

Church Lawton School

Early Years Policy

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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life.
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind.
- A close working partnership between staff and parents and/or carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

2. Legislation

This policy is based on requirements set out in the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

This document also complies with our funding agreement and Articles of Association.

3. Structure of the EYFS

Curriculum Intent:

Our curriculum is designed to: recognise children's prior learning, provide firsthand experiences, develop interpersonal skills, build resilience and enable them to become creative, critical thinkers.

Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values with a vision to prepare them for life beyond school. We constantly provide enrichment opportunities to engage children in their learning. We believe that childhood should be a happy, investigative and enquiring time in our lives, where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

Our curriculum is designed to support social mobility and academic growth, by providing opportunities to learn both subject content and broader skills, in order to thrive and have the best possible life chances. Our aim is to provide challenges and successes for all, by offering differentiated and diverse opportunities, in and out of the classroom. Our subject content will be interwoven with skills and values, enabling learners to develop into resilient, self-regulating and tolerant adults, who understand and can play a valuable part in society. We will promote a love of learning and thirst for knowledge by ensuring that our subject curricula remain relevant and engaging and subject specialists will draw on links to careers and applications of knowledge wherever possible.

Community involvement is an integral part of our curriculum, inviting families and visitors to facilitate learning new skills and sharing experiences.

Our PHSRE curriculum will support the pastoral work of the School and together these curricula and extra curricula opportunities will show learners the importance of laws and boundaries, demonstrating integrity, and teach our young people to

value emotional and physical health, leading safe and active lives where their participation is valued.

For all young people we will endeavour to teach the knowledge required to:

- Interpret historical events and value the impact that these have had on modern day lives.
- Demonstrate tolerance, understanding that people have different beliefs and respecting cultural differences.
- Be numerate and able to competently work with money.
- Be literate and read widely.
- Have an appreciation of the arts and be able to communicate in different ways.
- Be IT literate.
- Be able to give scientific explanations for everyday occurrences, and to use 'science' rather than 'magic' to explain the unusual.
- Be successful in their core and chosen qualifications.
- Respect and protect the environment.

Curriculum Implementation:

Our carefully crafted curriculum balances the national expectations and an all-encompassing range of experiences allowing our children to flourish. Clear strategic planning allows the curriculum to be dynamic and adapt to our school context and children's needs. Age related expectations combine the acquisition of knowledge and development of skills to create a purposeful and exciting learning journey for every child. Our classroom environments stimulate and engage quality thinking and reasoning. Explicit weekly and medium-term planning is responsive to children's needs, interests and talents; incorporating holistic approaches to teaching and learning.

Our curriculum is monitored closely to ensure it meets each National Curriculum objective and that work evidences the vocabulary, knowledge and skills needed. Leaders ensure that each curriculum area is given a high priority and that progress and standards in each are high.

At Church Lawton School, we embrace a pedagogy of 'Personalised Learning'. Children's interests are pursued and pupil voice helps shape the curriculum. Teachers and leaders look at ways to inspire pupils in each subject, by using quality

teaching, texts, other resources, visits and visitors to stimulate learning. Giving learning a clear purpose allows children to make connections, motivating and inspiring children to equip them for learning today and life tomorrow. Our Quality of Life framework encompasses the PHSRE curriculum and underpins our whole school curriculum.

Our lessons are timetabled with slots for PHSRE learning each week and assemblies each week. Students enjoy their learning and we see this evidenced in classrooms and during extra-curricular activities. The options process enables students to select from a range of qualifications for their KS4 and KS5 studies. We pride ourselves on offering subjects from the arts, computing and humanities, alongside a core curriculum of English, maths, science and PE.

PHSRE values permeate the school and can be seen in lessons, assemblies, extra-curricular activities and the school newsletter. They are also the basis of the pastoral support and guidance linked to behaviour for learning and inspiring young people to give their best efforts.

PHSRE days are a highlight each term, with participation its core theme. Students are encouraged to try new activities and be inspired by the careers, ideas and workshops they experience.

Curriculum Impact:

We use rigorous monitoring throughout the year to gauge the impact of the curriculum design. Senior leaders and teachers carefully monitor individual subjects: reviewing learning, evaluating pupil voice, providing individual feedback to move practice forward, celebrating positives and highlighting areas of development. Coverage and progress are accurately assessed through careful analysis of the application of skills across the curriculum. Children develop their understanding and use of the correct topic vocabulary, knowledge and skills to demonstrate their understanding in each subject taught.

Our children are respectful, confident and happy. All areas of the curriculum allow children to shine and achieve well. Our children make good progress in their time at Church Lawton School and we are proud of their academic achievements; academic figures, however do not reflect all aspects of our children's endeavours. Through our Quality of Life curriculum students' achievements are celebrated and recorded. We have talented artists, sportspeople, scientists, historians and

computing experts within the school community. There are many occasions when these skills have been demonstrated with purpose to a wider audience and outside of school.

At Church Lawton School, everyone feels welcomed, respected and valued as an equal member of the school community. The children enjoy learning more about the heritage and culture of our area and learning how we are part of the wider region, country and world. Children develop respect for other cultures, moral values, spiritual reflectiveness and good social skills. Our school is a happy place where children leave for their next stages in learning being well prepared for life in modern Britain.

We evaluate our curriculum annually, to ensure that it is having the desired impact. When doing this we will consider, a range of evidence, including feedback from staff, students, pupils and governors.

4. Curriculum

An ambitious, rounded education for every child

We are a high-performing school, providing an exceptional education to all our children. We are here to provide academic excellence and an environment where all our pupils learn well.

We aim for our pupils to achieve in appropriate and different public examinations ranging from Unit Award Schemes to GCSEs and A levels, and more, giving equal attention to the things they achieve and the things they struggle with.

We deliver the full National Curriculum throughout the school, starting with the Early Years Foundation Stage for our youngest children.

Your child will study at the level they are ready for, regardless of their age and we will draw on expertise from within the school and beyond to ensure that your child is always challenged to their full ability.

A complete education for life

Every student at Church Lawton School has a truly personalised curriculum and timetable. Pupils learn at their own pace and according to their own needs and

interests. We always find a way to deliver the learning your child's needs.

Students learn traditional academic subjects alongside the life skills they'll need to become confident young adults. The student's timetable includes support from our education psychologists, speech and language therapists and occupational therapist.

We teach all the academic subjects of the National Curriculum. Our long experience of teaching children with autism lets us deliver each subject in a practical and structured way that plays to the student's strengths. Our students have a range of abilities and our high staffing levels means we can provide small group teaching as well as individual support.

Personal, Social, Health Education (PSHE), and British values is an important part of our curriculum at every stage. Through it we introduce our students to life skills, when they enter Key Stage 3 they will learn about careers and work experience.

Many of our older students take qualifications such as AQA Unit Awards, ASDAN, ELC, GCSEs, BTECs and AS and A levels.

Our school day

Some students start with a physical activity followed by relaxation, which helps pupils to be ready to learn, especially if they have had a long journey to school.

In our Early Years, Primary and Middle years departments children spend most of their time with their own teacher and support staff. They are also taught by specialists in PE, music and Adventure Learning.

In our Secondary department pupils either move up from our Middle department or join as a new pupil. Pupils have a full timetable which includes core as well as foundation subjects. Pupils move around the area to the appropriate classroom and subject teacher according to their timetable. The National Curriculum including religious education is offered, and is adapted to the pace and learning style of each group. We teach independence and social skills as well as academic lessons throughout the department.

Our curriculum aims to develop young people who:

- achieve highly
- are resilient, confident and responsible citizens
- feel supported and included
- develop independence skills
- secure positive destinations beyond school

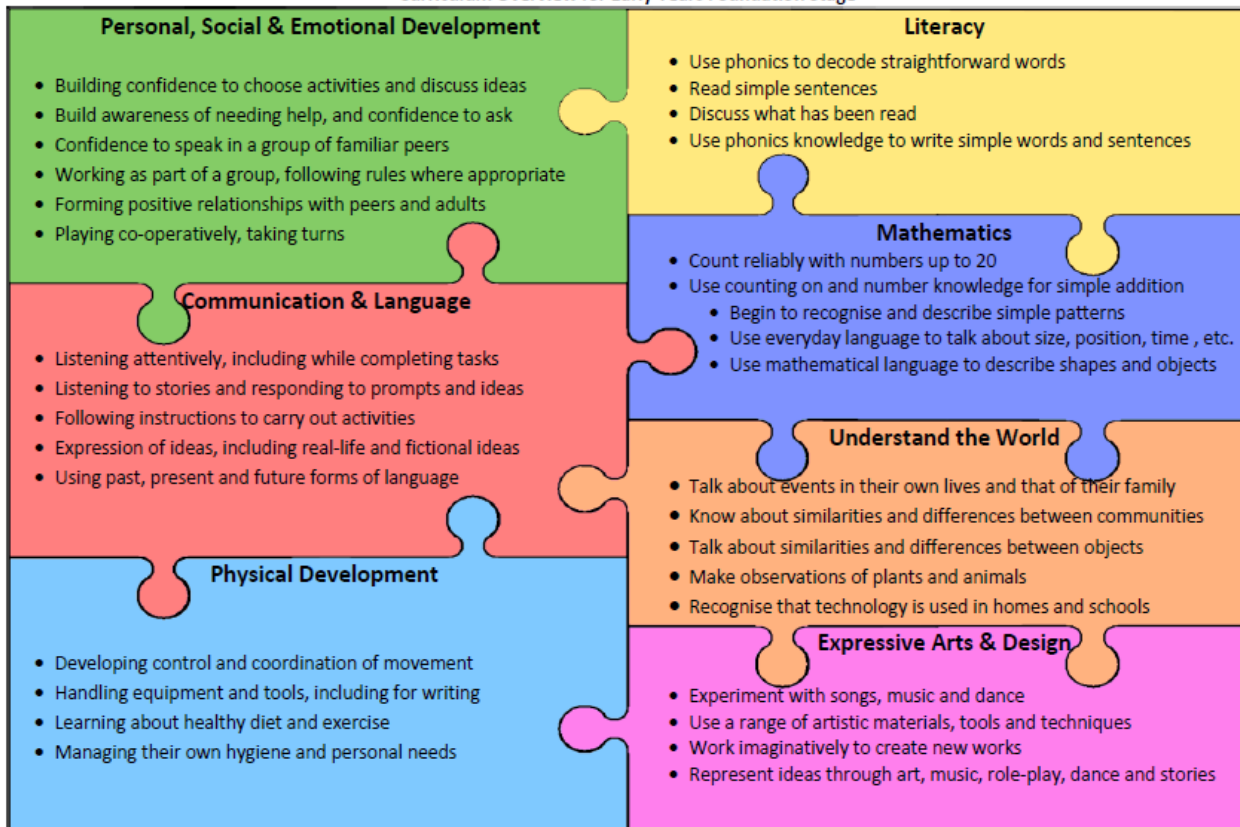
The curriculum of Church Lawton School comprises a broad and innovative range of learning experiences planned for each student. A personalised curriculum offer, in conjunction with outstanding teaching that impacts positively on learning and progress that will enable all our students to respond positively to the opportunities and challenges of a rapidly changing world.

There is more detail of the curriculum for each year group under the year group pages. Please take a look.

Early Years Foundation Stage (EYFS)

The EYFS curriculum covers Nursery and Reception and is split into seven areas of learning, three prime areas and four specific areas.

Curriculum Overview for Early Years Foundation Stage



Created by Michael Todd 2013

www.primarycurriculum.me.uk

The EYFS curriculum is underpinned by a play-based approach where children have access to all areas of learning within the classroom and in the outside learning area. Children will engage in self-chosen activities as well as carefully planned adult directed sessions, including phonics. The curriculum is based around four themes: the unique child, positive relationships, enabling environments and learning and development. The objective lead planning covers in great detail children’s interests and skilfully links all the areas of learning. The children are continually observed and assessed by teachers and support staff so that they progress rapidly towards achieving the ‘Early Learning Goals’.

The framework can be found here [Early Years Foundation Stage \(EYFS\) – Schools](#). We teach this framework through topics that excite the children; we gather their ideas through mind-mapping and plan according to their needs and interests.

Some pupils are still working on the Early Learning Goals of the Early Years Foundation Stage Curriculum as they enter the school. Throughout this period and beyond most children are still developing their phonic knowledge through different phonic programmes. The Read Write Inc. programme meets the higher expectations of the [National Curriculum](#) and uses [effective assessment](#) to accelerate every child's progress. This is a complete literacy programme which teaches reading and writing to younger children and provides additional support for older children who need to make rapid progress to meet National Standards.

Our early years setting follows the curriculum as outlined in the 2021 EYFS Statutory Framework.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

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

The prime areas are strengthened and applied through 4 specific areas:

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

Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for Year 1.

5. Assessment

At Church Lawton School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

When a child is aged between 2 and 3, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA).

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the [Development Matters Guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key worker who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

If you have introduced/want to introduce supervised tooth brushing, insert:

We follow [statutory guidance](#) for safety around supervised tooth brushing.

The rest of our safeguarding and welfare procedures are outlined in our Safeguarding Policy.

8. Monitoring arrangements

This Policy will be reviewed and approved by the Principal every 3 years.

At every review, the Policy will be shared with the Governing Board.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy