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1.0 INTRODUCTION

‘Every child deserves the best possible start in life and support to fulfil their potential. A child’s experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up.’

(“Statutory Framework for the Early Years Foundation Stage”, Department of Education, 2017)

Early childhood is the foundation in which children build the rest of their lives. At Hillingdon Manor School we greatly value the importance of Early Years Foundation Stage (EYFS). In light of this, children follow the EYFS curriculum till the summer term of Year 2 to ensure secure foundations are laid for future learning and development.

2.0 PRINCIPLES & CHARACTERISTICS OF LEARNING

The EYFS is based upon four principles;

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

Characteristics of learning:

As a school we aim to ensure that the delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

- Playing and exploring - children will have opportunities to investigate and experience things, and ‘have a go’.

Through play, our children explore and develop learning experiences, which help them make sense of the world. They continue to build up ideas, regulate their behaviour whilst understanding the need for rules. They have the opportunity to think creatively and work with others to investigate and solve problems.

- Active learning - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.



Active learning occurs when children are motivated and interested. Children learn to develop independence and control over their learning. As the children's confidence improves, they begin to make their own decisions. They are then able to take ownership over their own learning, developing a sense of satisfaction.

- Creating and thinking critically - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Children are given the opportunity to be creative through all areas of learning. Adults support children's thinking, encouraging them to question their learning and make connections to other area of interest. Here children are able to access resources and move around the classroom freely and purposefully, extending their own learning.

2.0 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:

- Communication and Language
- Personal Social Emotional Development
- Physical Development:

Specific:

- Literacy
- Mathematics
- Understanding the World
- 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. We set realistic yet challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of all children no matter their social or cultural background.

All children at Hillingdon Manor have a diagnosis of ASC

3.0 AIMS

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 EYFS 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 with broad learning objectives across the Early Years Foundation Stage.

Medium Term Planning

Topic maps are written every half term around each topic theme. Clear targets are written around each EYFS area of learning which will be focused on throughout the half term. Each topic enables the children to focus on particular aspects of the curriculum in more detail. The plan also outlines potential community trips around each theme.

Weekly Planning

Each topic is broken down into a weekly focus. The teacher then focuses on a set of activities in relation to EYFS targets across the curriculum. This is then reviewed each week to highlight any targets which need to be continued to the following week.

Daily Planning

The teacher creates a daily plan according to the children's ability. Each child is given a specific target to work on within that lesson. Each key worker then writes an observation if the child meets the target. Their next step is then written into the next day's plan as for the following day's target. This is key to ensure sequential learning and key steps in their development are met.

5.0 STAFFING & ORGANISATION

We maintain an adult/pupil ratio of 1:2 or 1:1 depending on individual pupils needs. All staff members are given training in the early year's curriculum and the importance of play. During activity time the class takes a carousel approach where each adult takes an area to complete an activity, supporting the children's individual targets.

Pastoral Key worker

When entering the class each child is assigned a key worker. This adult assumes responsibility over the child's observation and learning journal, overseen by a teacher. The key worker maintains positive relationships with the child's parent/carers to maintain consistency between home and school. At the end of each day the key worker shares with the team areas of achievement over the child's development and areas that must be addressed. This information is useful for the teacher to incorporate into their planning.



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 assessments take the form of observations with photographs, or annotated examples of the child's own work. This is then placed into the child's learning journal, where we can see clear progress over the year.

Summative assessment

Within Hillingdon Manor school we assess the children against Development Matters curriculum guidance, 2020. Development Matters makes statements about the child's achievements against 3 age brackets; birth to 3 years, 4 and 5- year olds and reception age. Within the first month of entering the school the child's class team complete a baseline assessment using Development Matters. This is then reviewed every half term to highlight the child's development throughout the year.

Once each child completes the EYFS, during spring term 2, the staff members involved will review if the child is near to reaching some of the Early Learning Goals (ELG). If the child does meet this criterion the staff members will create an EYFS Profile for the child. This will be a summary of the child's attainment against the ELG, this will be assessed by the following principles:

- Emerging- the child's learning is developing in an area but is not yet reached the ELG consistently
- Expected- the child's learning is meeting the ELG
- Exceeding- the child's learning is exceeding the ELG

Completing the EYFS Profile is a clear attainment indicator for their current EYFS and the following KS2 teacher. The teachers will discuss the appropriate curriculum for the child to transition to after reviewing this information. It will also highlight areas of improvement for the individual and areas of attainment.

7.0 COVID- 19

During the most recent national coronavirus (COVID-19) restrictions vulnerable children and children of critical workers were the only children that were able to attend schools. As all of our children have EHC Plans they are classed as vulnerable and so may attend the school. However, at times children may be learning from home whether that be due to parental choice or the school taking decisions to restrict numbers in the building in light of high positive rates of COVID- 19. During this time the school will do its 'best endeavours' to continue to collect relevant information to complete our summative assessments and EYFS Profiles. This will be carried out by first sending clear lesson plans home to parents to carry out appropriate related work.

Feedback will then be gathered by:

- Zoom/Microsoft Teams meetings/ simple lessons
- Written feedback from parents
- Physical/ Digital work sent back to the staff members
- Videos/pictures of carried out work/ wow moments sent from parents

Teachers will continue to support parents as much as possible during this time, adapting their lesson plans to ensure the learning is proactive and appropriate for the child within their own home.



8.0 CHILDREN'S LEARNING AND THE FACILITATING ENVIRONMENT

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."

Statutory Framework for the Early Years Foundation Stage (Setting the standards for learning, development and care for children from birth to five), Department for Education, 2012

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.

Facilitating environment

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. Free flow is a structured play time in the outside environment incorporated into the children's timetable. Children are able to generalise what they have learnt with the support from adults.

The classroom learning environment is divided into a variety of different areas: role play, book corner, small world area, construction area and mark making or sensory area. 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.

9.0 PARENTS AS PARTNERS

Home/School Links

At Hillingdon Manor School we recognise that parents/carers are children's first and most enduring educators and we value being partners with them in their child's education. Working together ensures a positive impact on the child's development. In order to ensure a successful partnership, we have developed a two-way flow of information, knowledge and expertise. We aim to develop this by:

- Talking to parents/carers before their child starts school at our open afternoons and initial contact meetings
- Arranging, where possible, visits by the teacher to all children in their home setting or childcare provision prior to their starting school.
- Providing a handbook of information about commencing EYFS at Hillingdon Manor School
- Outlining the school's expectations in the Home-School agreement.
- Operating an open-door policy for parents/carers with any queries or concerns. Conversely, if Foundation staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- Providing a baseline assessment of the children in relation to the child's EYFS, outlining the child's area of need
- Written contact through the home-school diary, school newsletters and weekly phone calls home
- Sending home 'Proud Clouds' or 'Magical Me' slips designed to enable parents to record outstanding achievements.
- Parents will be introduced to their child's key worker, they will have meetings with them once a term and will have the chance to review strategies put into place in class.
- Offering three parent/teacher consultation meetings per year at which their child's progress is



discussed.

- 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.
- Children will be given a 'project' every half term to complete at home with their parents around the half term's topic.
- Progress will also be discussed at the annual review meetings.
- A written report will be sent home around their child's attainment and progress at the end of their time in EYFS year

10.0 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 and Child Protection' Policy.

Health and Safety

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

Monitoring and Review

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