



CASTLE SCHOOL  
CAMBRIDGE

## **School Policy for Early Years Foundation Stage and Key Stage 1**

The overall aims of this policy are;

- to ensure consistency in teaching and learning and classroom organisation throughout the Early Years Foundation Stage (EYFS) and Key stage 1

### **Philosophy**

In the EYFS department (which encompasses children in school years nursery to year 2) we want to ensure that all children are engaged and settling into school life. We place importance on communication, social skills and engagement. All of this is underpinned by an ethos of fun and play. We ensure that the child is in the centre of everything we do.

### **Aims and Intentions**

Our EYFS unit is a fun and play based environment which enables children to come to school and feel happy. We place importance on transition into school and building strong relationships with families. We ensure that children develop their communication and social skills by interacting with adults and children. We plan engaging and exciting opportunities for the children to explore and understand the world around them.

### **Teaching and Learning -**

#### ***The Foundation Stage Curriculum***

The foundation stage curriculum is organised into seven areas of learning, three prime areas and four specific areas.

#### **Prime Areas**

**Personal, Social, and Emotional Development**

**Communication and Language**

**Physical Development**

#### **Specific Areas**

**Literacy**

**Mathematics**

**Understanding of the World**

**Expressive Arts and Design**

Using our creative learning environments we are able to engage children in a range of areas for learning. These include; Maths, Mark making, Reading, Playdough, Construction, Sand, Water, Investigation, Role play and an outdoor area. The resources that we provide enable us to teach both prime and specific areas in a multi-sensory way. We ensure that the children develop key skills for learning through a play curriculum. We place importance on communication, social interaction and play skills which set the children up for future learning.

We have organised the curriculum into a 2 year cycle which is designed to meet the needs of children working on both the EYFS and Explore curriculum.

Term	Topics Year 1	Topics Year 2
Autumn 1	All about me	All about me
Autumn 2	Festivals/ Weather	Festivals /Weather
Spring 1	Food	Fairy tales/nursery rhymes
Spring 2	Fairy tales/nursery rhymes	People who help us
Summer 1	Minibeasts	Transport
Summer 2	Communities and buildings	Animals

### ***Planning***

Our planning looks at the enhancements and continuous provision provided in each working area based around our current topic. For example, when looking at weather and festivals our water tray will be enhanced with ice cubes. We will be counting umbrellas and acorns in the maths and have clothes for different weathers in the role play. We also plan our attention building activities to link to the books we are exploring for each topic. We use the 'Maths through stories' principles to enhance all of our areas and encourage children to explore maths through a fun and engaging way.

### ***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 EYFS 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**

Within the first half term of the children being at Castle school we will observe and assess the children to gain baseline data for their current level of achievement by using the our bespoke assessment rainbows. Children who are in the school year of reception will have their baseline assessed through the Early Years Foundation Stage profile and data reported to the LEA.

Personalised Learning Plans (PLPs) which cover all areas on the EHCP are written for students in November and March and reviewed at the end of the period with discussion and comments from

parents throughout. These are changed more frequently if the children achieve their targets . Pupils' progress over the year is reported in their Annual Reports. All targets are displayed in the classroom to discuss with children (where appropriate) during relevant activities.

Teachers and teaching assistants keep observational records using ipads and observation books on a daily basis and this information is brought together on 'evidence for learning' which shows the pupils achievements across the curriculum throughout the year.

## **Care, Guidance and Support**

### ***Multidisciplinary links***

Links are made with the multidisciplinary team according to individual pupil needs. Throughout the year the multidisciplinary team are available 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. We have a thorough transition process which places the child and their family at the heart. We ensure that we gain as much information from parents as possible to enable a smooth transition into school. An information sharing meeting is held for all new EYFS and key stage 1 parents and they are then invited to a specific meeting about their child's needs with the support of their current educational setting.

We have home school diaries which are written in each day to share information with parents and they are invited to join us for key assemblies and fun activities such as open morning.

During their first year at Castle school, children have an admissions 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. 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

The Next review is Spring 20 for approval in Autumn 20.