



CASTLE SCHOOL
CAMBRIDGE

School Policy for Early Years Foundation Stage

April 2016

The overall aims of this policy are:

- to ensure consistency in teaching and learning and classroom organisation throughout the Early Years Foundation Stage (EYFS).

Philosophy

The EYFS covers development from birth to 5 years and supports and scaffolds students for their lifelong learning. The Early Years Foundation Stage is taught through seven areas of learning and is based on the EYFS Guidelines which encompass all areas of life and all levels of ability and interlinks through half termly topics to ensure a good breadth of experience.

Effective practice in the EYFS is built on four guiding themes.

- **A Unique Child** recognises that every child is a competent learner from birth who can be resilient, capable, confident and self-assured. The commitments are focused around development; inclusion; safety; and health and well-being.
- **Positive Relationships** describes how children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person. The commitments are focused around respect; partnership with parents; supporting learning; and the role of the key person.
- **Enabling Environments** explains that the environment plays a key role in supporting and extending children's development and learning. The commitments are focused around observation, assessment and planning; support for every child; the learning environment; and the wider context - transitions, continuity, and multi-agency working.
- **Learning and Development** recognises that children develop and learn in different ways and at different rates, and that all areas of learning and development are equally important and inter-connected.

This approach ensures that the EYFS meets the overarching aim of improving outcomes and supports children to be safe, healthy, enjoy and achieve during their time at Castle School.

Aims and Intentions

- To provide an induction programme that enables children to come to school happily.
- To build a relationship with both children and parents through pre-school and Home visits, information meetings and booklets, enabling children to settle well into Castle.
- To help the children develop their social skills when interacting with others.
- To build on children's existing skills in thinking and communication, enabling them to access the school curriculum.
- To develop the children's physical skill, so that they have increased control over their body movements.
- To develop the children's aesthetic, moral and spiritual awareness so that they can begin to make judgements.
- To enable the children to understand more about the world around them by exploring first hand features of both the natural and man-made world.

Teaching and Learning -

The Foundation Stage Curriculum

The foundation stage curriculum is organised into seven areas of learning, three prime areas, being covered in all activities and four specific areas which are focused on when students reach a competent level in the prime areas:-

Prime Areas

Personal, Social, and Emotional Development

This area of learning is about emotional well-being, knowing who you are and where you fit in and feeling good about yourself. It is also about developing respect for others, social competence and a positive disposition to learning.

Communication and Language

This area of learning includes speaking and listening, understanding and attention.

Physical Development

This area of learning includes large and small scale physical activity which develops an awareness and increased control of children's own bodies.

Specific Areas

Literacy

This area includes linking sounds to letters and reading and writing simple words.

Mathematics

This area includes number recognition, calculating, reasoning solving practical problems in every day situations and shape, space and measures.

Understanding of the World

In this area of learning children are developing the crucial knowledge, skills and understanding that help them to make sense of the world. Knowledge and understanding of the world forms the foundation for later work in Science, RE, History, Geography and Information and Communication Technology.

Expressive Arts and Design

This area of learning includes art, music, dance, role-play and imaginative play.

We have planned a carefully structured curriculum that provides rich, varied and stimulating experiences. We believe that activities should always be relevant, imaginative, multi sensory, motivating, enjoyable and challenging. We have an outdoor area linked to both Reception class and class 1 and this enables us to plan independent learning opportunities across both classrooms and outdoor areas. Students access these activities covering all seven areas of learning, whilst taking turns in adult led focused activities which link to the topic.

It is the responsibility of class or subject teachers to follow the EYFS as set out in the school's scheme of work for the Early Years Foundation Stage and adapt it according to pupil needs.

We have organised the curriculum into six half termly topics over 3 years;

Term	Topics Year 1	Topics Year 2	Topics Year 3
Autumn 1	Familiar settings / our school	Ourselves / our school	Ourselves / our emotions
Autumn 2	Festivals	Festivals / weather	Festivals / seasons
Spring 1	Toys	Underwater	Food
Spring 2	Buildings	Hot / cold countries	People who help us

Summer 1	Minibeasts	Growing / life cycles	Sound, Light and senses
Summer 2	Transport	Animals	Dinosaurs

Planning

Planning for young children reflects that all areas - personal, social, emotional, physical and intellectual are interrelated and that one activity may have outcomes drawn from across the seven curriculum areas. Key skills are consolidated through repeated and extended activities as well as those with outcomes from several areas. Communication, Language and Literacy and Mathematic sessions are delivered four times a week and the four other areas of learning are given approximately three sessions per week (dependent on timetabling and staffing). During each topic there is enhanced focus on key skills based on individual students needs.

The Foundation Stage leader will:

- ensure consistency of teaching, learning and all routines across the Foundation Stage.
- ensure assessments for students in Reception year are internally and externally moderated each term.
- create and monitor the Foundation Stage development plan and budget.
- maintain and update resources through the Foundation Stage budget

The subject co-coordinator is Rachel Smith, She will monitor the delivery of the curriculum across the Foundation Stage department and will provide the staff with advice and support.

Equal Opportunities and Special Needs

At Castle we believe that the equality of opportunity is important for all pupils irrespective of gender, ethnicity, social circumstances, religion or belief and intellectual capacity. Within the Foundation Stage we strive to reflect and respect this diversity in our choice of resources and in the model we set for children. We strive to plan an environment for a child that is free from stereotypical images and discriminatory practices. In this way and through appropriate differentiation we try to meet the needs of all pupils. Individual education plans are written and updated twice during the year.

Attainment and Progress

During the first six weeks of their first year at Castle school, pupils are observed and assessed to gain an entry-level assessment. This combined with records and entry profiles built up from previous schools or nurseries and home visits, starts our assessment data for new students. Work is kept in the classroom in children's files and annotated after they have completed it. Students in Nursery and Reception year are assessed using the developmental milestones from 0 to 60 months. If any pupils in Reception Year achieve Early Learning Goals, this will be reported to the LEA in June.

By December when pupils start Year 1, assessment information is transferred onto P level assessment levels by the teacher who is currently working with them.

Targets are written for students IEPs in October and March and reviewed at the end of the period with discussion and comments from parents throughout. Subject targets are written and reviewed termly by the teacher and discussed with parents. Pupils' progress over the year is reported in their Annual Reports in June. All targets are displayed in the classroom to discuss with children during relevant activities.

Teachers and teaching assistants keep observational records using notes and photos on a daily basis and this information is brought together in a 'Learning Journey' book for each student which shows their achievements across the curriculum throughout the year.

Care, Guidance and Support

Health and Safety

Every care will be taken to ensure the safety of students in EYFS when working with small items or potentially dangerous objects such as scissors. Children are monitored closely at all times and supported to do activities safely and calmly.

Multidisciplinary links

Links are made with the multidisciplinary team according to individual students needs. A meeting is held before a new class arrives so the team is aware of any needs. During the autumn term, the multidisciplinary team more formally assesses the children's needs and achievements in their new school and support the class team with strategies and games to enhance learning. Throughout the year the multidisciplinary team is there to answer any questions on an individual basis and provide training for staff in areas such as medication, physiotherapy and communication systems.

Pupil support

Pupils are continuously supported to be happy, independent, motivated learners and are constantly praised and encouraged to do their best through a variety of strategies.

Partnership with Parents

Parents are an important part of the EYFS class. Home visits and visits to preschool are undertaken in July and parent's knowledge is greatly valued as an insight into their child's abilities and characteristics.

When school starts, parents are in contact on a daily basis through the home school diary or by phone if necessary. They are also encouraged to help out during swimming sessions and join us for open morning, assemblies and special school lunches e.g. mother's day.

During their first year at Castle school, children have an initial annual review in the first term to ensure they are settling in well and a further annual review later in the year to discuss their progress. Parents also have information on their child's progress through their Individual Education Plan in October and March and an annual report in June. A parents evening is held twice a year to focus on these and any other questions that may arise. A weekly newsletter is also sent home to inform parents of whole school news.

This policy will be reviewed and updated by the co-ordinator every two years.

It will be monitored by the Deputy Head teacher and approved by the Governing body in October 16.

The Next review is Spring 18 for approval in Autumn 18.