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***GOSDEN HOUSE SCHOOL ACCESSIBILITY POLICY***

*Gosden House School recognises and values the contributions that parents, carers, governors and other members of the community can make. We will endeavour to encourage the wider community to understand the aims and vision of the school and to involve them wherever possible.*

*Provision of information in other formats*

*We will endeavour, wherever possible, to provide information in alternative formats when required or requested.*

*Examples of this are by using email, royal mail, enlarged print versions, audio tapes, translations, symbolled text.*

*Adequate prior notice would be required through the school office.*

*Accessibility to premises*

*To continue to ensure that the school building and grounds are accessible to the extended school community, pupils, staff, governors, parents and community members.*

GOSDEN HOUSE SCHOOL

Early Years Foundation Stage

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| Date of original policy | Sept 17 |
| Original Author | Cindy O’Sullivan |
| Review date and SLT initial | Jan 22 JC |
| Next review date | Jan 25 |
| Date emailed to governing body | N/A |
| Signed Chair of Governors  N/A | Signed Head Teacher |

At Gosden House we offer a safe and creative learning environment where children can enjoy, learn and achieve. The school aims to work closely with families and other stakeholders to provide a high quality of education and care, catered to the specific learning and developmental needs of the child.

The statutory framework for the Early Years Foundation Stage (EYFS) can be found at <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf> and is based around four guiding principles:

* Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
* Children learn to be strong and independent through positive relationships.
* Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
* Importance of learning and development. Children develop and learn at different rates, and the three characteristics of effective teaching and learning guide practice:

• Playing and exploring - children investigate and experience 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.

The framework covers the education and care of all children in Early Years provision, including children with special educational needs and disabilities (SEND).

**Curriculum**

Our programme for pupils in the EYFS is based on seven areas of learning and development.

Three areas are particularly important for building a foundation for igniting children’s curiosity and enthusiasm for learning, forming relationships and thriving. These are the **prime** areas:

* communication and language
* physical development
* personal, social and emotional development

We also support children in four specific areas, through which the three prime areas are strengthened and applied. The **specific** areas are:

* literacy
* mathematics
* understanding the world
* expressive arts and design

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| **Early Years: First year (2021/22 and 2024/25)** | | | | | |
| **Autumn** | | **Spring** | | **Summer** | |
| *This is Me* | *Once Upon a Time - The Gingerbread Man* | *Around the World* | *Space* | *On the Farm* | *Under the Sea* |

The EYFS curriculum is modified to suit the learning of each individual pupil. Play is considered an essential part of learning and phonics is part of the daily activity. There is a change of topic focus each half term, within a 3-year programme.

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| **Early Years: Second year (2022/23 and 2025/26)** | | | | | |
| **Autumn** | | **Spring** | | **Summer** | |
| *Once Upon a Time - Goldilocks and the Three Bears* | *Let’s Celebrate* | *People Who Help Us* | *Dinosaurs* | *Let it Grow* | *Pets at Home* |
| **Early Years: Third year (2023/24 and 2026/27)** | | | | | |
| **Autumn** | | **Spring** | | **Summer** | |
| *Healthy me* | *Toys* | *Once Upon a Time - The Three Little Pigs* | *Trains, Planes and Automobiles* | *Minibeasts* | *Seaside* |

In order to create the most meaningful and appropriate provision for our youngest learners, we have made the decision to follow the EYFS in both our Reception (Robins) and Year 1 (Owls) class. This gives the children at Gosden the time they need to develop their learning skills, as well as broaden and deepen their knowledge in all of the areas of the EYFS. At Gosden House, we follow the ethos ‘Children First’, and by tailoring our Year 1 provision in this way, we are ensuring we have the children’s needs at the heart of our approach and we are giving every child the greatest opportunity to thrive.

Practitioners will make use of ongoing assessment to track the progress of all pupils in the seven areas of learning and development. This will be recorded using the school’s assessment system, B Squared. This will be based on the knowledge acquired by practitioners of the individual pupil through interactions and observations. Physical learning will be collated into a ‘Learning Journey’, and observations will be uploaded to the school’s online ‘Learning Journey’ and will be shared with families regularly.

As we are continuing to follow the EYFS in Year 1 to account for the needs of our pupils, our pupils will be assessed using the Early Years Foundation Stage Profile at the end of Year 1.

**Responsibilities**

The school will:

* Ensure that staff are professionally trained and familiar with EYFS practice;
* look after the social, emotional and developmental needs of the pupils;
* communicate regularly with parents and carers using the home-school contact book;
* provide or direct parents to support if desired;
* work with families to support the learning and development of pupils;
* meet with parents and carers termly to discuss the progress of their child.

Parents/ carers will:

* Except in case of illness or circumstance, ensure their child is in school every day, ready to learn;
* communicate regularly with the school using the home-school contact book;
* try to attend meetings and events at the school;
* support their child’s learning by reading and playing with them at home.

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| **APPENDIX A** | | |
| **Area of Learning & Development** | **Description** | **Early Learning Goals** |
| Communication and Language | The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. | * Listening, Attention and Understanding * Speaking |
| Personal, Social and Emotional Development | Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. | * Self-Regulation * Managing Self * Building Relationships |
| Physical Development | Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. | * Gross Motor Skills * Fine Motor Skills |
| Literacy | It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). | * Comprehension * Word Reading * Writing |
| Mathematics | Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes. | * Number * Numerical Patterns |
| Understanding the World | Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension. | * Past and Present * People, Culture and Communities * The Natural World |
| Expressive Arts and Design | The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. | * Creating with Materials * Being Imaginative and Expressive |