



THOMAS BEWICK SCHOOL

GROWTH THROUGH UNDERSTANDING

Phase One (EYFS and KS1)

Document History

Policy reviewed and adopted by Local Advisory Committee	Oct 2021
Review frequency	Annually
Last Reviewed	Sep 2021
Next review	Sep 2022
Responsible Officer	Michelle Fraser

Contents

Page

Introduction

- 1. Our aims 3
- 2. Teaching and Learning..... 4

Section One - Phase One

- 3. Intent.....5
- 4. Implementation 6
- 5. Impact..... 11

Introduction

Phase one has been created by merging together the Early Years Foundation Stage and Key Stage One. At Thomas Bewick School, we feel very passionate about providing our pupils with a developmentally appropriate curriculum, which we are confident the Early Years framework provides for our youngest learners. All pupils in phase one will follow the framework of the Early Years Curriculum from their entry in their Reception year until the end of their time in Year 2.

Our aims

At Thomas Bewick School we aim to give all children in our care the best possible start in life and to support to their full potential. We recognise that our children learn differently and we understand that development is not an automatic process and that all our children learn and develop in a unique way. Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in their early years and a secure, safe and happy childhood is important in its own right. Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. Every child can make progress if they are given the right support, and we recognise that our children do not develop in a fixed way. Their development is like a spider's web with many strands, not a straight line.

We aim to support each child's welfare, learning and developmental needs by:

- Recognising that our children are unique and special.
- Understanding that our children develop in individual ways and at varying rates physically, cognitively, linguistically, socially and emotionally.
- Providing a safe, secure and caring environment where our children feel happy and know that they are valued.
- Fostering and nurturing our children's self-confidence and self-esteem through their developing awareness of their own identity and role within the community.
- Teaching them the communication skills they need to be able to express and communicate their needs and feelings in appropriate ways.
- Encouraging children's independence and decision-making.
- Developing children's understanding of social skills and the values and codes of behaviour required for people to play and work together harmoniously.
- Supporting children to develop care, respect and appreciation for others, including those with beliefs, cultures and opinions differ to their own.
- Understanding the importance of play in children's learning and development.

- Providing learning experiences in play which reflect children's personal interests and areas of curiosity in order to encourage and develop their natural desire, interest, excitement and motivation to learn.
- Providing experiences which build on children's existing knowledge and understanding in order to challenge, stimulate and extend their learning and development.
- Providing effective learning opportunities in a range of environments, inside and outside

In Phase One we plan for each child individually, ensuring we differentiate for each pupil. Throughout this phase, children will work through individually planned programmes to help them achieve in the areas of the Early Learning Goals. Teaching methods and strategies that are recognised as being particularly appropriate for children with autism will be implemented as necessary. 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. 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.

Practitioners must consider the individual needs, interests, and development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development. We believe in the balance between adult-led and child-initiated activity. We recognise that our children's development and progress will differ from those in a mainstream setting but we actively celebrate each step they achieve and use those achievements to plan their future development.

Teaching and learning

Pupils will learn:

1. To accept, anticipate and participate in the routines of the class
2. To accept adult direction in their play and work times
3. To accept the presence of other children playing around them and to encourage the development of social interaction between children and with adults
4. To begin to follow carefully structured play and learning times
5. To extend their understanding and use of verbal and non-verbal communication
6. To develop the ability to communicate using appropriate methods e.g. objects of reference, photographs, Picture Exchange Communication System, Makaton, speech

7. To develop and make good progress within the seven areas of learning in the Early Years Foundation Stage Curriculum
8. To develop an early understanding of their emotional regulation and use strategies within the environment to support and enable themselves to be happy and feel safe at school.

The Curriculum

Intent

Thomas Bewick School is an all age (3-19) special school that caters for pupils with Autism Spectrum Disorder (ASD). The ability of children and young people to access the curriculum depends very much on their ability to process information as well as their understanding and use of language. Due to their autism and sensory processing difficulties, our pupils need varying levels of support and time to consolidate the knowledge and skills presented within the Early Years Framework. We believe that by giving our pupils an extended period of time to work towards meeting the early learning goals, we are giving them the best opportunity to learn, build upon and consolidate the foundations of their future learning and curriculum.

Therefore, it is crucial that we have a curriculum that not only supports our most complex pupils but also challenges and extends our most able. With this in mind, although all pupils within phase one will follow the principles of the Early Years framework, there will be some progressive differences between reception and key stage one.

Nursery and reception will follow a more traditional structure of the Early Years framework. Year 1 and Year 2 will structure their timetable around areas of the Early Years framework, however they will acknowledge and allow more time for the traditional core subjects of key stage one. This will allow more time for pupils to access learning pathways in line with the curriculum structure of the whole school, for example the Read Write Inc. pathway in English.

We believe that by enabling our pupils to follow the Early Years framework for an extended period of time, they will have the opportunity to access a developmentally appropriate curriculum and assessment framework which prepares them successfully for their future learning journey at Thomas Bewick School. This additional time to work on the Early Year framework, will also allow us as professionals to gain an accurate understanding of the individual learning styles of our pupils and ensure they are placed within the correct pathways on their entry into lower key stage two (engagers, explorers, discoverers). This will also allow us to ensure that they continue to access a developmentally appropriate curriculum across all areas of their curriculum and throughout their school life.

Implementation

Our curriculum and provision encourages, models and observes characteristics of effective learning in our children - these are the skills that enable children to become life-long learners:

Playing and exploring – engagement

- Finding out and exploring
- Using what they know in their play

- Being willing to 'have a go'

Active learning – motivation

- Being involved and concentrating
- Keeping on trying
- Enjoying achieving what they set out to do

Creating and thinking critically – thinking

- Having their own ideas
- using what they already know to learn new things
- Choosing ways to do things and finding new ways

We focus upon specific skills within each area of the Early Years framework to allow all pupils the best opportunity to develop their knowledge and skills within these areas, and to make good progress.

Communication and Language

- understanding communication in the widest sense
- developing listening skills
- providing an effective communication strategy for each child (verbal or non-verbal)
- providing opportunities for children to imitate actions and gestures
- gaining an understanding of other's verbal and non-verbal communication
-

Helping children to develop their communication skills is one of the main areas we focus on within phase one. We explore a wide range of the pre-communication skills such as gestures and facial expressions to try and embed the fundamental basics of communication through fun activities and intensive interaction. We encourage the children to find their own way of communicating with us which may include the use of PECS (Picture Exchange Communication System) to try and give them a valid communication tool as well as adults using Makaton signing alongside verbal language and visual supports to introduce and develop skills in this area. Visual supports are used consistently across the day to support pupils' understanding of all aspects of their day, including the structure of their day as well as to support during teaching and learning activities. This allows all pupils to have continual exposure to a wide range of vocabulary and to support their understanding of language.

Physical Development

Gross Motor Skills

- Building confidence within a range of movement experiences
- Increasing the child's awareness of danger
- Developing self-care skills

Fine Motor Skills

- Developing fine motor skills and hand eye coordination

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. Our provision, resources and activities provide consistent opportunities for gross and fine motor skills to develop. We will be supporting 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. We will provide the children with lots of activities to encourage the development of fine motor control and precision, along with hand-eye co-ordination, which is later linked to success in 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, allows children to develop proficiency, control and confidence. Within Nursery and Reception, pupils will participate in activities both within their indoor and outdoor environments on a consistent basis, ensuring that all pupils receive their entitlement of outdoor time. Within Years 1 and 2, there will be dedicated time embedded into the teaching timetable for a structured PE session. All pupils within phase one will also take part in Jabadao each morning across the week.

Personal, Social and Emotional Development

- increasing self-awareness and self-confidence
- tolerance of close proximity of others and making relationships
- managing feelings and behaviour
- developing the ability to make choices
- learning to follow the daily routine and accept adult direction

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. Staff will work to develop strong, warm and supportive relationships with children, enabling them to engage in adult directed learning and staff will work to develop an understanding of the best learning environment for each individual child. We will model and support children to manage emotions, develop a positive sense of self, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, we will work on independence and self-help skills. Through supported interaction with other children, they will hopefully learn how to co-operate, turn take and share.

Literacy

- Developing an interest in books, pictures and text
- Developing an understanding of what is happening within a text
- Anticipate key events and repeated refrains
- Word Reading
- Developing an interest in mark making

Our focus is on enjoyment and so our provision consists of lots of sharing stories, rhymes and songs. 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. Our provision focuses on becoming familiar with a core selection of sensory stories and also a selection of topic related books. We encourage the children to join in with repeated refrains, talk about our favourite characters, settings and try to make predictions. We introduce our Read Write Inc. programme to them through a daily song time, exploring a different letter each week, encouraging children to join in with saying the letter sound if appropriate for the cohort of children. These skills provide a firm foundation for a more structured Literacy curriculum later. They will explore a variety of mark making materials and explore making their own marks, giving them meaning. Pre writing skills are a big focus within phase one.

Mathematics

- Providing opportunities to develop awareness and understanding of number
- Developing an understanding of basic 2D and 3D shapes and patterns

Developing a strong grounding in number is our main focus in phase one, in order to begin to develop the necessary building blocks in the foundations of mathematics. In our provision, our adults support, encourage and challenge children to count confidently, develop a deep understanding of the numbers to 10 and the relationships between them. Our focus is learning practically through play and solving fun problems by providing frequent and varied opportunities to build and apply this understanding. In addition, it is important that our curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.

Understanding the world

- Past and present
- People, culture and communities
- Gaining an awareness of different environments e.g. home and school
- Promoting and extending the child's interest in a range of play materials
- Accepting and anticipating the routines and accepting changes within it
- The natural world

Understanding the world involves guiding children to make sense of their physical world and their community. We will be focusing on developing knowledge and understanding of the pupil's environment, including their families and communities and features of the natural and man-made world. Children will be encouraged to recognise features of living things, objects and events and to look closely at similarities, differences, patterns and change. As well as building important knowledge, this extends their familiarity with words that support understanding across domains.

Expressive Arts and Design

- Creating with Materials
- Being Imaginative and Expressive
- Providing opportunities to follow the child's lead and extend early interaction and play
- Developing the child's interest in music, movement, visual art

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. We will focus on the development of children's imagination and their ability to communicate and to express ideas and feelings in creative ways. Through art, music, dance, stories and imaginative play, children will develop an increasing ability to use their imagination, to listen and to observe. Children will be encouraged to explore sound, colour, texture, shape, form and space in two and three dimensions.

We aim to promote individual development within each of the above areas by offering a range of experiences and learning opportunities relevant to each child's needs. This may take the form of structured group activities or 1:1 work and play sessions. Pupils will additionally have access to the sensory pool, rebound therapy, horse riding, music therapy and educational visits as appropriate across the year.

Planning

Phase 1 - Nursery and Reception

The staff across Nursery and Reception work collaboratively to put together a medium term plan based on a specific theme, for example, All About Me. We cover all seven areas of the curriculum in the medium term plan and there is one for both directed teaching time and our outside curriculum time. There is also a medium term plan which highlights which strands and steps of the Early Learning Journal we are working towards across that half term.

From the medium term plan, each teacher then plans individually for the children in their class. Literacy and Mathematics is planned according to the needs of the class and should be linked to specific steps in the journal. If required, children can be separated into differentiated working groups for this part of the timetable. Teachers then take the activities from the medium term plan for Physical, PSED, C & L, EAD and UW and individualise them for their class – this will be based on the level of support needed, the reinforcement needed and the level of repetition each individual teacher feels their children need.

Each week teachers plan their own prime and specific carousel times which should offer children the opportunity to access supported learning opportunities associated with each area. The children will access these activities both individually and supported by their key worker. Pupils will also have an individualised box time planned for them by their key worker based on their own Early Learning Journal and IPP targets.

Phase 1 – Year 1 and Year 2

- MTP's have been designed to support teachers in their weekly planning in phase one. There are MTP's for Literacy, Communication and Language; Mathematics, PE and Topics planned across a two year cycle which include the areas of UW, EAD, PSED, PD and Culture and Enrichment. There are also medium term plans for pastoral lessons across the school week including; circle time, snack time, outside time, soft play and sensory room.

Each MTP, includes the following information: -

- Overviews of the strands with a specific focus each half term shared equally across the year to ensure breadth of coverage
- Suggested sub topics (topic MTP's only)
- Pathways developed using steps from within the Early Years Developmental Journal
- Outcomes divided into pathways across all areas in each topic
- ELG's linked to all areas of the EYFS covered in the plan
- Lesson structure and lesson content, differentiated across pathways (Mathematics, Literacy, Communication and Language)
- Suggested story lists (Communication, Language and Literacy)
- Individualised targets for pastoral lessons

In year 1 and year 2 of Phase 1, teachers should plan on the agreed planning proforma which can be found in the Phase 1 curriculum folder. On this document, teachers should plan for all focused activities being delivered that week. Literacy, Communication and Language and Mathematics should be planned for the morning, clearly identifying the planned activity and outcomes which should be taken from the MTP. Teachers should then plan activities linked to the lesson structure for each pathway being taught in their class. Outcomes should be individual to the pupils in the class. In the afternoon, teachers should dedicate each afternoon to the areas of learning not covered in a morning (UW, PD, PSED, EAD, Culture and Enrichment). These lessons should be planned with a focused adult led activity linked to the topic and outcomes from the area of focus from the Early Years Developmental Journal. There should then be either a prime or specific carousel of activities on offer to support learning opportunities associated with area of focus for example if PSED was the focus then this would be supported with a carousel of activities linked to the other prime areas (CL, PD) and if EAD was the focus then this would be supported with a carousel of activities linked to the other specific areas (UW, M, L). Pupils should also access an individualised box time related to their personal targets taken from their EYDJ or IPP.

Assessment and Marking

Assessment and marking procedures will be consistent across the entire phase, from a child entering nursery/reception until the end of year 2. This will ensure that progress is clearly visual and that next steps for each individual child can be easily recognised by professionals.

Children in Phase One have a baseline assessment using the Early Support Developmental Journal. The Early Support Developmental Journal takes all of the statements from

Development Matters and breaks them down into smaller steps, so that we can see more clearly the progress that the children are making. Pupils' progress is tracked termly and at the end of the child's time in EYFS they are assessed following statutory requirements. Parents also receive regular updates including a daily home/school diary, detailing their child's experiences and progress in school. At the end of phase one (when a child is in Year 2), each child will be baselined using our whole school assessment tool, BSquared. This will provide a baseline onto progression steps and our whole school pathways, as they embark into lower key stage 2.

In addition to using the Early Support Developmental Journal as tool for assessment and marking, pupils in phase one will also be assessed using 2Simple software. This assessment tool allows photographic evidence to be collected, alongside a professional comment to state what specific skills and knowledge were developed during the activity. This combination of assessment methods allows for a broad range of evidence to be collected against each individual skill to be attained, as well as providing a clear picture of the individual pupil's current learning level and what the appropriate next steps are which are to be planned for. For any pupils' who appear to be working closely towards meeting any of their early learning goals, professionals would be required to ensure that these skills have been covered in great depth and that pupils are able to consistently demonstrate these skills across a range of contexts, with a range of professionals and with complete independence.

At Thomas Bewick School we also have a part time assessment nursery where children join in the academic year after their 3rd birthday. In the nursery, the children can be assessed for their future educational needs through the statutory assessment process for an Education, Health and Care Plan.

Impact

The development of progression that the Early Years framework, as well as the breakdown of the framework into three developmental pathways, will ensure all pupils are accessing a curriculum which is developmentally appropriate and suited to their individual needs for an extended period of time. Having this extended period of time to focus upon learning, building upon and consolidating the knowledge and skills within the Early Years framework will allow professionals to accurately assess all pupils across phase one, using both their Early Support Developmental Journal and photographic assessment using 2simple software. The progression over time will be very clear and will allow professionals clearly identify the correct learning pathway for the pupils ready for their entry into key stage 2.

Through having the opportunity to develop their knowledge and skills using a higher combination of both adult-led and play based activities, pupils will be able to have the best opportunity to consolidate their knowledge and skills, building upon these skills sequentially over an increased period of time. This allows for pupils to progress at a pace which is more appropriate for their cognitive, social, physical and emotional development. Pupils will progress confidently and will build on skills in the correct order to emerge as confident learners. Our pathways acknowledge the importance of the development of skills and their impact on the learners our pupils become.