



**Royal Cross Primary
School
Early Years Foundation
Stage**



**Updated September
2014**





Royal Cross Primary School

Early Years Foundation Stage



We are a small specialist school providing educational support for pupils with a hearing impairment and for their families across all areas of the Early Years Foundation Stage Curriculum.



All our Teaching staff are qualified Teachers of the Deaf and have Sign Language skills to Signature level 2.



At Royal Cross we believe 'Communication is key' and all our children and families are helped to develop their communication skills in whatever way is best suited to their needs. This is developed in an atmosphere of support and care where each child is an individual and is helped to develop a sense of 'self' and to realise their full potential.





Partnership with Parents and Carers

We recognise the importance of establishing effective relationships with parents and carers in ensuring that children achieve their full potential. Regular information is provided for parents about activities undertaken by the children so that they can become involved and help to support their child's learning journey.



- * *Telephone Contact.* Royal Cross maintains an 'Open Channel' for all parents and agencies with staff happy to accommodate parents who prefer verbal rather than written communication channels.



- * *Parent Text.* Royal Cross buys into the parent text service which can send important information to parents instantly.

- * *Class email.* We have set up a class email account for families to exchange information and for school to send photographic news of children's day in class.



- * *Home / School Book.* Regular written dialogue takes place between home and school detailing any achievements or concerns.



- * *Half Termly News Letters.* A newsletter is sent home at the start of each new topic with an outline of the activities and areas being covered. It also includes specific ICT links and ideas to support learning at home.



- * *School Web Site.* Children's achievements across the curriculum are shared and links to some curriculum sites are shown to help parents support learning at home.



- * *Coffee Afternoons/ PTA.* Parents are encouraged to become involved wherever possible and at times school is able to provide transport for some parents who would otherwise find it difficult to attend.



- * *Family Support.* There is support for families with any individual need and with guidance when working with children to reinforce curriculum and develop sign language. Meetings are held on a regular basis in school and all family members are encouraged to attend.





Pre-School Transition

Admissions to Royal Cross are flexible and designed to take into account each child's individual needs. We are able to take children from Pre-School to Reception depending on consultation with all interested groups. Staff from Royal Cross welcome invitations to Pre-School settings to take part in Review discussions and to foster professional partnerships. Admissions to Royal Cross are preceded by a series of school visits to allow parents and children to become familiar with the school and staff. Families are encouraged to meet each other over coffee during these visits, encouraging the development of social networks between families and partnerships with school staff. Specific details of admission arrangements are given to parents during these visits and discussion of any concerns or queries etc are encouraged.



Our Commitment

The Foundation Stage is vital to a child's future learning. At Royal Cross we are committed to ensuring that all children have access to a high quality curriculum and learning environment that is flexible and embraces individuality. Appropriate communication strategies are seen as key and the value of learning through first hand experience and play is well recognised. It is our intention to give all children the very best start on their learning journey that we possibly can, regardless of culture, gender or disability.





The Early Years Foundation Stage Curriculum 2014

All children follow the Early Years Foundation Stage which highlights important aspects of child development over six broad stages from birth to 60 + months. This allows staff to look at the individual child and match their learning journey to their developmental needs. The EYFS is made up of seven areas of learning and development.



The areas of development are as follows:-

Personal, Social and Emotional Development

This is a PRIME area of development and is broken down into three main areas

- Making relationships
- Self confidence & self awareness
- Managing feelings & behaviour



This provides children with experiences and support to help them develop a positive sense of themselves and of others; respect for others; social skills; and a positive disposition to learn. We aim to ensure support for children's emotional well-being and to help them to know themselves and what they can do.



Communication and Language

This is a PRIME area of development and is broken down into three main areas

- Listening & attention
- Understanding
- Speaking



This develops children's learning and competence in communicating, speaking and listening by whatever communication mode is appropriate for their individual communication needs. Children are provided with opportunity and encouragement to use their skills in a range of situations and for a range of purposes. At Royal Cross we have a Speech and Language Therapist who works who works closely with children, families and staff to develop speech and language skills. We also have a Deaf Instructor to develop and assess skills in Sign Language and to deliver Deaf Studies across the school.





Physical Development

This is a **PRIME** area of development and is broken down into two main areas



- Moving & handling
- Health & self care

The physical development of young children is encouraged through the provision of opportunities for them to be active and to improve their skills of coordination, control, manipulation and movement.

They are supported in using all of their senses to learn about the world around them and to make connections between new information and what they already know. They are supported in developing an understanding of the importance of physical activity and making healthy choices in relation to food. At Royal Cross we also work closely with other agencies such as the Physiotherapist and Occupational Therapist in order to maximise children's physical development as appropriate.



Literacy

This is a **SPECIFIC** area of development and is broken down into two main areas



- Reading
- Writing

This will focus on children developing skills across reading and writing in meaningful contexts and delivered through a creative curriculum adapted in pace and style to suit the developmental and communication needs of each child. This may involve the use of sign graphics, complimenting the use of sign as a bridge to learning. All children will be given the opportunity to develop letter and sounds knowledge by whatever means is appropriate; through manual finger spelling; letter sounds; sign language and visual cues. All children will have the opportunity to engage in the school reading scheme and families will be supported towards working with their children at home, consolidating the work done in school. At Royal Cross we believe that children learn and achieve best when home and school work in partnership.



Mathematics

This is a **SPECIFIC** area of development and is broken down into two main areas



- Number
- Shape, space & measures

This will focus on children being provided with practical activities to help them compare, sort, match, sequence and count. Through such first-hand experience, children will develop an understanding of numbers and will learn to record and use the appropriate mathematical language involved. They will learn names and properties of 2D and 3D shapes and look at measures such as length, mass and capacity.





Understanding the World

This is a **SPECIFIC** area of development and is broken down into three main areas

- People & communities
- The world
- Technology



Children begin to develop the knowledge, skills and understanding that help them to make sense of the world. Their learning is supported through offering opportunities for them to use a range of tools safely; encounter creatures, people, plants and objects in their natural environments and in real-life situations; undertake practical experiments'; and work with a range of materials. We aim to develop this area by providing as many first hand experiences as possible, including visits out in our school minibus.



Expressive Arts & Design

This is a **SPECIFIC** area of development and is broken down into three main areas

- Exploring & using media & materials
- Being imaginative

Children's creativity is extended by the provision of support for their curiosity, exploration and play. They are provided with opportunities to explore and share their thoughts, ideas and feelings through a variety of art, music, movement, dance, imaginative and role-play activities, and design and technology.





Characteristics of Effective Learning

At Royal Cross School we keep in mind the most effective ways of learning which are unique to each child.

The New EYFS identifies three main characteristics of effective learning:

- **Playing and Exploring**
- **Active Learning**
- **Creating and Thinking Critically**

We aim to build upon these characteristic of effective learning by embracing a creative curriculum which will provide.....

Opportunities for Playing and Exploring

Finding out and exploring by encouraging children to ..

- Show curiosity about objects, events and people
- Use senses to explore the world around them
- Engage in open-ended activity
- Show particular interests

Playing with what they know through

- Pretending objects from within their experiences
- Representing their experiences in play
- Taking on a role in their play
- Acting out experiences with other people

Being willing to 'have a go' with support to

- Initiate activities
- Seek challenges
- Show a 'can do' attitude
- Take a risk, engage in new experiences, and learn by trial and error





Opportunities for Active Learning

Being involved and concentrating helping children to....

- Maintain focus on their activity for a period of time
- Show high levels of energy, fascination
- Maintain attention
- Pay attention to details



Keeping on trying by helping children to....

- Persist with activity when challenges occur
- Show a belief that more effort or a different approach will pay off
- Bounce back after difficulties

Enjoying achieving what they set out to do encouraging children to....

- Show satisfaction in meeting their goals
- Show pride at how they accomplished something - not just the end result
- Enjoy meeting challenges for their own sake rather than external rewards or praise

Opportunities for Creating and Thinking Critically

Having their own ideas and supporting children to....

- Think of ideas
- Find ways to solve problems
- Find new ways to do things **Having their own ideas**
- Think of ideas
- Find ways to solve problems
- Find new ways to do things

Making links and supporting children to....

- Make links and noticing patterns in their experience
- Make predictions
- Test their ideas
- Developing ideas of grouping, sequences, cause and effect

Choosing ways to do things and supporting children to....

- Plan and make decisions about how to approach a task, solve a problem and reach a goal
- Check how well their activities are going
- Change strategy as needed



Assessment and Reporting

Early Years Foundation Stage Profile



The EYFSP is the statutory assessment for children at the end of the Early Years Foundation Stage (EYFS). The EYFSP summarises children's achievement in the EYFS and is critical to establishing a sound foundation for learning across the curriculum as children move into Key Stage 1. It provides Year 1 teachers with information that enables them to clearly identify children's strengths and areas for development and helps them plan relevant and challenging learning opportunities and experiences. At Royal Cross we use the E-Profile and keep print outs of progress and achievements. Data is recorded at the end of each month and moderated within Early Years staffing.



Individual Education Plan



All reception children have an IEP and this written 3 times across the reception year. Targets are shared with home and families are asked to suggest areas for focus and invited to share with school achievements and progress. Each reception child has a Personal Target sheets which is based upon the IEP targets and is presented in a visual form to better involve the child. These are shared with each child as they make progress towards their targets.



WOW Cards

These are Achievement Cards that are left at home with the families to record achievements and steps of progress across any aspect of the child's daily life. In this way all achievements are shared by home and school alike. These are then presented in whole school Assemblies by the Head Teacher.



Annual Reviews

These are held twice over the course of the school reception year. Parents and other professionals working with the child are invited to attend and discuss progress. By involving all professionals working with the child a whole picture of achievement is created and strategies for support are shared across all areas of need.



Visual Learning Journeys

Photo stories are made of individual children's learning as the year progresses. The children then share these with family; other professionals and the whole school.





End of Year Report

At the end of the Reception year reports based upon each child's progress across all Foundation Stage areas of learning are sent home to families and progress against the Early Years Foundation Stage profile is recorded. The data for the EYFSP is sent into the local authority via SIMS.



Summary Statement

"The earliest years in a child's life are absolutely critical. There is overwhelming international evidence that foundations are laid in the first years of life which, if weak, can have a permanent and detrimental impact on children's longer term development. A child's future choices, attainment, wellbeing, happiness and resilience are profoundly affected by the quality of the guidance, love and care they receive during these first years."

***Dame Clare Tickell
2011***



Our aim at Royal Cross is to facilitate the very best start for all our pupils and to actively develop an ethos of multi-agency working amidst a background of a supportive community school environment for families.

**Beverley Hennefer
Early Years Co-coordinator.
2014**

