



# Rosebank School

Listening, Responding, Learning

## ROSEBANK SCHOOL CURRICULUM POLICY FOR EARLY YEARS FOUNDATION STAGE

<b>DATE OF THIS POLICY:</b>	<b>June 2021</b>
<b>Ratified by Governors:</b>	Ratified June 2021
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<b>Person responsible:</b>	EYFS Lead teacher

## **ROSEBANK SCHOOL**

### **CURRICULUM POLICY FOR EARLY YEARS FOUNDATION STAGE**

#### **INTRODUCTION**

The aim of all education is to prepare pupils for adult life. Pupils who come to Rosebank have specific needs which must be addressed in order for this aim to be achieved. Consequently, at Rosebank, the priorities which underpin learning in all areas of the curriculum are:

- Enabling all pupils to develop as fully as possible their social communication and language skills;
- Enabling all pupils to develop as fully as possible their ability to respond flexibly and to adapt to different situations;
- Enabling all pupils to develop as fully as possible their ability to understand and then manage their emotions.

This policy should therefore be read in conjunction with Rosebank's Policy for Teaching and Learning and Policy for Meeting the Needs of Pupils with Autistic Spectrum Condition.

#### **RATIONALE**

'Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults.'

(Statutory Framework for the Early Years Foundation Stage, DfE 2020)

Each child deserves the best possible start in life and the support that enables them to fulfil their individual potential. When children begin at Rosebank we must take into account their existing experiences and further develop their skills and knowledge, by encompassing the EYFS principles which inform the four themes:

- A unique child
- Positive relationships
- Enabling environments with teaching and support from adults
- Learning and developing

At Rosebank we consider the individual needs, interests, and stage of development of each child, and use this information to plan challenging and enjoyable experiences for each child in all of the areas of learning and development. We will support every child individually to make progress at their

own pace, through individualised learning opportunities. We will provide a high standard of experiences that are relevant, purposeful and matched to individual needs.

## **THE CURRICULUM**

The Early Years Foundation Stage at Rosebank School is guided by the Statutory Framework for the Early Years Foundation Stage (EYFS) (DfE 2020) and Development Matters (DfE 2020).

There are seven areas of learning and development. All are important and inter-connected.

There are three *prime* areas which are particularly important for building strong foundations to inspire a child's future learning and development.

These three areas are:

- communication and language;
- physical development;
- personal, social and emotional development.

And four *specific* areas where the prime areas are applied and strengthened.

The specific areas are:

- literacy;
- mathematics;
- understanding the world;
- expressive arts and design.

In planning and guiding children's activities, we recognise the different ways that children learn. Three characteristics of effective teaching and learning are:

- playing and exploring – children investigate and experience new things, and 'have a go'
- active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

At Rosebank we acknowledge that some children with ASC will have different ways of learning and will adapt the experiences and curriculum to meet the individual needs.

## **WHAT DO WE NEED TO DO TO HELP OUR PUPILS ACHIEVE WITHIN THE EYFS?**

The Early Learning Goals will be worked towards and achieved through:

- Providing broad, balanced and relevant experiences
- Providing differentiated activities for individual pupils
- Providing carefully structured and planned experiences
- Providing both child initiated and adult led activities
- Building upon the interests for individual pupils
- Providing a safe, secure and happy environment
- Building strong relationships between adults and pupils
- Careful observation to inform planning and subsequent experiences

## **HOW WILL WE KNOW OUR PUPILS ARE PROGRESSING?**

Ongoing assessment is an integral part of teaching and learning and is best achieved through:

- Continuous observation and recording
- Systematic observations of each child's achievements, interests and learning styles
- On-going observation and assessment against the seven Areas of Learning.
- On-going observation and assessment towards the EYFS Profile at the end of Reception year
- Ongoing assessment against a child's individual targets and AET Progression Framework.
- Close contact with parents – Parents' evenings, annual review meetings, telephone calls where necessary.
- Tapestry on-line learning Journal contributed to by staff and parents.

## **EQUAL OPPORTUNITIES**

Children have a right, spelled out in the United Nations Convention on the Rights of the Child, to provision which enables them to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family background, learning difficulties, disabilities or gender. (*Development Matters in the Early Years Foundation Stage, DfE 2012*).

At Rosebank we understand that the EYFS framework "is designed to be fully inclusive of all children's needs, recognising the need to respond to differences of ethnicity, culture, religion or belief, home language, family background, disability, gender or ability". (DfES, 2007)

All areas of the EYFS aim to promote equal opportunities in accordance with the Rosebank Equality Scheme and Objectives.

## **PROCESS OF REVIEW**

The policy for the EYFS will be reviewed biennially. This process will be led by the teacher with responsibility for the EYFS and all staff will be asked for feedback through staff and Subject Leader meetings.

## **MONITORING OF THE EYFS POLICY**

The EYFS Lead ensures the breadth and balance of the activities available from day to day, so as to provide individualised learning opportunities for all pupils.

Staff knowledge, skills and understanding of the EYFS will be reviewed annually during staff meetings or teachers' meetings and when staff changes occur within the EYFS.

Resources and budget expenditure will be monitored annually and a brief report will be presented to governors.

## **HOW WILL WE KNOW THIS POLICY IS WORKING?**

When:

- Pupils feel happy and secure with staff and surroundings
- Pupils are motivated and excited to learn and take part in a variety of learning opportunities
- Pupils make progress towards the Early Learning Goals