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1.0 INTRODUCTION

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year.

Implementation: It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.

Compliance: This policy complies with all relevant regulations and other legislation as detailed in the *Compliance with Regulations & Legislation Statement*.

2.0 PRINCIPLES & AREAS OF LEARNING

The EYFS is based upon four principles;

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

Areas of learning:

The Early Years Foundation Stage is a curriculum from birth to five years old, we follow the strands set by this curriculum and concentrate the learning opportunities on the seven areas of learning (3 Prime and 4 Specific) which are;

Prime:

- Literacy
- Mathematics
- Understanding of the World

Specific:

- Personal Social and Emotional Development
- Physical Development



- Communication and Language
- Expressive Arts and Design

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. Through play and practical experiences children learn about the world and their place in it. They learn through first hand experiences, talk, books and equipment. We set realistic yet challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are abler, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

All children at Hillingdon Manor have a diagnosis of ASC

3.0 AIMS

It is every child's right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic well-being. At Hillingdon Manor the overarching aim of the EYFS is to help young children achieve these five "Every Child Matters" outcomes.

We aim to provide a broad and balanced curriculum which will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to his/her full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

We aim to:

- Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child, including children with additional needs.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for future learning and development in Key Stage 1 and beyond.
- Provide opportunities for children to learn through planned, purposeful play in all areas of learning and development.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Enable choice and decision-making, fostering independence and self-confidence.
- Work in partnership with Parents/carers and value their contributions.
- Ensure that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, have the opportunity to experience a challenging and enjoyable programme of learning and development.

4.0 PLANNING

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can do. Our planning shows how the principles of the EYFS will be put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning. All practitioners who work in reception at Hillingdon Manor are involved in this process. There are three stages of planning the curriculum:

Long Term Planning

We have created a framework, which gives structure and coherence to the curriculum. Topics are planned for each of the six half terms and the early learning goals and educational programmes are distributed over the terms to determine broad and balanced coverage. Some early learning goals provide a



focus for certain terms, particularly those relating Understanding the World.

Term Topic:

Autumn 1: 'Ourselves'

Autumn 2: 'Festivals'

Spring 1: 'The Great Fire'

Spring 2: 'Transport'

Summer 1: Minibeasts

Summer 2: 'Fairy tales and fantasy'

Medium Term Planning

We address particular aspects of the curriculum in more detail for each term. We include links between areas of learning and development and opportunities for ICT. Learning objectives, assessment opportunities, and activities and experiences for each area of learning and development are identified. Topic wheels are shared with parents and children at the beginning of each term. They are used to assess prior knowledge and understanding and to enable the children to have an input into the direction of the topic.

Short Term Planning

We identify specific learning objectives, activities, differentiation and deployment of adults and resources, to meet the learning needs of the children on a weekly and day-to-day basis. It allows for flexibility in response to individual Children's needs and interests and for revision and modification, informed by on-going observational assessment. At Hillingdon Manor we follow the early learning goals and additional statements set out in the Framework for EYFS (2012)

5.0 STAFFING & ORGANISATION

We maintain an adult/pupil ratio of 1:2 or 1:1 depending on individual pupils needs. The children have daily opportunities for structured and free-flow play both in the classroom and in the EYFS outdoor area. This time is supported by an adult, who acts as a facilitator to the child's learning. The teacher liaises with the teaching assistant, regularly involving them in planning, preparation and assessment. We are always aiming to improve our teaching skills, knowledge and understanding and so all practitioners are encouraged to participate in courses, in-service and off-site training.

6.0 ASSESSMENT

Assessment, recording and monitoring

At Hillingdon Manor we undertake assessment for learning. We analyse and review what we know about each child's development and learning, and then make informed decisions about the child's progress. This enables us to plan the next steps to meet their development and learning needs. All practitioners who interact with the child contribute to the assessment process.

Formative assessment

This type of assessment informs everyday planning and is based on on-going observational assessment of each child's achievements, interests and learning styles. Formative assessment may take the form of anecdotal observations, focused observations, baseline assessment, other focused assessments e.g. sound/number, annotated examples of work, photographs, video and information from parents. Each child has an individual Early Years Foundation Stage (EYFS) Profile book' in which this evidence is stored. We plan for observational assessment when undertaking our medium and short term planning.

Summative assessment

The EYFS Profile summarises all of the formative assessment undertaken and makes statements about the child's achievements against thirteen scales. It summarises children's progress towards the early learning

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goals. (For further information see the Assessment Policy.) Teaching and learning in Communication, Language and Literacy and Problem Solving, Reasoning and Numeracy is monitored by the assistant head teacher through lesson observation

Learning through play

“Children’s play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children’s development.”

Early Years Foundation Stage, Department for Children, Schools and Families, 2007

At Hillingdon Manor we do not make a distinction between work and play. We support children’s learning through planned play activities, and decide when Child-initiated or adult-led play activities would provide the most effective learning opportunities. We believe that it is important for adults to support children’s learning through play, by getting involved in the play themselves.

7.0 THE LEARNING ENVIRONMENT

“A rich and varied environment supports children’s learning and development. It gives them the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces.”

Early Years Foundation Stage, Department for Children, Schools and Families, 2007

We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first-hand experience. We also aim to make it a place where children feel secure and confident, and are challenged to develop their independence. Activities are planned for both the inside and outside; children have the freedom to move between the indoor and outdoor classroom throughout the school day. The learning environment is divided into a variety of different areas: role play, book corner, writing area, Numeracy area, topic display table, listening centre, computer, creative, malleable, sand, water, outside, construction, small world and puzzles. These areas are carefully arranged to encourage quiet areas and more active areas within the learning environment. Children are encouraged to become independent learners and to take some responsibility for initiating their own lines of enquiry and investigation.

8.0 TRANSITION & HOME/SCHOOL LINKS

Reception to Year 1 to Year 2 Transition

At Hillingdon Manor we follow the EYFS curriculum up to Year 2 to address gaps in learning that may have occurred during the early years. Reception and the year 1 teacher will work together to make the transition from the Early Years Foundation Stage and Key Stage 1 to Key Stage 2 as smooth as possible.

At Hillingdon Manor:

- Children are encouraged to develop independence when dressing and undressing and when organising their personal belongings throughout the Reception year
- Reception practitioners plan for more structured activities to be undertaken during the summer terms, encouraging less dependence on adult support
- Guided reading sessions, involving a group rotation, are introduced during the summer terms in reception in preparation for a similar rotation in year 1 when appropriate, otherwise independent or paired reading continues depending on individual attainment and additional needs.
- Individual EYFS Profile Books’ are passed on to year 1 teachers
- An EYFS Profile end of year class summary is passed on to year 1 teachers
- Reception and year 1 teachers meet to discuss individual needs of children in July



- The 'Letters and Sounds' national approach to phonics and spelling is continued throughout year 1 and 2
- There is a similar structure to the school day during the Autumn Term when the children move into year 1
- There is an overlap in approach and routines, e.g. Fruit time, behaviour systems, timetables, etc

Home/School Links

When Parents/carers and practitioners work together in early years' settings, the results have a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge and expertise. We aim to develop this by:

- Topic webs and curriculum and timetables are sent home each half term to keep parents informed of their child's current curriculum and learning needs, with an outline of activities which could be undertaken at home to support this.
- Sharing progress at school through annotated photographs and encouraging parents to comment on their child's 'Small Steps' books which are sent home termly.
- Encouraging relevant learning activities to be continued at home e.g. maths games and library books, and ensuring that experiences at home are used to develop learning in school.
- Discussing individual targets with Parents/carers at parents' evening in October and March (informed by the EYFS Profile)
- Providing an annual written report to Parents/carers in July summarising the child's progress against the early learning goals and EYFS assessment scales
- Progress will also be discussed at the annual review meetings.
- The home school link book will provide daily information from class team to parents/carers and from parents/carers to the class team.

9.0 GENERAL

Equal Opportunities

At Hillingdon Manor we aim to provide all pupils, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, equal access to all aspects of school life and work to ensure that every child is valued fully as an individual. Practitioners, as role models, are aware of the influence of adults in promoting positive attitudes and use that influence to challenge stereotypical ideas.

SEN

All children at Hillingdon manor have a diagnosis of autistic spectrum disorder and will be given support as appropriate to enable them to benefit from the curriculum which is tailored to children on the spectrum. Additional adult support may be provided for children with special medical needs e.g. allergies, thus increasing the adult/pupil ratio. Individual Education Plans identify targets in specific areas of learning for those children who require additional support. The reception teacher would discuss these targets with the child and his/her Parents/carers. Progress is monitored and reviewed continually.

Safeguarding

Please refer to 'Safeguarding Children' Policy.

Health and Safety

Please refer to 'Health and Safety' Policy with specific reference being made to Risk Assessment (EYFS) and Medical needs (First Aid Training).

Monitoring and Review

The effectiveness of this policy will be monitored and evaluated by the Headteacher and SMT, and will be reviewed on an annual basis.