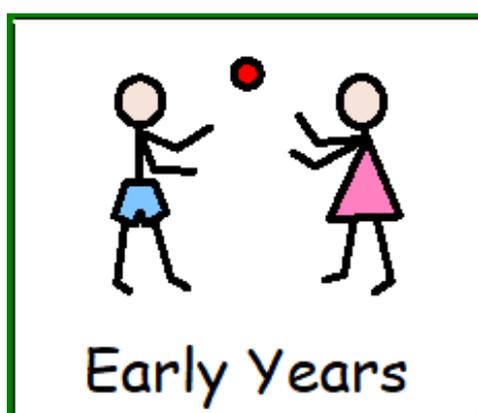


Early Years Foundation Stage Policy
Alfreton Park Community Special School



Community Special School



March 2020

Early Years Foundation Stage Policy

Alfreton Park Community Special School

Our Aims:

- To provide quality learning experiences for all the children. Learning will be through practical and play based activities, which are structured, balanced, relevant to the child and related to the real world.
- To provide a curriculum which takes account of, and responds to, the children's developmental needs and allows them to make progress related to their differing abilities. "What the child can do" will be our starting point to ensure the children have positive experiences of success at their own levels in order to give them confidence and motivation for learning in the future.
- To support pupils to achieve the five outcomes of Every Child Matters (ECM), staying safe, being healthy, enjoying and achieving, making a positive contribution and achieving economic well-being.
- To provide a curriculum which promotes the 'Early Learning Goals' identified by the Qualifications and Curriculum Authority and which dovetails with the National Curriculum and the ECM outcomes.
- To provide a curriculum which provides equal learning and development opportunities for all the children.
- To create a partnership with parents to support and enhance the development of the children.

The Curriculum

In the Early Years Foundation Stage (EYFS) class at Alfreton Park School we aim to provide a broad, balanced, differentiated curriculum which addresses each child's Cognition and Learning, Social, Emotional and Mental Health, Physical and Sensory development and Communication and Language within a safe, secure, stimulating environment.

Our curriculum enables the child to learn and develop skills, attitudes and understanding in these areas of learning:

The prime areas being:

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

The specific areas are:

- Mathematics
- Literacy
- Understanding the World
- Expressive Art and Design

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Throughout the EYFS we plan activities to give children learning experiences and opportunities to work towards the Early Learning Goals and prepare them for their next steps.

Teaching and learning will take place within the classroom and outside areas, both in school and also in the local community. Within these areas children will participate in a variety of activities, both with an adult and independently.

Play policy

We believe that play, both indoors and outdoors, is the fundamental way in which young children learn. Play can be enjoyed and challenging. When playing, children behave in different ways.

Sometimes, their play will be boisterous, sometimes they will describe and discuss what they are doing, and sometimes they will be quiet and reflective as they play. Through play, children will be developing skills across all the Prime and Specific areas of learning, working towards achieving the Early Learning Goals.

In a secure environment with effective adult support, children will be able to:

- Explore, develop and represent learning experiences that help them make sense of the world
- Practise and build up concepts, ideas and skills
- Learn how to control impulses and understand the need for rules
- Be alone, be alongside others or co-operate as they talk to rehearse their feelings
- Take risks and make mistakes
- Think creatively and imaginatively
- Communicate with others as they investigate and solve problems
- Express fears to relieve anxious experiences in controlled and safe situations

A total-communication environment will allow children to communicate

Adults in the setting will support play by:

- Planning and resourcing a stimulating environment
- Supporting children's learning through planned play
- Extending and supporting children's spontaneous play
- Extending and developing children's language and communication in their play.
- Listening to all forms of children's communication and their ideas and taking these into account when developing play and planning.
- Narrating children's play with supported signing and symbols.
- Asking questions about children's play.

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Planning, recording and assessment

Cornerstones Curriculum themes are planned in a 3-year cycle is followed, so that children will experience activities within each topic and that there is good coverage across school. Topic planning takes place on a half-termly basis. Themes may be altered to consider children's interests and often activities are planned with the children's preferences taken into account.

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, as appropriate.

Teaching staff that complete the profile will attend annual moderation meetings and they will also liaise with other settings through 'Stay and Play' sessions and other visits.

Assessment is carried out through a mixture of informal observation, interaction with the child, the use of the information on record sheets and regular discussions with all staff. We observe the children working independently both indoors and outdoors. Records of such observations are made on 'long observation' sheets, on post-it notes or through photographs.

Adult focused and independent activities are planned on a weekly basis. Children are assessed during adult focused activities against the objectives. Progress against these is recorded on each plan for the individuals in class. Differentiation is evident on the sheet.

Every child has a learning journey which contains examples of their achievements and work throughout each half term. These are recorded under the 'subheadings' of Alfreton Park School's curriculum areas, although the specific area of the EYFS is also recorded for Foundation 1 and Foundation 2 students on roll.

Information gained through recording and assessment will be shared with parents, other school staff and outside agencies as appropriate.

Summative assessment at Alfreton Park School is BSquared Small Steps Assessment and children are levelled against each age band or early learning goal. Those children that are in Year 1 and 2 will be assessed against the Engagement and Progression steps. Children will also work towards their ILP targets. These are SMART targets taken from their Education Health Care Plans and are incorporated into every week in class. These are tracked, recorded and assessed three times a year. See additional policy.

There are also additional policies in place regarding Safeguarding, the administration of medicine in school and the emergency evacuation procedures.

The current Early Years Foundation Teacher is Charlotte Young and Early Years governor is Bill Jowett.

March 2020