



Kirkleatham Hall School and Woodlands Nursery

Early Years Foundation Stage Policy

Intent

At Kirkleatham Hall School and Woodlands Nursery, we give our children every opportunity to achieve their best. Each child's individual contribution is recognised, valued and encouraged in an atmosphere of acceptance and trust. We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates.

At Kirkleatham Hall School, we have high expectations of every child academically, physically and therapeutically. We recognise that children learn to be strong and independent from secure relationships, and we aim to develop caring, respectful, professional relationships with the children and their families

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In Kirkleatham Hall School Foundation Stage, the developmental stage of the pupils means that we extend the EYFS curriculum to include pupils in Woodlands Nursery, Rainbow, Purple, Blue, Orange, Yellow and Green classes.

At Kirkleatham Hall School, we have Woodlands Nursery, which is an assessment provision for pre-school children who have special educational needs and/or disabilities. The provision provides early identification, assessment, teaching and therapy.

The EYFS curriculum at Kirkleatham Hall School is designed to extend the development of children as individuals by providing them with the skills, knowledge and understanding they need for the next stages in their learning and beyond.

Implementation

Children in Kirkleatham Hall School EYFS will experience a personalised and exploratory play based curriculum with opportunities to initiate their learning through their own interests and specific needs.

We follow the statutory framework for the EYFS and meet statutory safeguarding and welfare requirements that are in place to keep children safe and promote their welfare.

The EYFS is based upon four principles:

- A Unique Child - Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebrations, circle time and rewards, to encourage children to develop a positive attitude to learning.

- Positive Relationships - Children learn to be strong and independent through positive relationships. At Kirkleatham Hall School, we place a strong emphasis on children building trusting and secure relationships with each other and staff. We have a flexible but consistent approach to positive behaviour that supports the individual and ensures that all relationships in school are positive.

- Enabling Environments - Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and staff. We recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning both indoors and outdoors. Our specialist provision enhances our enabling environments with Forest school, Swimming, Physiotherapy, Sound and Light Room, Ball Pool, Rebound Therapy. In addition, we work closely with external agencies who support our children such as Speech and Language Therapists, Physiotherapists, Tree Tops, Visual Impaired service and LD CAMHS, etc...

- Learning and Development – All children develop and learn in different ways. At Kirkleatham Hall School, learning and development needs to be a continuous and dynamic process. We provide excellent features of good practice in Kirkleatham Hall School EYFS and Woodlands Nursery to take the children's learning forward and to provide opportunities for children to succeed in an atmosphere of care whilst always feeling valued.

These opportunities include:

- The relationship between parents, children, teachers and other agencies working in harmony to create a partnership, which supports and values all children. Each child's individual contribution is recognised, valued and encouraged in an atmosphere of acceptance and trust. Children develop a good sense of well-being.

- A range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication.

- A carefully planned learning environment that promotes autonomy and ensures that each individual child receives an enjoyable and challenging learning and development experience.

- To provide opportunities for children to participate in activities that build on what they already know, extend their interests and develop their intellectual, social and emotional abilities.

- To communicate; listening, sharing ideas, deciding and talking about their learning, to develop independence and self-management;

- To support the learning experiences with appropriate and accessible indoor and outdoor space, facilities and specialist equipment such as standing frames, walkers, communication aids, sensory integrations, resources, etc...

- To carry out observations, monitor and assess to identify progress and future learning needs of each child or groups of children and evaluate and improve practice.

- The regular identification of training needs of all adults working within Kirkleatham Hall School and Woodlands Nursery.

When planning and assessing pupil's activities, EYFS staff ensure that they reflect on the characteristics of effective teaching and learning, which are:

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

EYFS is made up of seven areas of learning that must shape educational programmes in early years settings. These are the three prime areas – Communication and Language Development, Personal, Social and Emotional Development and Physical Development. Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. We also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

All areas of learning and development are important and inter-connected. At Kirkleatham Hall School, we offer a balance of child-initiated and adult-led learning using continuous play provisions, small groups and one-to-one activities.

It is important within EYFS at Kirkleatham Hall School we give children the knowledge, self-belief and cultural capital they need to succeed in life. These early experiences such as 'awe and wonder' in which the world they live might look different depending on the children's needs and experiences, but our EYFS curriculum offers a range of activities that ignite curiosity, inspire learning and encourage children to explore the world around them.

Impact

The impact of the EYFS curriculum is reflected in having happy, resilient and confident children transitioning to the next stage of their learning. Our assess, plan, do and review cycle starts with the child at the centre.

Children are baselined on-entry to EYFS using our adapted version of development matters. This allows us to measure very small steps of progress. EYFS teachers are able to keep a track of the learning and use this information to inform them of each child's 'next steps' and the progress they are making in the EYFS curriculum. Ongoing assessment is an integral part of the learning and development process within EYFS. Every member of staff within the EYFS team contributes to the assess, plan, do and review cycle. Three times a year (Oct, Feb and May) children's' learning intentions are reviewed and new ones are set if required. These maybe related to their EHCP learning outcomes, a therapy target or a personal one.

At Kirkleatham Hall School EYFS, we follow individualised medium-term plans that clearly states the children's learning intentions, building blocks and what opportunities, experiences and activities are offered to achieve their learning intentions. These plans are a working document and staff work closely with children, modelling, supporting, making regular observations of both teacher and child initiated learning and evidence gathering (video, photographic) of children's learning experiences. Teachers do not gather unnecessary

evidence, as they have the expertise and secure knowledge of each child required to make judgements about each child's progress.

Evidence for Learning is our school's chosen platform to capture and record evidence of children's learning. Photographs, observations and annotations are linked to individual learning intentions, outcomes, significant learning, progress overtime and WOW moments!

A Learning Journey is set up for each child on entry to Kirkleatham Hall School and Woodlands Nursery and is updated regularly throughout their time in EYFS. The Learning Journey is celebrated with parents on a termly basis highlighting their child's progress and next steps in their learning.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we highly value the contribution that parents make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Our Assistant Headteacher / EYFS lead meets families prior to the children entering Woodlands Nursery. She is always available for parents should they require any further support pre and post entry to nursery and school.
- Our school nurse is available for any health issues arising.
- Our transition procedure is a process that is prepared with our families to ensure the children have a positive experience when transitioning into Woodland Nursery or Kirkleatham Hall School.
- Parents are encouraged to contribute to their children's next steps at annual reviews and parent teacher meetings.
- Within Kirkleatham Hall School EYFS, there are three formal meetings per year the annual review and two parent consultation meetings at which time, the class teacher, Teaching Assistants and parent discuss the child's progress and developmental next steps.
- We have an 'open door' policy where parents can make arrangements to discuss their child's progress at any mutually convenient time throughout the year.
- Information is passed between home and school through home school diaries, Class Dojo, and phone calls.
- We have a termly 'Stay and Play' afternoon where parents are invited to come in and enjoy coffee and treats and a chat in Acorn Café, before spending time in classes with their children.