



EYFS Policy

Policy Owner	Chloe Lawrence
Role	Associate Assistant Headteacher
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Chair of Governors Signature	<i>Tracey Good</i>
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Next review date	Reviewed Date	Reviewed By	Changes made to the policy	Date and Minute number	Chair of Governors signature
March 2025	March 23	Katie McLeod		15/04/2024 – 1013	<i>Joelmann Jones</i>

EARLY YEARS FOUNDATION STAGE

KATIE MCLEOD

Brackenfield SEND School admissions starts from age 3. However, due to the cognitive needs of our pupils many pupils experience an EYFS based curriculum regardless of their age. The Teaching Learning Curriculum and Outcome Policy sets out our curriculum and approach for all pupils.

Brackenfield SEND School meets the requirements of the EYFS Statutory Framework by:

- Providing a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly
- Partnership working between practitioners and with parents and/or carers
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

We ensure we are meeting these requirements by:

- Having clear EYFS guidelines that all staff follow across the school with an embedded approach which will be checked through quality assurance cycles
- Teaching through bespoke curriculum and play based learning opportunities ensuring teachable moments are being captured and utilised
- Working openly with other professionals and parents and information sharing where possible. This included offering training, support and advice to parents to enhance development for the children
- Ensuring inclusion is at the core of our practice by offering an open and accessible education to anyone from any race, gender, disability or religion.

Curriculum Design and Play

At Brackenfield SEND School our EYFS pupils learn through our informal or semi-formal curriculum approach. Our curriculum is designed to support pupils from their starting point all the way through to preparing them for adulthood.

These encapsulates the 7 areas of learning from the EYFS framework.

There are three areas are the **prime** areas:

Communication and Language

Physical Development

Personal, Social and Emotional Development

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

The **specific** areas are:

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

Each pupil is considered as a unique child and therefore has a person-centred planning (PCP) document outlining current needs, likes, dislikes, engagement and learning intentions. For more on our PCP please see the T&L policy

Play is the fundamental way in which children learn, it is important that these opportunities are given indoors and outdoors. See the How to guide for Play for further information.

Recording

Pupil progress is recorded on our bespoke tool Boop. This is used to document progress towards personalised learning intentions, curriculum activities and a home school diary. Activities are tagged to show character learning, curriculum area, personal development and personalised learning intentions.

Boop is used Daily and all parents have access to this through use of a website and App. Parents who are not able to access this are provided with paper copies but the log on Boop is used by staff.

The observations on Boop should be descriptive and contain as much detail about the activity and support given as possible. This descriptive detail makes the difference between:

"xxxx enjoyed water play this afternoon."

and

"xxxx pushed different objects into the water tray and watched as they either popped back up or sank to the bottom. If the objects popped up, she laughed. xxxx engaged independently for ten minutes."

Consider: the **context**, the **role of the adult(s)**, and the **length of time** spent engaging with the activity or other person.

Assessment

Pupil progress is recorded on an Assessment grid for both Brackenfield Level and B skills and on Boop for progress towards Personalised learning intentions measuring independence, fluency, generalisation and maintenance. The assessment grid for the Brackenfield levels has the Early years Foundation stage descriptors built in. Pupils are baselined on entry and then at the end of every 10 weeks.

Each MER window progress towards Brackenfield levels, B Skills and personalised learning intentions is reviewed by moderating the evidence recorded on Boop in-line with our school's quality assurance cycle. For more information on Brackenfield levels and B Skills please see the T&L policy

Reception Baseline Assessment (RBA)

Each pupil will be assessed as an individual for their suitability to undertake this assessment. Each pupils will receive a baseline assessment of the Brackenfield levels to establish starting points and identify areas for learning.

Early Years Foundation Stage Profile (EYP)

The EYP will be completed at the end of the reception year.

Inclusion

We value all our children as individuals at Brackenfield, irrespective of their ethnicity, culture, religion, home language, background, ability, or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that pupils are supported to reach their potential. SMSC days are celebrated throughout the school year.

Parental Engagement and Input

Parents are invited into school regularly for opportunities to review their child's progress at parent's evening and annual reviews but are also invited to a 'Tea and Targets' session to review their child's Person Centred Planning document.

Parents can access templates to record WOW moments at home from our website or BOOP and return these to school which are then uploaded to BOOP. It is important for parents to share these moments so they can be celebrated.

Parents are also invited to attend various fayres throughout the year and a sports day.

Transitions into Brackenfield at EYFS

Transitions are robust to ensure information is gained from families, other settings and any agencies involved. As part of the transition process a member of staff will visit the child at their current setting (where applicable) to observe and talk to the key worker. The Pastoral Care Team will arrange to visit the family at home to offer support and to get to know the family. The pupil will be offered stay and play sessions at Brackenfield prior to starting at school, as well as pictures sent home informing for the child to look at of their new school and class team. The previous setting (where applicable) will be asked to complete a document to baseline the child against our Brackenfield levels and complete the person centred planning to inform the new personalised learning intentions.

Appendix 1

The early learning goals

Communication and Language Listening, Attention and Understanding

ELG Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking ELG

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development Self-Regulation ELG

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self ELG

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

Building Relationships ELG

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Physical Development Gross Motor Skills ELG
Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills ELG

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Literacy Comprehension ELG

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading ELG

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing ELG

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Mathematics Number ELG

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns ELG

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;

- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World Past and Present ELG

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling;

People Culture and Communities ELG

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

The Natural World ELG

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design Creating with Materials ELG

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive ELG

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.