



Policy approved & adopted by	Headteacher
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Review cycle	Annual
Next review	September 2025

EARLY YEARS FOUNDATION STAGE CURRICULUM POLICY

At Tor View School, together we inspire, learn, enjoy and achieve.

Aim:

This policy is intended to clarify the purpose and practice of our Foundation Stage setting within the school.

Purpose and Aims of the Early Years Foundation Stage (EYFS)

At Tor View School we believe that every child deserves the best possible start in life and support to achieve their full potential. A child's experience in the early years has a major impact on their future.

At Tor View we follow the principles as set out in the Statutory Framework to the EYFS. These guide the work of all practitioners working with children from 0 -5 years;

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

Rationale

The Foundation class operates in a distinct way guided by the EYFS principles to ensure:

- Our pupils make a positive transition from home and nursery to school
- Our pupils are provided with a rich and stimulating environment
- Our pupils are offered structure and content which matches their individual needs
- Our pupils have opportunities for learning both indoors and outdoors
- It builds on what our children already know and can do
- It provides a stepping stone for a more formal and structured approach to teaching and Learning

Play and the ways in which our children engage with other people and their environment underpins the EYFS curriculum and is delivered through prime and specific areas of learning as outlined in the EYFS document:

Prime Areas of Learning

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific Areas of Learning

- Keyskills
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

It is recognised that the characteristics of Effective Learning are interconnected with the Prime Areas and Specific Areas of learning.

Classroom Organisation

The classroom offers areas for being active and quiet, with opportunities for both indoor and outdoor play. These areas encourage exploration and imaginative play, accessed either independently or with differing levels of support. The classroom is set up to encourage children to find and locate equipment and resources independently. Whilst the Foundation Stage has its own curriculum and timetable every opportunity to take part in whole school events, such as themed weeks, is embraced.

Responsibilities

It is the responsibility of the Foundation class teacher to develop suitable learning experiences and ensure that the provision, both continuous and enriched, meets the needs of all pupils. The teacher is responsible for developing and resourcing the topics ensuring the use of signs, symbols and pictures throughout the environment.

TAs interact with individual pupils within areas following plans & guidance in areas. All staff record developments on observation cards or evidence for learning. The Teacher/TA3 draw together observation evidence in summative reports & highlight any areas where further develop and observations are needed.

TAs are allocated for sensory regulation, personal care/medical care needs/physiotherapy and positioning programmes, speech and language therapy, following set timetables and maintaining hygiene, moving and handling and health and safety policies.

Teaching and Learning Styles

Our topic based approach to teaching and learning ensures creative and imaginative play activities and experiences. In line with the EYFS all our planning is flexible enough to adapt to circumstances, allowing for individual interests and spontaneous investigation. All our pupils have a Key Skills and Care Plan with daily opportunities to work on priority targets. Once achieved, pupils are encouraged to generalize these skills within the classroom and school environment and new priority targets are set.

Communication is at the centre of our practice and we promote a total communication environment. Through the use of Makaton signing, symbols, Objects of Reference, Sensory based approaches AAC, PECs, Intensive Interaction and Communication Profiles we aim to foster and develop all our pupils' communication skills. Within the classroom children are 'surrounded' by language rich experiences, modeled continually by understanding and empathetic adults.

Carefully structured direct teaching also ensures that pupils develop 'Learning to Learn' Skills which are integral to enable pupils to progress to a more formal and structured curriculum.

Target Setting

Each pupil is assessed on entry against the ELG and are tracked through their early years education. This assessment can take up to 6 weeks and will inform the target setting review to which parents and carers are invited in order to share their child's Key Skills and Care Plan. This document identifies priority targets for the coming year in the school using Medical Needs and Therapy Requirements. A learner starting school in Reception will be assessed using the EYFS Curriculum and once entering KS1 they will be assessed onto Tor View's Small Steps to Success document. A learner starting in KS1 or above will be assessed using Small Steps to Success to show the current level of ability within the steps and to identify next steps in learning. Throughout their time at Tor View, the Small Steps to Success Assessments will remain with the pupils as a working document and be updated to track progress on a regular basis alongside our database.

Observation, Planning and Assessment

Within the Foundation Stage setting observation is key to ensuring the provision is meeting the needs of the individual pupils. The observation is used to plan for the following weeks provision. Each pupil has a Primary Learning Journey file as an ongoing

record of their experiences and progress throughout their Primary education. Evidence collated in specific areas of progress related to their Key Skills and Care Plans will remain with the pupils throughout the school.

At Tor View we record judgements against the EYFS profile on a termly basis. From the wide range of evidence that has been collated a sample is presented by the EYFS teacher at a local cluster group for moderation.

Induction

We aim to ensure that each pupil's formal educational life begins positively and we foster a respectful, professional and positive relationship with all new parents and carers. This relationship begins with a series of meetings and events from the Non Prejudicial visit to the acceptance of the place at Tor View.

We do this through:

- Liaison between parents/carers and key workers
- Visits to the pupils' current settings
- 'Come and Join' taster sessions within the Foundation Stage
- Arranging for pupils to start school on a phased entry, staggering the start time for each child allowing the teacher to welcome each child individually into the school.
- Arranging coffee mornings for new parents to meet other parents and to see their child
- within the Foundation Stage environment within the first term and to meet with our Parent Liaison Officer.

We hold a Welcome Meeting in July, offering new parents and carers the opportunity to meet with the staff and other professionals in school (Nurse, Speech and Language Therapists, Parent Liaison Officer etc) and discuss any issues and personal needs for their children. We share key information such as uniform and sport kit, extended provision, structure of the day, parents groups, lunchtime provision and transport. New parents/carers have the opportunity to meet together with current parents/carers who are able to offer empathetic advice and support. We encourage regular contact between home and school using ClassDojo.

Reporting to Parents

Parental consultation meetings take place throughout the year in line with the rest of the school. In the Summer Term parents/carers receive an annual report of the progress their child has made throughout the year. In addition, we invite parents/carers to a Primary Presentation Afternoon and offer a CD of photographs taken throughout the year for parents to purchase. Throughout the year there are regular opportunities to celebrate achievement either as part of the Primary department or as a whole school.

Updated by C.O'Brien 2024