

EYFS Policy

Ormiston Queensmill Academy



1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) for 2023.

This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

Our Early Years department comprises of three classes made up of Reception, year 1 and year 2 students.

4. Curriculum

Our early years setting follows an adapted curriculum as outlined in the latest version of the EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

A range of different strategies are used to teach children at Queensmill School including TEACCH, PECS, Makaton and SCERTS. An emphasis is placed on communication and PSED as these are the areas that are most difficult for our children. Physical Development (fine and gross) as well as learning outdoors are also key as progress in these areas enable progress in others. All children in the EYFS have input from a speech and language therapist and occupational therapist.

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children focus on two key areas- social communication and emotional regulation. Development in these areas enables our children to make the most progress as they move through the school.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience.

Staff in the EYFS team work collaboratively to produce schemes of work adapted from the EYFS national curriculum. These schemes of work are thematic and often centred around particular areas of interest for our children.

4.2 Teaching

All our teachers receive training in a range of autism specific teaching strategies and interventions. The school day is structured for children with the support of visual timetables and predictable, structured activities. This encourages children to feel more safe and secure and enables them to learn more effectively. Children's emotional and sensory needs are supported through regular access to our sensory suite, use of sensory circuits and through direct teaching on emotional regulation. Teachers and teaching assistants work in partnership with a range of professionals including a speech and language therapist and occupational therapist.

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Children are encouraged, and supported, to engage in learning and activities that will support the development of key life skills including regular visits to the community.

5. Assessment

- A baseline assessment is taken against key skills at two weeks and then again at six weeks.
- A baseline review for parents and carers is held for each pupil after the first six weeks of trust
- Autism specific PLP (Personal Learning Plan) 'I can' statements targets are written for each child in their first term at trust and reviewed on an on-going cycle
- All EYFS children have assessments taken by the SALT team and the trust Occupational Therapist through observation and collaborative work with the class teachers. Relevant goals and programmes are then written for each child and reviewed on an on-going cycle. Assessments are taken against these. Therapists also collaboratively write PLP targets with class teachers.
- Photo and video recording profiles are also completed for each child, to assess progress with I-Can statements and PLP targets
- On-going assessment is taken by class teams during the child's time in the EYFS through methods such as planning, observation, photographs and annotations, and video, and wow moment sheets.
- Assessments are taken for each child against the 3 Characteristics of effective learning through Teacher's Annual Review report and Photo samples.
- All transitions are important (not only EYFS/ KS1) and therefore each year, class teachers are given designated time to meet and exchange information, goals and assessments etc. Children are also given designated times to visit and spend time in the class they are transitioning to, to aid transition.
- An annual review is held each year for children in the EYFS involving all relevant professionals and parents/carers.
- Assessments are taken against the EYFS early learning goals for each child at the end of the reception year through the Foundation Stage Profile.
- Regular moderation meetings between EYFS teachers to ensure consistency of teaching and assessment.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

On a daily basis, parent communication takes place via email, phone and a child's 'Home-School Book'. A teacher or teaching assistant will write in a child's home school book each day to inform parents of their child's mood, eating and activities during the day. Parents are

encouraged to write in the book daily to inform the class team on anything happening at home that may impact on a child in school (for example, how they slept).

Parents and/or carers are kept up to date with their child's progress and development. Parents receive half termly achievement documents with photographs and work samples of their child. Parents are also consulted, and sent, copies of their child's personal learning plan for each term- as well as a review of the previous term's targets. Parents and/or carers are invited to their child's Annual Review each year in order to discuss their progress in depth and set outcomes for the future.

7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years through topic based learning and target setting around personal care. Each class works with an occupational therapist who support in this area. Classes cover a range of areas including:

- Healthy eating and developing food tolerance
- The importance and routine of brushing your teeth
- Toileting

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.