



Riverside Community Special School Early Years Foundation Stage Curriculum Policy

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To be reviewed bi/annually.

Admin/current Policies/2024

This policy is available on our school website and is available on request from the school office

Early Years Foundation Stage Curriculum Policy

"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the Early Years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up."(Statutory Framework for the Early Years Foundation Stage)

All children joining Riverside School will have an Education, Health and Care Plan (EHCP).

Although children can join Riverside at anytime during their primary school years, the earliest entry point is at the beginning of the school year in which a child turns five.

Riverside school has two EYFS classrooms, one of which is a satellite provision which is located less than two miles from the Riverside school. The provision in the satellite classroom mimics that found at the main site and the EYFS leader ensures consistency of policy and practice for all pupils on role.

The Early Years Foundation Stage (EYFS) is the statutory framework that sets the standards that all Early Years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children are ready for school and gives children a range of knowledge and skills that provide the right foundation for good future progress through school and life.

In the EYFS classes at Riverside School, we are committed to underpinning our provision with the seven areas of the EYFS which are:

- **Personal, Social and Emotional Development** - children develop confidence and self-esteem, learn how to manage feelings and respect others
- **Communication and Language** - children have opportunities to speak and listen in a range of situations and experience a rich language environment
- **Physical Development** - children have opportunities to be active and develop coordination (both gross motor and fine motor); they learn about healthy choices
- **Literacy** - involves children learning how letters link to the sounds and begin to read and write

- **Mathematics** - children have opportunities to develop counting and calculation skills, to use numbers in everyday activities and recognise and describe shapes and measures
- **Understanding of the World** - children have opportunities to find out about people and communities, the environment and technology
- **Expressive Arts and Design** - involves exploring feelings and ideas through music, dance, role play and design

At Riverside we follow an objective led approach to learning. Allowing practitioners to support child interests and play schemas whilst develop learning through preferred activities. This is routed in a carefully considered and planned cycle of themes and topics across the year, ensuring pupils have access to a diverse, broad and balance education.

We recognise that children learn and develop in different ways and at different rates and this is reflected in our provision. Children will play and explore and 'have a go' at using all available resources; developing their experiences. Pupils will develop resilience and enjoy achievements through active learning and will make links, explore their ideas and strategies for problem solving through creating and thinking critically. Practitioners support the pupils in developing all these characteristics through playing alongside children and where necessary, scaffolding and supporting their learning.

It is important to us that all children at Riverside are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide pupils with choices to help them to develop these important life skills. Children are allowed to take risks in a closely supervised environment and are taught how to recognise and avoid hazards; both within school and in the wider environment. We encourage a healthy lifestyle including taking exercise and eating healthy food. Children are treated fairly regardless of race, religion, gender or abilities. We welcome all children and families into our settings so that they feel included, safe and valued.

All children are greeted as they come into the classroom and have a familiar routine with a group of familiar staff. Adults will work with each child either on a one to one basis, in a small group or as part of a larger group. Staff build confidence, rapport and respect with each pupil so that they feel safe, happy and enjoy their time at Riverside.

Characteristics of Effectives learning

We believe that the Characteristics of Effective Learning are fundamental to every child as a lifelong learner. It is our responsibility as early years practitioners to support the development of these skills during their time at

Riverside School. The Characteristics of Effective Learning and the seven areas of Learning and Development are all interconnected.

The Characteristics outlined are;

- **Playing and exploring**
 - Finding out and exploring, Playing with what they know, Being willing to 'have a go'
- **Active learning**
 - Being involved and concentrating, Keeping on trying, Enjoying achieving what they set out to do
- **Creativity and critical thinking**
 - Having their own ideas, Making links, Choosing ways to do things
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In addition to the outlined Characteristics, at Riverside school we also value each child as individuals and promote their emotional and social well being. For this reason we also include an additional Characteristic;

- **Emotional Well-Being**
 - Showing Emotional Literacy, Being connected, Demonstrating positive self-esteem & self-worth

The Characteristics focus on how children learn rather than what they learn. This distinction is important as it highlights the process of learning for young children.

Building Positive Relationships

We aim to promote positive relationships between staff, parents and children. We recognise that parents are the child's first educators and their importance for the child's welfare and education is paramount. The transition to Riverside keeps this at the forefront and stems from in depth discussion with Parents and carers to ensure we 'get it right' for each child and provide a familiar, well planned first experience of school. We also liaise closely with other Early years practitioners that have supported the pupil in earlier settings. Ensuring we gather all information to build a good understanding of pupil needs before entry.

We believe that all parents and carers have a vital role to play in the education of their child. This role is particularly crucial in the EYFS. We continue to work in partnership with parents and carers throughout the year by:

- Informing parents and carers of the activities that the child has participated in through a home/school book system;
- offering parents and carers regular opportunities to talk about their child's progress

- encouraging parents and carers to talk to the child's teacher, Early years leader or the Head teacher if there are any concerns;
- offering a range of activities, throughout the year, that encourage collaboration between child, school and parents/carers - for example, parent workshops, social events, visits to class etc.
- working collaboratively through the use of home reading and shared target sheets; encouraging parents to continue the pupil's learning in the home and provide a home/school link to children's education.

Cultural Capital

By introducing cultural capital, it is hoped that children receive the best possible start to education, irrespective of their home-life or challenges. At Riverside they are given the support and opportunities to thrive and achieve with their early education and beyond!

Each child arrives at Riverside with a number of experiences, ideas and pre-conceived knowledge based on what they have been taught and experienced so far.

The idea of cultural capital is that our pupils will have their experiences broadened and be opened to a new world of learning and wonder, particularly where children are from a more-disadvantaged home-life.

This may include:

- Finding books on a child's favourite topic
- Educational visits in the community
- Trying a variety of fruits
- Teaching them about a variety of Faiths and Religious celebrations through theme days (in line with the whole school) such as Harvest, Diwali, Christmas, Easter, Chinese new year
- Teaching them about cultural events such as the Football World Cup or The king's coronation
- Creating role-play activities that further their interest in a particular idea
- Taking trips to the park;
- Organising visits from community figures such as the police.

We also utilise, where possible, the multitude of knowledge, faith and skills of our staff or parent community. Inviting familiar adults to share stories or specific interests.

Enabling Environments

In EYFS at Riverside we recognise the importance of a rich learning environment both inside and outside. There are areas where the children can be active, be quiet and rest as well as a learning environment designed to support sensory seeking pupils and those with integration recommendations. The environment offers different learning areas, where pupils are able to find and locate equipment and resources independently. Being outdoors offers the children the opportunity to explore, use their senses and be physically active and exuberant. As far as possible the children have free flow between different areas. We observe the children during child initiated learning and offer additional resources and support to enrich their learning experiences. To ensure that we meet the individual needs of all of our pupils, we make regular observations of their interactions, interests, skills, and development of concepts. These observations are used to inform our planning for groups of children, for individuals and our provision of resources as appropriate. We use objective led planning to underpin the pupil's experiences as well utilising our knowledge and understanding of each child to provide teacher led activities where appropriate.

Continuous Provision

This describes the core everyday resources that are always available to pupils in the Early Years. This allows children to be active, confident and independent learners. It allows them to make choices to create their own learning contexts (self initiated learning) which may be based on their own experiences or specific schema.

Teachers enhance the continuously offered activities to make more overt links to adult-initiated and adult-directed, focused sessions. This combination of continuous and enhanced provision gives teachers a context within which they can set their adult-led activities, being sure that pupils have plenty of opportunities to practice and improve skills, knowledge and confidence in their independent learning.

At Riverside School our Continuous Provision, both inside and outside, include:

- Large Construction
- Games and Puzzles
- Mark Making
- Small world
- Role play
- Book area

- Sand and Water
- Painting
- Creative workshop
- Investigation and Discovery
- Malleable Materials
- Sensory and/or gross motor

Planning

'Each area of learning and development is implemented through planned and purposeful play and through a mix of adult led, objective led or child initiated activity.

Early Years Foundation Stage planning is dependent on effective observation and continual assessment of the children's development and progress.

The development statements in the 'birth to 5 matters' document are used to identify possible areas in which to challenge and extend pupils' current learning and development.

At Riverside effective planning:

- Reflects, supports and extends individual children's current interests, learning styles, enthusiasms and the stage of development of each child.
- Is a flexible, working document, which is responsive to spontaneous events.
- Enables all practitioners to contribute, understand and articulate why experiences have been planned.
- Enables pupils, parents and practitioners to have a voice in the planning process
- Takes into consideration, the continual shift of children's interests and learning
- Is supported by objectives as opposed by activity

Assessment

The EYFS Profile is the national, statutory assessment tool against which teachers record their observations of all children's progress towards the Early Learning Goals. All children are assessed using the Reception baseline Assessment (RBA) within 6 weeks of starting at Riverside and a new Early learning Target sheet (ELT) is drawn up. ELT's focus on each of the seven areas

of the EYFS and children's progress is reviewed termly. They contribute towards the Annual Review Objectives and are part of children's learning on a daily basis.

Assessment in the EYFS takes the form of observation, work samples, photographs, video recordings and annotations; this involves both the teacher and other adults; staff, parents and other agencies; as appropriate.

Each child has a learning journal which contains a wide range of evidence that we hope parents and carers will contribute to and which is shared and discussed at each parental consultation meeting. Additionally, evidence towards ELTs is also recorded in the child's journal through specific progress sessions and observation.

In the summer term, all children are assessed against the Early years Foundation Stage Profile (EYFSP) and results shared with parents and Year 1 teachers.

Parents and carers receive an annual report at the end of the Summer Term that provides detailed information regarding their child's progress over the year.

Monitoring and review

This policy will be reviewed every 2 years.

Reviewed: Autumn 2021

Amended in line with EYFS moderation suggestions - Spring 2022

Reviewed: Autumn 2024.