



## Early Years Foundation Stage Curriculum Policy

The Queensmill Multi-Academy Trust Early Years follow the revised Early Years Foundation Stage based on the following principles

- The Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

The Queensmill Multi-Academy Trust EYFS document addresses the Early Learning Goals and Educational programmes that the pupils must be taught. The Early Learning Goals are split into the following areas

### The prime areas of learning

- Communication and language
- Physical Development
- Personal, social and emotional development

### The specific areas of learning

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Whilst looking at the 7 areas of learning the curriculum also takes into account the three main learning characteristics

- Playing and exploring
- Active learning
- Creating and thinking critically

A range of different strategies are used to teach the pupils at The Queensmill Multi Academy Trust including TEACCH, PECS, Makaton and SCERTS. An emphasis is placed upon communication and PSED as these are the areas that are most difficult for our children. Physical Development (fine and gross) as well as learning outdoors is also key as progress in that area enable progress in others. All children in the EYFS have input from a speech and language therapist, and occupational therapist.



### **Assessment throughout the EYFS**

- A baseline assessment is taken against key skills at two weeks and then again at 6 weeks.
- Assessment is taken in communication using the phases of the Picture Communication System (PECS) and critical communication skills
- A baseline review for parents and carers is held for each pupil after the first six weeks of trust
- Autism specific PLP (Personal Learning Plan) 'I can' statements targets are written for each child in their first term at trust and reviewed on an on-going cycle
- All EYFS pupils have assessments taken by the SALT team and the trust Occupational Therapist through observation and collaborative work with the class teachers. Relevant goals and programmes are then written for each child and reviewed on an on-going cycle. Assessments are taken against these. Therapists also collaboratively write PLP targets with class teachers.
- Photo and video recording profiles are also completed for each child, to assess progress with I-Can statements and PLP targets
- On-going assessment is taken by class teams during the child's time in the EYFS through methods such as planning, observation, photographs and annotations, and video, and wow moment sheets.
- Assessments are taken for each child against the 3 Characteristics of effective learning through Teacher's Annual Review report and Photo samples.
- All Early Years Foundation Stage practitioners have the chance to work with and observe and assess the other pupils in the EYFS during activities to ensure judgements are sound. (Every week for one afternoon, teachers and children change groups for clubs so that teachers can observe all children in the EYFS.)
- All transitions are important (not only EYFS/ KS1) and therefore each year, class teachers are given designated time to meet and exchange information, goals and assessments etc. Pupils are also given designated times to visit and spend time in the class they are transitioning to, to aid transition.
- An annual review is held each year for children in the EYFS involving all relevant professionals and parents/carers.
- Assessments are taken against the EYFS early learning goals for each child at the end of the reception year through the Foundation Stage Profile.

- Regular moderation meetings between EYFS teachers to ensure consistency of teaching and assessment.



## ATTACHED DOCUMENTS

Appendix 1: EYFS Baseline Assessment

Appendix 2: EYFS Observation sheet including the learning characteristics

Appendix 3: EYFS Early Learning Goals statutory reporting information

### **THE Queensmill Trust Baseline Review-EYFS**

**Name:**

**DOB:**

Date of Admission to Trust:

Date report completed:



Area	Comments Within 2 weeks	Comments Within 6 weeks
<p><b>Social communication with adults and peers</b></p> <p><u>Information provided by class teacher</u></p> <p><i>Does the child interact with adults and peers? In what way? For what purposes?</i></p> <p><i>How spontaneous are these interactions?</i></p>		<p><b>Please see SLT report for more details o communication</b></p>
<p><b>Attitude to learning:</b></p> <p>Participation and attention in trust activities</p> <p><u>Information provided by class teacher</u></p> <p><i>Is the child able to sit, participate in activities and respond to instructions?</i></p> <p><i>How much support is needed?</i></p> <p><i>Which situations does the child participate most?</i></p> <p><i>How does the child respond to instructions?</i></p> <p><i>How does the child manage with transitions?</i></p> <p><i>What transactional supports are needed?</i></p>		





### **Sensory needs, behaviour and emotional regulation**

Information provided by Occupational Therapist

*Does the child have difficulties regulating their emotions? How does this present? What triggers these behaviours?*

*Does the child:*

- *seek or avoid;*
- *have difficulty recognising or responding to*

*sensory experiences (movement, body position, tastes, sounds, smells, visual and tactile information)? How does this impact participation and performance in a range of activities (e.g. learning, mealtimes)?*

*Does the child present with sensory processing difficulties? Sensory processing is how we recognise and respond to information from our body and the environment (e.g. frightened, upset, painful, passive)*

*Does the child demonstrate anxiety? How does this present? What helps reduce their anxiety?*

### **Self-care skills**

Information provided by Occupational Therapist

*How independent is the child in their self-care activities?*

*(getting dressed, eating, toileting, washing and grooming, organising belongings)*

*Consider steps within the task (activity analysis) – how much support is given to: recognise need to go to toilet, walk to toilet, undress, sit, clean?*

### **Motor skills**

Information provided by Occupational Therapist

*How is the child's posture? (e.g. sitting/standing)*

*How is their mobility-walking around trust, using stairs?*

*How are their gross motor skills-using P.E. and playground equipment?*

*How is their hand use and fine motor skills- e.g. grasp of tools?*



**Curriculum Areas (EYFS) – Information provided by class teacher unless otherwise noted.**

<b>Communication and language</b> See SLT report
<b>Physical development</b> See motor skills section above.
<b>Personal, social and emotional development</b>
<b>Literacy</b>
<b>Mathematics</b> .

**CONCLUSION**

Based on our baseline assessment, THE QUEENSMILL Multi-Academy Trust is considered a suitable placement to meet XX's educational needs. In order to support XX to reach his/her potential in all trust-based activities, he/she requires:

- A trust environment where staff are trained in Autism and the use of Autism specific strategies to support access to learning including: PECS (Picture Exchange Communication System); TEACCH (Treatment and Education of Autistic and Communication Handicapped Children) and Sensory Integration approaches;
- An Individual Education Plan that directly addresses the triad of features of autism and sensory issues;
- Differentiation of trust activities to meet individual learning needs;

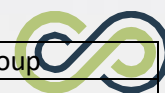


- Close liaison between parents and trust staff;

<b>Child's Name:</b>	<b>Observed by:</b>	<b>Date:</b>
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- A small class group with high staffing ratio and opportunities for 1:1 teaching;
- A low arousal environment both in the classroom and throughout the trust;
- Low arousal behaviour from staff;
- Access to a workstation for independent work;
- An individualised Occupational Therapy programme;
- Speech and Language Therapy intervention to include both direct and indirect work with communication supported and extended throughout the trust day.





<b>Context:</b>	Alone	Pair	Adult/Child	Small Group	Large Group
	Personal/Social/Emotional		Communication & Language		Physical
	Literacy		Mathematics	Understanding of the World	Expressive Arts & Design
<b>Initiated By:</b>	Adult			Child	
<b>Adult Support:</b>	None	Minimal	Some	Much	

### Characteristics of Effective Learning:

<b>Playing and exploring – engagement</b>	<b>Active learning – motivation</b>	<b>Creating and thinking critically – thinking</b>
<ul style="list-style-type: none"><li>• Finding out and exploring</li><li>• Playing with what they know</li><li>• Being willing to 'have a go'</li></ul>	<ul style="list-style-type: none"><li>• Being involved and concentrating</li><li>• Keeping trying</li><li>• Enjoying achieving what they set out to do</li></ul>	<ul style="list-style-type: none"><li>• Having their own ideas</li><li>• Making links</li><li>• Choosing ways to do things</li></ul>

### Observation: Learning Objective

Large empty box for observation notes, overlaid with a faint background image of a school building.

### Evaluation:

### Next Steps:

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Please write a description of how the child learns in the following areas

<b><u>Playing and Exploring</u></b>	
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<p>Finding out and exploring</p> <p>Playing with what they know</p> <p>Being willing to 'have a go'</p>	
<p><b><u>Active Learning</u></b></p> <p>Being involved and concentrating</p> <p>Keeping trying</p> <p>Enjoying achieving what they set out to do</p>	
<p><b><u>Creating and Thinking Critically</u></b></p> <p>Having their own ideas</p> <p>Making links</p> <p>Choosing ways to do things</p>	

*Updated and Review May 2023*

*F Adu*

**Reviewed by** .....*F Adu*.....

**Date for next review** – Spring 2025





























