



Community Special School

Learning Together for Personal Success

EYFS

Foundation Curriculum

References

Statutory framework for the early years foundation stage (Department for Education, 2014)

Parents' Guide to the Early Years Foundation Stage Framework (www.foundationyears.org.uk)

Introduction and Rationale

The Early Years Foundation Stage is a very important stage in preparing pupils for their future learning and successes. All nurseries, pre-schools, reception classes and child-minders registered to deliver the EYFS must follow a legal document called the Early Years Foundation Stage Framework.

At Alfreton Park we believe that young people with Learning Disabilities should, as far as possible and as appropriate to their needs, be entitled to the same range of opportunities as their contemporaries. The SEND Code of Practice places great emphasis on the need for parity: *“Children and young people who have a special educational need or disability deserve the same life chances as every other child,”* (Draft legislation on Reform of provision for children and young people with SEN, 2012).

Definitions

The EYFS Framework exists to support all professionals working in the EYFS to help your child, and was developed with a number of early years experts and parents. In 2012 the framework was revised to make it clearer and easier to use, with more focus on the things that matter most. This new framework also has a greater emphasis on your role in helping your child develop.

It sets out:

- The legal welfare requirements that everyone registered to look after children must follow to keep your child safe and promote their welfare
- The 7 areas of learning and development which guide professionals’ engagement with your child’s play and activities as they learn new skills and knowledge
- Assessments that will tell you about your child’s progress through the EYFS
- Expected levels that your child should reach at age 5, usually the end of the reception year; these expectations are called the Early Learning Goals (ELGs).

Guiding Principles

The EYFS framework is built around four principles:

1. A Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development

We believe our curriculum framework should provide clear direction, but we also believe that it is inappropriate to specify all the details of what is to be taught and learned. In applying the following principles we can offer a curriculum to meet particular, rather than general, needs. The principles guiding our application of framework are:

- Provide a wide range of experiences through a broad and balanced curriculum;
- Provide a curriculum that will be relevant to the needs of the learners so they can learn at their own rates;
- Ensure quality and consistency so that every child makes good progress;
- Plan around the needs and interests of each individual child;
- Provide a secure, happy environment where children are encouraged to work and play with enthusiasm;
- Provide a friendly, supportive environment where abilities and potential are fully appreciated and nurtured;
- Promote a spiritual and moral awareness in our pupils, based on Christian principles;

- Work in partnership with parents/carers and other professionals through positive relationships.

Curriculum Areas

Our curriculum is informed by the EYFS Framework which is adapted to meet the needs of each individual child. Children's learning is largely play-based using high quality, age appropriate resources. They will learn through play and exploration both indoors and outside. Children are supported to join in both child-initiated and adult led activities both indoors and outside.

Pupils will be learning skills, acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development:

<i>Pupils will mostly develop within the Prime</i>			
Areas			
Communication and Language	Physical Development	Personal, Social and Emotional Development	
Involves giving children 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.	Involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.	Involves helping children 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 understand appropriate behaviour in groups; and to have confidence in their own abilities.	
<i>As pupils progress they will develop within the Specific</i>			
Areas			
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.	Involves providing children 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.	Involves guiding children 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.	Involves enabling children 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.

Planned Progression

We passionately believe that the progress of our learners should not be left to chance. When planning and guiding learning staff take into account the different ways in which children learn. They also consider the 3 characteristics of effective teaching and learning in EYFS, which are:

- **Playing and exploring:** providing opportunities for children to investigate and experience things and encouraging children to 'have a go';
- **Active learning:** providing opportunities for children to concentrate and keep trying if they encounter difficulties as well as enjoy and celebrate their achievements;
- **Creating and critically thinking:** providing opportunities for children to have and develop ideas, make links between ideas and develop strategies for doing things.

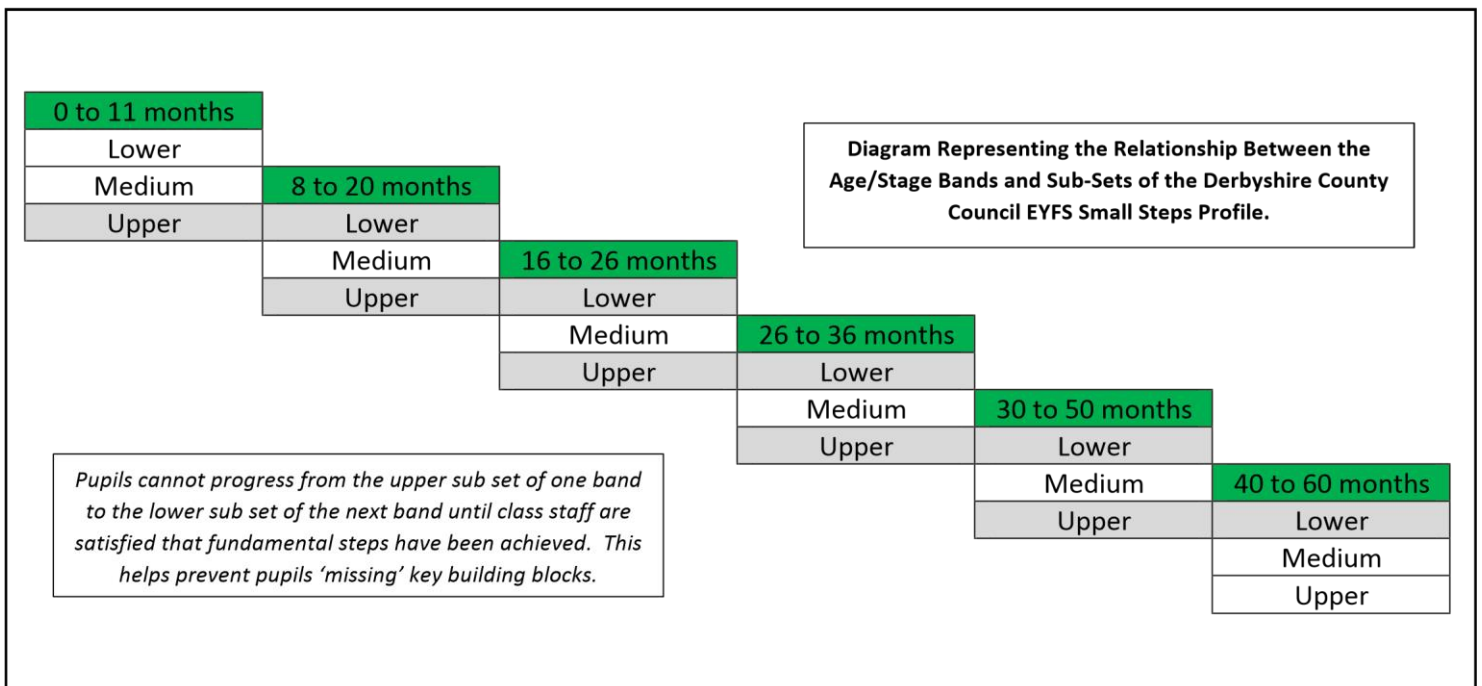
Assessment

This summary of the assessment strategy forms part of the school’s overall assessment strategy (please refer to the Assessment, Recording and Reporting Policy, including the Assessment Overview, Assessment Cycle and Assessment and Attainment Continuum).

Our approach to assessment is multi-faceted such is the complexity of our pupils’ progress. In addition, all pupils have an agreed *Individual Learning Plan* that is compiled in collaboration with pupils, parents and teachers, as well as other allied professionals where appropriate. This is a fluid plan that changes as the needs of the pupils change. It is reviewed and amended on at least 3 occasions every year.

Pupils’ progress is assessed against six age/stage bands. The age/stage bands overlap because these are not fixed age boundaries but suggest a typical range of development. We use the Derbyshire County Council Small Steps Profile, which breaks down each age/stage band into 3 sub-sets. Each sub-set consists of 10 small step statements.

Pupils cannot progress to the next sub-set until all 10 statements have been achieved. The upper and lower sub-set statements overlap to ensure that progress is maintained as pupils move from one age bracket to the next.



Each pupil is set an annual target for each area of learning (see **Curriculum Areas**). Progress in relation to these targets is analysed on a termly basis to determine whether pupils are making below expected progress, expected progress or above expected progress.

On an annual basis pupils’ progress data is collated in the *B-Squared* assessment tool which enables us to record and assess pupils’ small steps over the year. It also helps us set annual targets for pupils when they transition into the National Curriculum phase.

Notes:

EYFS Aspects of Learning

