



Early Years Foundation Stage (EYFS) & KS1 Policy

Date	Review Date	Coordinators	Nominated Governors
Feb 2021	Feb 2023	Amber Collingwood, Rachel Kruger, Joe Creswick	Teaching & Learning Committee

Introduction and Policy Aims

This policy sets out the Ivel Valley School approach to Early Years education, including the fundamental principles that underpin the curriculum in Early Years and Key Stage 1. This policy is based on requirements set out in the [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

This policy aims to ensure:

- That children access a broad and balanced curriculum
- Quality and consistency in teaching and learning so that every child makes the best possible progress
- Close partnership working between practitioners, other professionals and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

EYFS Aims and Objectives

In the EYFS department at Ivel Valley school we aim to:-

- Provide quality learning experiences for all the children. Learning will be through planned play and practical activities.
- Provide a dedicated space which is child friendly and includes rich learning opportunities through play and playful teaching. This is supported through stimulating resources and supported risk taking.
- Teach the foundations of future learning, these are; tolerance, communication skills, building relationships, problem solving, early maths and literacy, phonics, self-care and independence.
- Provide a child-initiated curriculum that takes account of developmental needs and allows progression – starting and ending with the child.
- Create motivated and effective learners by supporting children to engage with people and the environment by playing and exploring, active learning and creating and thinking critically.
- Work in partnership with families and wider professionals to support the progress and development of the children.

Curriculum

We provide a broad, balanced and differentiated curriculum which promotes children’s social, emotional, physical and intellectual development within a safe, secure and stimulating environment. The curriculum in Early Years and Key Stage 1 is rooted in the ‘learning through play’ philosophy, *see ‘Learning Through Play’ section below*. Our curriculum is determined by the Early Years Foundation Stage statutory framework (for more curriculum information, refer to the Ivel Valley website). In the Early Years department, we cover the prime and specific areas of learning for the Early Years Foundation Stage, these are listed below:

Prime - these areas are particularly crucial for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, from relationships and thrive.

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

Specific- these include essential skills and knowledge and provide important contexts for learning.

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

The facets of the Early Years curriculum are shown in the curriculum map below:



Learning through Play

Play is a fundamental part of the way that children learn. We believe that learning through play remains developmentally appropriate throughout Early Years, Key Stage 1 and beyond.

Children develop their knowledge and understanding in both prime and specific areas by learning through play. Play opportunities are carefully planned and supported by skilful staff in order to support children's learning. Pupils' development is observed by staff and suitable scaffolding provided to take them towards their next step.

Children also develop their personal and learning skills through play. For example, play supports the development of resilience, motivation, concentration, critical thinking and physical skills.

The Characteristics of Effective Learning (CoEL) underpin the Early Years curriculum and ethos:

- *Playing and exploring* - engagement; finding out and exploring, playing with what they know, be willing to have a go.
- *Active learning* – motivation; being involved and concentrating, keep trying, enjoying achieving what we set out to do.
- *Creating and thinking critically* – thinking; having own ideas, making links, choosing ways to do things.

Planning, Recording and Assessment

Teachers ensure that planning is in place for each of the following areas:

Topic planning: Topics are planned on a three-year rolling programme to ensure breadth of experience. However, planning remains flexible enough to take children's strengths, areas of need and interests into account.

Continuous provision: Activities that are available to every child every day and form key elements of what is provided in Early Years and Key Stage 1, for example, construction toys or sand and water play.

Enhancements: Additional resources or activities added to the continuous provision relating to topic and taking into account children's interests. Enhancements will be carefully planned in order to engage pupils and provide opportunities for them to work toward their targets.

Teacher led sessions: These are whole class teaching times followed by small group or 1:1 sessions planned and delivered by teachers (occasionally HLTAs / Level 3 TAs) and based on prior assessment.

All pupils are given a baseline assessment within the first four weeks of joining Ivel Valley School.

Assessment is carried out using the Ivel Valley framework, which is based on the EYFS 'development matters' stages and SEND steps and extends beyond the Early Learning Goals. Teachers ensure that assessment is completed regularly and accurately for every child in their class and this is moderated carefully. Assessment is conducted during small group sessions and through observations by teachers and teaching assistants during 'free flow play'. The platform 'Evidence for Learning' is used to record the learning opportunities pupils receive and to collate assessment data. This is also used to record observations in relation to the Engagement Model, which supports effective teaching and learning for pupils with complex learning difficulties and disabilities. It allows teachers and leaders to focus on the pupil's engagement as a learner and create personalised learning pathways. All assessment is fed back into teachers' planning for enhancements and teacher led sessions. Assessment information will be shared with parents at Annual Review meetings and at the end of each academic year. They will also have ongoing access to their child's 'learning journey' throughout the year.

Pupils' development is also tracked through their progress towards their EHCP long term and short-term outcomes. These are decided upon at Annual Review meetings, in a collaborative process with teachers, senior leaders, parents/carers and where appropriate, the pupil themselves.

Working with Parents, Carers and Other Professionals

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. Key workers are assigned to every child in the EYFS at Ivel Valley with the teacher retaining oversight of all key workers and ultimate responsibility for the welfare and progress of all pupils.

Parents and/or carers are kept up to date with their child's progress and development through access to their child's learning journey, consultation evenings and EHCP meetings annually (or every six months when a pupil is under five years of age). In addition, teachers use Class Dojo to engage in two-way communication with parents and carers on a daily basis and to share what pupils will be learning in school.

Teachers and key workers collaborate with other professionals (including but not limited to Speech and Language Therapists, Occupational Therapists and physiotherapists) to ensure the best possible progress for all pupils in the EYFS departments.

Equal Opportunities

The policy coordinators will apply this policy with due regard to the Equalities Act 2010. The school will ensure that all Early Years and Key Stage 1 pupils are offered an equal opportunity to access the provision outlined in this policy with particular regard to the protected characteristics defined in the Equalities Act 2010.

The effectiveness of this policy in relation to the protected characteristics will be monitored by the Early Years/Key Stage 1 Leader through data analysis of key groups, including those which relate to the protected characteristics.

Monitoring the Effectiveness of the Policy

The effectiveness of this policy will be reviewed every two years, or when the need arises and the necessary recommendations for improvement will be made to the governors.