

Early Years Foundation Policy

The Early Years Foundation Stage is one of our starting points for planning that meets the specific needs of our pupils. When setting targets and planning staff set suitable learning challenges and respond to the pupils' diverse learning needs.

This policy ensures that curriculum planning and assessment for our pupils takes account of the type and extent of each individual.

Aims and objectives

The aims of this policy are:

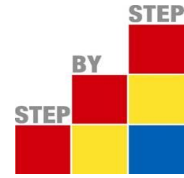
- to create an environment that meets the needs of each pupil;
- to ensure that the needs of each pupil are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for the pupils' needs
- to enable all pupils to have full access to all elements of the EYFS curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

Through appropriate curricular provision, we respect the fact that pupils:

- have different educational and behavioural needs;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

We plan for pupils' needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions and to take part in learning.



Access to the curriculum

At Step by Step, we believe that all pupils have an entitlement to a broad and balanced curriculum, which is differentiated to enable our pupils to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.
- Access learning activities at a level that accommodates their stage of development

We use a range of strategies to meet our pupils' needs. Learning and activities have clear learning objectives, we differentiate work appropriately, and we use assessment to inform the next stage of learning.

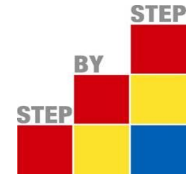
Therefore, we use the programmes below as a reference for our individual planning in accordance with pupils' Individual Education Plans (IEPs).

Introduction to the Early Years Curriculum

- 1.1** For pupils in the Early Years Foundation Stage (EYFS), Step by Step acknowledges that a specific curriculum policy is required, based on the seven areas of learning and Early Learning Goals (ELG). This document outlines the purpose, nature and management of the Early Years curriculum at our school.
- 1.2** The school policy for Early Years reflects a consensus view of members of staff at Step by Step. It has been drawn up after consultation with the Teacher in Charge, curriculum teaching team and Class Leaders.
- 1.3** The implementation of this policy is the responsibility of all staff who have contact with pupils who are accessing the EYFS, specifically the teachers, Class leaders, tutors and group leader. Other member of staff should also be aware of the content of this policy.

The Nature of an Early Years Curriculum

- 2.1** The Early Years curriculum is child centered, focused upon the development of the individual child socially, emotionally, physically, aesthetically, morally and cognitively. It is recognised that the needs of young pupils are such, that it is not possible to separate their need for learning experiences from their need for care and emotional support.



2.2 It is our policy to satisfy the requirements of the Early Learning Goals for the Foundation Stage. The ELG set out the expectations of what most typically developing pupils should achieve by the end of the Reception Year. They are organised into seven areas of learning, and so, our Early Years curriculum, by its nature, must also cover these seven areas. Our Early Years curriculum, therefore, focuses on the development of personal and social skills, early literacy and numeracy skills, communication and language development develops knowledge and understanding of the world, and develops physical and creative skills.

2.3 The curriculum delivers the requirements for learning and development and for safeguarding pupils and promoting their welfare.

The **learning and development requirements** cover:

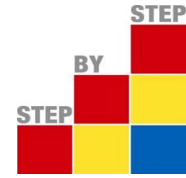
- the *areas of learning and development* which must shape activities and experiences (*educational programmes*) for pupils in all early years settings;
- the *early learning goals* that providers must help pupils work towards (the knowledge, skills and understanding pupils should have at the end of the academic year in which they turn five); and
- *assessment arrangements* for measuring progress (and requirements for reporting to parents and/or carers).

The **safeguarding and welfare requirements** cover:

- the steps that the school must take to keep pupils safe and promote their welfare, as set out in the School's Safeguarding policy.

There are seven areas of learning and development which shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting pupils' curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

STEP BY STEP SCHOOL



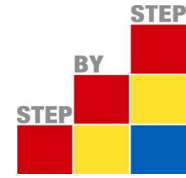
- communication and language;
- physical development; and
- personal, social and emotional development.

Providers must also support pupils 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.

The EYFS sets out Educational programmes which involve activities and experiences for pupils, as follows.

- **Communication and language** development involves giving pupils opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical development** involves providing opportunities for young pupils to be active and interactive; and to develop their co-ordination, control, and movement. Pupils must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **Personal, social and emotional development** involves helping pupils to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to explore ways of self-regulating; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **Literacy** development involves encouraging pupils to link sounds and letters and to begin to read and write. Pupils must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** involves providing pupils with opportunities to develop and improve their skills in counting, understanding and using numbers,



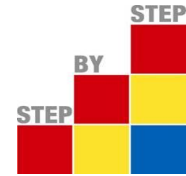
calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

- **Understanding the world** involves guiding pupils to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive arts and design** involves enabling pupils to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

2.3 **At Step by Step, we appreciate and understand each pupil's individual and special educational needs. When engaging in teaching and learning, we take into consideration the main aims of the Early Years curriculum and aim for each pupil to fulfill their potential within the following areas:**

- To promote independence and confidence in all pupils, by ensuring that they feel secure in the school setting, and with all teaching staff.
- To promote self-esteem and a strong self-image by valuing the pupils' experiences and opinions, and celebrating the qualities which make them individuals.
- To develop the social skills necessary to work successfully with other pupils, and with tutors.
- To develop the concentration and listening skills of the pupils.
- To develop an enthusiasm and motivation for learning in all of the pupils, by creating an atmosphere where teaching and learning is purposeful and enjoyable and where the acquisition of knowledge is celebrated.
- To encourage every child to reach their full potential, regardless of their ethnic and socio-economic background, race, gender, creed or ability.
- For the pupils to develop confidence in communicating using their preferred method with a variety of individuals, within a wide range of topics, and to listen attentively to others.
- To promote an enjoyment of words and text.
- To develop the pupils' understanding of number, shape, space, pattern and measure, and to use this knowledge in real life contexts.

STEP BY STEP SCHOOL



- To give the pupils opportunities to explore and learn about the world around them. To help the pupils to develop necessary skills such as problem solving, decision making, predicting etc.
- To develop fine and gross motor skills through practice and encouragement.
- To encourage the pupils to express themselves through dance, music, art, design and technology, imaginative and role-play.

Entitlement

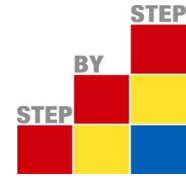
3.1 The school acknowledges its obligation to delivery the ELG, to pupils in the Foundation Stage at Step by Step. We believe that every child is entitled to a curriculum that is broad and balanced, encompassing all of the seven areas of learning. The seven areas of learning are:

- Personal, Social and emotional development.
- Communication, Language and Literacy.
- Mathematical development.
- Knowledge and understanding of the world.
- Physical development.
- Creative development.

3.2 The staff recognises that all pupils in the Foundation Stage at Step by Step are entitled to an Early Years curriculum, which meets the needs of the individual. This requires:

- Recognition that pupils enter school at different 'starting points'.
- Progression and continuity of learning through the early years period and beyond.
- Close communication between staff and parents and other professionals/providers who may be involved in the pupils' education.
- Recognition that more able pupils whose achievements exceed the ELG, should be provided with opportunities which extend their knowledge, understanding and skills – some of which may be planned for using the Key Stage 1 programmes of study of the National Curriculum.
- Recognition that some pupils will require continued support for achieving all, or some, of the ELG, after entering K.S.1.
- Recognition that pupils may continue to make progress towards all, or some, of the outcomes throughout their educational careers.

STEP BY STEP SCHOOL



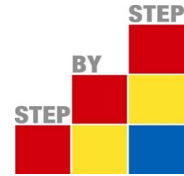
- 3.3 All pupils should have their development and performance monitored through close observation, and a range of assessment activities.
- 3.4 All pupils must be given equal opportunity to participate in all of the seven areas of learning.
- 3.5 Pupils are entitled to be taught within a safe, stimulating and accessible environment. The pupils are entitled to be taught by eager and enthusiastic staff who value the efforts and contributions of the pupils, and who actively promote a high level of enthusiasm and interest from the pupils with well-planned and purposeful activities, and appropriate intervention.

Implementation

- 4.1 The areas of learning of the Foundation Stage curriculum form the content of the school's Early Years policy.
- 4.2 In order to achieve the school's stated aims (outlined in 2.3), the pupils should be given opportunities to work in the areas of learning: personal, social and emotional development; communication and language; mathematical and literacy development; understanding of the world; physical development; expressive arts and design. One activity can commonly develop skills and competencies across several of the areas of learning.

Overarching Principles

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- Pupils learn to be strong and independent through positive relationships;
- Pupils learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between tutors and parents and/or carers; and
- Pupils develop and learn in different ways and at different rates. The framework covers the education and care of all pupils in early years provision, including pupils with special educational needs and disabilities.



4.2.1 Personal, Social and Emotional Development

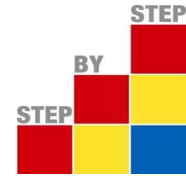
At Step by Step, we believe that helping the pupils to grow and develop morally, spiritually and socially, are a central part of school life. The aims of this area are for each pupil to achieve his/her full potential within the following areas of learning:

- For pupils to develop listening and attention skills.
- For pupils to experience a range of other cultures and beliefs.
- For pupils to establish effective relationships with other pupils and with tutors.
- For pupils to work effectively with a partner or within a small group.
- For the pupils to develop an understanding of rules.
- For pupils to develop their emotional understanding and expression.
- For pupils to become more independent in dressing and undressing, and in matters of personal hygiene.
- For pupils to become more independent in their selection of resources and activities.
- For pupils to understand that we are all individuals, and to celebrate our differences.

4.2.2 Communication and Language.

At Step by Step, the ELG for Communication, Language and Literacy will be attained through small group lessons and through 1:1 teaching. In our school, we place exceptionally high value on the development of communication and language skills, believing that the acquisition of such skills enables pupils to access other areas of the curriculum with more success, and helps to develop self-esteem. This area of learning will be enhanced by advice and input from our Speech and Language Therapist. The aims of this area of learning are:

- For pupils to develop an effective method of communication and language comprehension.
- For the pupils to develop skill in interacting with others in a variety of situations such as whole class activities, one to one sessions and listening, peer pairings, responding and taking turns appropriately.
- For the pupils to listen and respond to stories, songs, nursery rhymes and poems.
- For the pupils to extend their vocabulary to express themselves with greater efficiency.
- For the pupils to hear and say sounds.



- For the pupils to begin to develop phonic knowledge.

4.2.3 Literacy Development

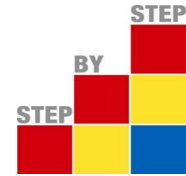
In our school, the ELG for literacy development is targeted in small group lessons and during 1:1 teaching. At Step by Step, we emphasise the importance of literacy skills through a variety of activities such as shared reading, story-telling, nursery rhymes, songs, online reading programmes, and fine motor activities as a foundation for writing. The aims of this area of learning are:

- For the pupils to develop book skills, such as matching images, letters and words, reading from left to right, reading from top to bottom.
- For the pupils to read a range of key words independently.
- For the pupils to use symbols, letters and words to communicate meaning in writing and to write for different purposes.
- For the pupils to hold a pencil effectively, to form recognizable shapes/letters.

4.2.4 Mathematical Development

In our school, the ELG for mathematical development are targeted in small group lessons and during 1:1 teaching. At Step by Step, we emphasise the importance of mathematical skills in real life situations, and to access other areas of the curriculum. The aims of this area of learning are:

- For the pupils to say and use number names in order in familiar contexts such as number rhymes, games, songs and stories.
- For the pupils to count reliably up to 20 everyday objects
- For the pupils to sort, match, order and sequence with such objects.
- For the pupils to read and write numerals 0-9.
- For the pupils to use their developing mathematical ideas and methods to solve practical problem, including doubling, halving and sharing.
- For the pupils to use mathematical language.
- For the pupils to begin to understand the number operations of addition and subtraction through practical activities.
- For the pupils to recognise and recreate simple patterns.
- For the pupils to identify and describe a range of 2D and 3D shapes.
- For the pupils to have experience of using non-standard, and some standard, measures.
- Identify numbers which are one more or one less than a given number.



4.2.5 Understanding of the World

The staff at Step by Step recognises the importance of enabling and encouraging pupils to explore and understand their environment. These ELG provide the foundation for scientific, historical, geographical and technological learning. The aims of this area of learning are:

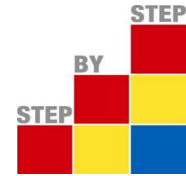
For the pupils to use all of their five senses appropriately to investigate objects and materials, and to find out about some features of living things

- For the pupils to look closely at similarities, differences, patterns and change.
- For the pupils to know about the uses of I.C.T. in everyday life and have opportunities to use technology for particular purposes.
- For the pupils to find out about past and present events in their own lives.
- For the pupils to observe and find out about, their environment and to communicate what they like and dislike by exploring the natural world around them.
- For the pupils to begin to learn about their own culture and those of other people.

4.2.6 Physical Development

We believe that regular opportunities for physical activity increase pupils' abilities to concentrate. In addition, we feel that introducing pupils to a range of games, apparatus, dance etc. from an early age, helps to establish positive attitudes towards a healthy and active way of life. Also that using a wide range of small tools and equipment is essential to develop fine motor skills. Learning in this area will be enhanced by input and advice from our Occupational Therapist. The aims of this area of learning are:

- For the pupils to move confidently with increasing control and co-ordination and an awareness of space and other pupils.
- For the pupils to use a range of small and large equipment, and apparatus, with increasing skill and confidence.
- For the pupils to handle tools, objects, construction and malleable materials safely and with increasing control.
- For pupils to begin and develop basic hygiene and personal needs.



4.2.7 Expressive Arts and Design

We recognise the importance of giving young pupils opportunities to express themselves in a range of creative ways, thus developing their imaginations and their ability to communicate, and extending their understanding. The specific aims of this area of learning are:

- For the pupils to explore and enjoy colour, texture, shape and form in two and three dimensions.
- For the pupils to enjoy singing simple songs and rhymes from memory.
- For the pupils to explore ways of making and changing sounds and to recognise repeated sounds and sound patterns.
- For the pupils to respond to music with movement.
- For the pupils to express and communicate their thoughts, ideas and experiences through a range of methods and activities.
- For the pupils to explore and select materials and equipment, and to use skills such as cutting, joining, folding and building, when they are constructing and making.

4.3 The school has a four -year rolling program of themed ‘topics’ and the ELG are taught, where possible, in connection to these topics.

4.4 A range of approaches must be employed when delivering the Early Years curriculum. Such approaches will include:

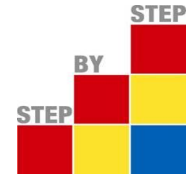
- Well-planned activities, which challenge the pupils and actively bring them on in their learning, with as much ‘hands-on’ practical experience as possible.
- Direct teaching of skills and knowledge.
- Regular practice of basic skills and consolidation of routines.

4.4.1 Tutors must always ensure that all contributions and progress made by the pupils are recognised and valued. Self-esteem must be promoted in the pupils at all times if they are to become successful learners.

4.5 A range of familiar adults and other pupils are always welcomed to join activities.

4.6 A sequence of carefully planned activities, which clearly demonstrate balance and progression, must be provided by the relevant staff to ensure

STEP BY STEP SCHOOL



that the ELG are being adequately covered. Literacy and Numeracy ELG should be planned for using the half term and weekly format agreed by the whole school. Other outcomes should be planned for using the termly format used by the whole school.

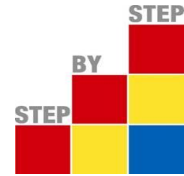
- 4.7 The pupils will be grouped in different ways according to the nature of the activity. Pupils will work in mixed ability groups and in a variety of ways, such as 1:1, partners.
- 4.8 All lessons should involve the maximum participation of all of the pupils.
- 4.9 Tutors will do all they can to ensure that the pupils enjoy their Early Years curriculum. To ensure this, tutors must be aware of the abilities, interests and needs of pupils in the class when planning activities. All pupils must be given opportunities to succeed and to derive satisfaction from a sense of achievement.
 - 4.9.1 All aspects of the Early Years curriculum should ensure equal interest for boys and girls.
- 4.10 Wherever applicable, pupils will use I.C.T. to support the Early Years curriculum.
- 4.11 A range of resources are to be stored in the classroom, and are to be easily accessible to the pupils in order to develop their independence.
- 4.12 Effective displays of a range of the pupils' work is an important aspect of a stimulating working environment.
- 4.13 All activities and lessons in the Early Years curriculum will comply with the guidelines in the school health and safety policy.

Assessment

- 5.1 Upon entry into school, a baseline assessment of each pupil will be completed. This assessment will use a number of relevant tools, as well as the ELG, such as P Levels and VB MAPP.

This baseline assessment will inform the IEP.

STEP BY STEP SCHOOL



In subsequent terms, pupils' progress towards these assessment systems will be assessed in relation to their response to planned activities.

Observations and assessments made by teachers/tutors will be recorded either on lesson evaluation sheets or on daily record sheets.

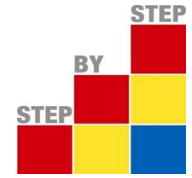
- 5.2** Literacy and numeracy, as well as various other skills will also be assessed termly, in relation to IEP targets.
- 5.3** The pupils' progress will be reported to parents at three termly parent meetings, and in a detailed end of year report. In addition, a close relationship between staff and parents is encouraged, with parent's comments on, and questions about their child's progress being welcomed.

Background Information

6.1 This policy was informed by reference to:

- Curriculum guidance for the foundation stage (DFEE 2000).
- Statutory Framework for the early Years Foundation Stage (2012)
- Statutory Framework for the early Years Foundation Stage (March 2014)
- Early years: guide to the 0 to 25 SEND code of practice: Advice for early years providers that are funded by the local authority (September 2014)
- Early Years Foundation Stage profile 2018 handbook (December 2017)

STEP BY STEP SCHOOL



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| Policy | Early Years Foundation Stage |
| Statutory requirement? | Yes |
| Approved | November 2018 |
| Responsible Officer | FP & Curriculum Team |
| Responsible Governor/s | AB |
| Date of previous version | November 2016 |
| Frequency of Review | Every two years |