



# Early Years Foundation Stage Policy

<b>Policy agreed by:</b>	<b>LMT</b>
<b>Date of policy:</b>	<b>November 2022</b>
<b>Review frequency:</b>	<b>2 years</b>
<b>Date of next review:</b>	<b>November 2024</b>



## **Early Years Foundation Stage Policy**

Children at Red Gates in the Early Years learn through child led learning and they learn mainly through play-based activities

New parents and their children are invited to an Open Morning in July and can meet their new teacher and see the new classes. Staff carry out home visits in the first weeks of September to allow parents to ask any new questions, to talk about their child and what they like or dislike. This information forms the basis of pupils pen portraits.

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 home packs home on a weekly basis for children to use with their families.

Observations of pupils' learning are recorded using Solar, an online observation and assessment platform. 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.

An adapted form of the new Early Years Foundation Stage Profile[Red Gates Early Steps] is used to assess pupils 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 SOLAR. 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. At this time individual pupil risk assessments and Behaviour support documents are created. [further details can be found in the Behaviour Policy]
- Reception pupils will be re-assessed on Red Gates Steps in May and the information used to place pupils in appropriate pathways for the upcoming



year. Nursery pupils will be reviewed against Red Gates Early Steps. 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 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 Foundation for Phonics to begin to introduce letter sounds when appropriate. In Writing, we use emergent writing and 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 sessions cover 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 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. Reception pupils join in with the Christmas Play and Carol Concert. 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. Reception pupils join in with the Christmas Play and Carol Concert. The children are encouraged to explore and use paint, pastels, clay and collage. There are opportunities for the children to participate in Art activities linked to outside groups on a regular basis.

**December 2022**

**Head teacher**

**Chair of Governors**