a 'free-flow' environment so that we can offer both indoor and outdoor learning opportunities that are appropriate to each individual's needs.

4.6 Being an active part of their local and wider community is an essential part of learning at Kelford School. Consequently, we take part in regular local walks and visits further afield in order to provide enhancements to the curriculum offered in school. We aim to provide a rich and broad range of experiences so that children can enjoy learning wherever they go.

4.7 All of our EYFS classrooms and the outdoor learning environments are set up to offer 'Continuous Provision.' This means that we provide specific vehicles for learning which are enhanced according to an overall theme or the interests of the children.



4.8 Our primary vehicles for learning are:

- Sand
- Water
- Creative
- Malleable
- Mark making
- Construction
- Computers/I-pads
- Sound
- Small world
- Reading
- Maths
- Investigation

Each area is enhanced to provide opportunities for learning against each child's targets, interests or the class theme. Each area thus provides a valuable development experience, carefully constructed to extend learning through play.

5. Planning

- 5.1 Planning in EYFS begins with a long term plan that runs on a 2-year cycle. Each class has their own long term plan. Our Kimberworth provision runs joint themes with the mainstream EYFS class to ensure continuity in provision. Topics are engaging and relevant to the children and are revised every year to ensure they meet the interests and needs of the children.
- 5.2 Each half term, a focus for each specific area is chosen (Literacy, Mathematics, Understanding the World and Expressive Arts and Design) to enable us to focus teaching and targets efficiently. Sometimes, targets do not fit into these specific areas due to the needs of the children. This reflects our ethos of personalisation which is given priority over curriculum. We will always set targets that are relevant for each child regardless of the theme/area being covered in any given period.
- 5.3 Medium term planning takes place every half term and each one breaks down the long term themes into smaller, more focused topics. Within the medium term plan, ideas for continuous provision and for the vehicles for learning are highlighted alongside the targets for each child in a class so that activities are reflective of the intended outcomes and personalised learning intentions.
- 5.4 Our short term planning and individual timetables ensure the delivery of the continuous provision as well as the adult supported and child initiated learning.
- 5.5 Developing independence is a key element to all learning opportunities in EYFS. Our rooms provide a balance of child initiated and adult initiated activities to support this. Some adult intervention may be necessary during a child initiated activity and, in order to support this, our classrooms have 'prompt cards' where teachers write possible key questions/teaching points for support staff to use



during interactions with children. This plays a vital role in scaffolding the learning of our children and in developing staff knowledge/understanding of EYFS.

- 5.6 Pre-admission home visits allow us to spend time getting to know the children and their motivators, likes and dislikes and needs. As a consequence, we are able to use this information in our planning as children transition into school. Our close partnerships with families enable us to maintain this throughout their child's time at Kelford and we encourage families to keep us up to date on achievements, interests and motivators at home so that our ongoing planning reflects the children's interests.

6. Recording and Assessment Procedures

- 6.1 Individual targets are presented as 'target grids' and are displayed on the wall in each classroom so that staff are able to quickly and easily access learning intentions during independent learning time. Staff write down observations relating to individual targets in the target grids next to each target. It is the responsibility of all staff to write down observations and work with the children on their class targets. However, it is the class teacher's responsibility to ensure that staff are consistently working on targets and writing down their observations. Class teachers will also review and evaluate each target based on the observations made during the half term, using a traffic light method – Red: Not achieved; Amber: Working towards; Green: Achieved.
- 6.2 Long and short observations take place during any child initiated or adult initiated activities. Adults use the 'Long/short observation' sheet in order to record observations made, providing information on the context of their observation, the level of independence involved, the next steps for learning and the 'characteristics of effective learning' demonstrated during the observation. These observations are kept in a personal 'Learning Journey' for each child and the class teacher will cross reference these to the Early Support and Development Matters frameworks to support target setting.
- 6.3 Photographs and videos are used regularly to support observations and to capture 'magical moments' for families. Each child has a photograph file on our school system for each half term of their school journey. Children also have 'Photo books' which are sent home every two weeks to share achievements with families. Parents are also encouraged to share photos and achievements from home in these books.
- 6.4 To maintain and ensure consistency in assessment and reporting procedures, our EYFS team meet once every half term to moderate observations made and ensure all areas of the EYFS curriculum are covered. This will then feed into future planning and support teachers in ensuring there are no 'gaps' in learning opportunities.
- 6.5 Reporting to families occurs on a daily basis both verbally and through written feedback in home/school diaries. Families are welcomed into the classrooms each morning and are invited to begin the morning routine with their children. We also



strongly encourage our families to meet their teacher in person once every term to discuss their child's progress. Annually, written reports are sent home as a celebration of their learning for that year.

- 6.6 Initially, children are observed for a period of 6 weeks (full time) in both adult and child initiated activities before they are base-lined against the Early Support Developmental Journal and/or the Early Years Development Matters framework, dependent upon the child's individual needs. This information is then used to support target setting, identify gaps and promote progress over the year. Regular and frequent observations are vital to ensure that accurate assessments are made. Each term, the Early Support Developmental Journal is updated to highlight areas for development and gaps in learning. As part of the data analysis procedures, the Early Support Developmental Journal is translated into the Development Matters individual steps and is thus reflective of the National Curriculum for EYFS.

7. Individual Education Plans and Annual Reviews

- 7.1 All children must have an Education and Health Care Plan (EHCP) to access Kelford EYFS provision. The school will be notified when it has been named on the EHCP as the preference and the admissions procedures will begin. On the EHCP, long term targets are identified by families and all other professionals involved with the child. These are then used by the teachers to form targets for learning during the first year.
- 7.2 Each year, the EHCP is then reviewed in a formal 'Annual Review' meeting. Through structured conversations with families and feedback from teachers and other professionals involved, targets are agreed that form a separate Individual Education Plan (I.E.P). Teachers will then use targets from the I.E.P to support teaching and learning targets in class. It is vital that families have a strong voice in setting long term priorities for their children.

8. Involving Children in Assessments

- 8.1 We uphold the principle that we have a responsibility to listen to children through their communications or actions. Our children are encouraged and expected to communicate their likes, dislikes and interests in order for the adults to provide an enabling environment where children want to learn. The adults are fundamental in supporting children to reflect upon their learning processes and this may take a variety of forms:

- To guide children,
- To mentor and model to children through play,
- To co construct learning alongside the child,
- To scaffold learning and promote independent skills.

We view all of our children as active and conscious learners. It is the observations of the children, how they learn, what they are interested in and how they communicate this to the adults which form the basis for all future planning.