

THE ST. CHRISTOPHER SCHOOL

Academy Trust - Special School

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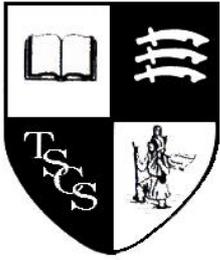
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Christopher's Cottage



A Residential Respite Care /
Sports Hall Facility

THE ST. CHRISTOPHER SCHOOL ACADEMY TRUST Early Years Foundation Stage Policy

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1. AIMS AND OBJECTIVES

The Early Years Foundation Stage Curriculum is taught throughout Groups One and Two at The St Christopher School Academy Trust. It is taught to all pupils currently in Nursery 1, Nursery 2 and Reception. In addition this curriculum is appropriate to support the learning of older key stage one pupils working at this developmental level. Our vision is for our pupils to enjoy a broad and varied curriculum that helps them develop a range of practical skills, knowledge and understanding that they can transfer into everyday situations.

We aim for young people to:

- Become effective communicators
- Be happy, secure learners
- Become self confident and to have a positive self image
- Develop positive behaviour and social skills
- Develop skills of attention, concentration and persistence
- Gain early reading and writing skills
- Develop early mathematical skills and concepts
- Develop and understanding of the world in which they live
- Be creative in their responses to the world and in their development of skills
- Develop their imagination through the exploration of media and materials

In order to fulfil the above aims it is necessary for us to ensure:

- Speech, language and communication are the heart of learning
- Promotion and development of personal, social and emotional well-being
- Promotion of healthy and safe physical development – both gross and fine motor
- Play skills are being modelled and taught in a structured manner



Healthy School



INVESTOR IN PEOPLE

- Pupils will be encouraged to respect each other, the staff and resources.
- The pupil's individual needs will be considered and the appropriate differentiation put in place.
- Pupils will have consistent classroom management and expectations.

2. CURRICULUM CONTENT AND TIME

The National EYFS Curriculum, which precedes the National Curriculum for Key Stages 1-4 (5 to 16 years), consists of seven areas of learning - three "Prime" and four "Specific":

Prime:

- Personal, Social and Emotional Development - comprising:

- o Making relationships
- o Self Confidence and self-awareness
- o Managing feelings and behaviour

- Communication and Language - comprising:

- o Listening and attention
- o Understanding
- o Speaking

- Physical Development - comprising:

- o Moving and handling (gross and fine motor)
- o Health and Self-care

Specific:

- Mathematics - comprising:

- o Numbers
- o Shape, Space and Measures

- Literacy - comprising:

- o Reading
- o Writing

- Understanding the world - comprising:

- o People and communities
- o The world
- o Technology

- Expressive arts and design - comprising:

- o Exploring and using media and materials
- o Being imaginative

Although the three prime areas of learning are fundamental to the development of each child, all of the seven areas are inter-related and none can be delivered in isolation from the others. All areas of learning must be delivered through a highly structured and well planned approach to teaching. The children benefit from a high level of repetition, over extended time periods, in relation to activities and resources. Opportunities to teach each child to experience and enjoy purposeful play are achieved through a balance of adult-led and child-initiated activities.

Those pupils who have autism or a communication disorder, have a significant impairment in relation to social interaction, communication and imagination that impact negatively on their motivation and ability to engage in purposeful play.

They therefore need to be taught how to:

- o play with toys appropriately;
- o engage in game type activities alongside and with other children;
- o tolerate and socialise appropriately with other pupils.

Therefore, child initiated activities are supported through adult-led sessions where the desired behaviours are modelled for the child to follow. Play-based learning will include 'small world' activities, role play and pretending, and activities involving fine and gross motor skills, including 'making' activities, using large apparatus and vehicles, and participating in physical games. Wherever possible, the children are encouraged to make their own choices of the play-based learning activities on offer, in order to begin to develop independent learning and communication. Teachers ensure however, that, over time, each child experiences a sufficient range of activities to enable them to progress towards the Early Learning Goals.

For each area of learning there are statutory "Early Learning Goals" preceded and supported by the "Development Matters" document. These establish age related expectations and provide the basis for planning teaching and learning activities.

3. ASSESSMENT AND RECORD KEEPING

Our pupils join us with needs and abilities that are significantly below the age related expectations and, therefore, the ELG norm related assessment stages act only as developmental reference points. In order to more accurately pinpoint and track pupil achievement and progress, we use the B Squared assessment programme which assesses pupils on the p-scales. This provides us with a detailed, functional profile that enables us to track progress from each individuals starting point.

In addition we use a range of assessment tools to ensure we have accurate records for each individual. Each child has a EYFS progress record, identifying the age band each pupil is working within, this is completed within 6 weeks of the pupil starting the school and then updated at the end of each term. Each child also has a progress wheel that provides an overview of progress and achievement. Parents also receive ISP information each term.

Observations are made by both teachers and support staff across the school day, evidence of these snapshots is kept using post it notes that are entered in to each child's individual folder.

Teachers use the Tapestry online learning journal to upload both photo and video evidence, there is a minimum expectation that each child has at least one observation for each of the areas of learning per half term.

4. THE ROLE OF PARENTS AND CARERS

At The St Christopher School we recognise the importance of establishing positive relationships with parents, as highlighted by the EYFS framework.

We understand that an effective partnership between school and home will have a positive impact on children's learning and development. So, practitioners endeavour to encourage the regular sharing of information about the children with parents.

We value the role of parents as children's primary educators. Through questionnaires and informal dialogue in home school books, practitioners encourage parents to share their unique knowledge of their child, providing further insight into the child as an individual (e.g. characteristics, interests, experiences, likes, dislikes). This supports practitioners in establishing interesting and stimulating learning experiences, responding to children's needs and interests. Parents are invited to attend parents' evenings during the course of the academic year. The first of these takes place during the Autumn term to allow practitioners and parents to discuss how children have settled into the setting. Throughout the year we may invite parents in to help them support their child's learning in different areas, for example a Phonics Awareness Evening. Other opportunities for practitioners to share children's learning, development and well-being with parents include Learning Journeys, end of year reports and school concerts. The setting has a friendly, open-doors ethos and practitioners are available to talk to parents at the beginning and end of the day. Parents are always welcomed into school and encouraged to discuss and concerns they might have.

We actively encourage parents to use the Tapestry Online Learning Journal to share information with school, examples include specific achievements in the home context and sharing weekend activities.

5. QUALIFICATIONS

Each Foundation Stage class has at least one qualified teacher and one paediatric first aider.

6. THE EARLY YEARS FOUNDATION STAGE CO-ORDINATOR

The Early Years Foundation Stage Co-ordinator will be responsible for:

- Overseeing the planning and delivery of the Early Years Foundation Stage.
- Raising the standards in all areas of learning in the Early Years Foundation Stage.
- Providing and organising training to keep staff knowledge and skills up to date.
- Monitoring the delivery of the Early Years Foundation Stage curriculum throughout the school via discussion and classroom observations.
- Reporting to a senior member of staff on the current status of the Early Years Foundation Stage.

7. MONITORING

At the end of the Summer Term, we send a summary of the Early Years Foundation Stage Profile to the Local Authority (LA). We also take part in an annual moderation exercise within Southend Borough.

Each teacher keeps progress books - called Progress Records and Tapestry is used to record and celebrate each child's learning. These learning journals contain a wide range of evidence which is shared and discussed at each parental consultation meeting.

Parents and carers receive an annual report that provides detailed information regarding their child's progress over the year. It highlights the child's strengths and development needs, and gives details of the child's wider achievements and learning preferences. The reports are written and sent to parents and carers.

Each half term pupil work is moderated by all EYFS teaching staff, the focus for each half term is set by the EYFS co-ordinator and relates to the school's core subjects (PSHE, English and Mathematics).

Throughout the year the school look to build links with local special schools to participate in cross moderation of EYFS achievement and to share best practice.

This policy is monitored by the governing body.

8. EQUALITY AND DIVERSITY

All practitioners at The St Christopher School have a responsibility to maintain positive attitudes to diversity and difference, ensuring that inclusive practice is delivered in the EYFS setting.

All children, irrespective of gender, ability, ethnicity, culture or religion, and social circumstances, have the opportunity to experience a challenging and enjoyable programme of learning and development within the EYFS setting of the school.

9. RESOURCES

We plan a richly resourced learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world.

The school makes full use of the outdoor learning including offsite experiences in the local and wider community - where a planned programme of appropriate activities, complementing and extending the indoor learning activities, takes place at all times of year.

10. REVIEW

The policy will be reviewed every three years or sooner if necessary.

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Date: 24.09.2015