



Early Years Foundation Stage Policy

Policy agreed by:	
Date of policy:	January 2019
Review frequency:	2 years
Date of next review:	January 2021



Early Years Foundation Stage Policy

Children at Red Gates work from the Early Years Foundation Stage according to the seven areas of learning and development, consisting of three prime areas and four specific areas. This is delivered through half-termly plans and Personalised Plans.

At Red Gates we arrange home visits for new pupils and also invite parents and children in for an Open morning in July to meet the teaching staff and look around the school. During the children's first weeks in school there is a Starter program for parents to see their child in class and experience a part of their day, meet therapists and develop relationships with school staff and other parents. We use a home school book system to exchange messages and will comment on the day's activities and any matters of importance. We also send homepacks home for children to use with their families.

Observations of pupils' learning are recorded using Solar, an online observation and assessment platform. Evaluations of Personalised Plans are sent home to parents. This information forms the basis of the detailed school report, written in the summer term which provides a reflective overview of each term, providing a picture of what a child has achieved, knows and can do.

The Early Years Foundation Stage Profile is used at Red Gates in conjunction with the Autism Progression Framework to assess children's development and learning. These documents provide a holistic assessment framework which reflects our children's differing needs and learning styles

Planning, reporting and assessment process

- Observations will be written on an on-going basis by the class staff team and added to each child's learning journey. These will be reviewed weekly by the class team in a weekly meeting to inform planning and next steps for learning.
- Entries to Solar will be in the form of written observations with photos or videos attached if available. The majority of observations should be supported by photos.
- Baselines will be set by the end of October. Progress will be reviewed on a termly basis.
- Reception pupils will be re-assessed on Red Gates Steps in May. Nursery pupils will be reviewed against the EYFS profile and the Autism Progression Framework. Observations will be used to inform these assessments.

- These observations form the basis of the school report
- The school report is sent home to parents
- The child's progress is discussed and the EHCP is reviewed at the annual review meeting
- As a result of the annual review process, targets are set for the following year
- In June each Reception child's level of development is recorded against the early learning goals to form the Early Years Foundation Stage Profile and sent to the Local Authority. These are moderated every other year by the Local Authority

Curriculum

Our curriculum is topic based and personalised to children's abilities, interests and learning styles.

Communication, Language and Literacy

Communication is a vital skill for our children to develop. We use a variety of communication techniques such as Makaton, PECS and colourful semantics to provide our children with opportunities for communication.

We use sensory stories in Reading to engage and stimulate the children's interest. We use the Jolly Phonics scheme to reinforce letter sounds. In writing we use the Handwriting without Tears scheme. This introduces children to letter shape and develops through stages from building letters using wooden shapes to eventually writing the letters.

We work with SALT to set targets for communication which we work on in class.

Mathematics

Our maths is divided into Number and Shape, Space and Measure. We use play based activities, songs and sensory activities to make learning fun and meaningful.

Personal, Social and Emotional

This area covers relationships, with peers, family and staff. It looks at children's independence and confidence and children are encouraged to play cooperatively with adults and peers.

Physical Development

Children go to the hall for PE sessions and also have access to our outside spaces. We encourage our children to be active and to try new things. We go out

on class walks regularly and have a dance teacher for a term. In the Summer Term we take part in Sports Day.

Understanding the World

Understanding the World is split into three areas; The World, People and Communities and Technology. Activities are hands on, exciting and meant to stimulate the children's interests. Understanding the World relates to ICT, Humanities and Science as the children move up the school.

Expressive Arts and Design

This subject covers Music, Art and Imaginative play. The children take part in a term of group Music Therapy and there is an opportunity after this for parents to join with their child in small group Music Therapy. The children are encouraged to explore and use paint, pastels, clay and collage. There is opportunities for the children to participate in Art activities linked to outside groups on a regular basis.

January 2019

Head teacher

Chair of Governors