# The Loyne Specialist School

Curriculum, Planning, Assessment, Recording & Reporting Policy for the

## Early Years Foundation Stage

(2026/27)

## Our whole school curriculum vision

is to create a holistic learning platform through which all of our pupils begin to acquire, develop, consolidate and generalise meaningful skills and understanding at home, in school and within the community.

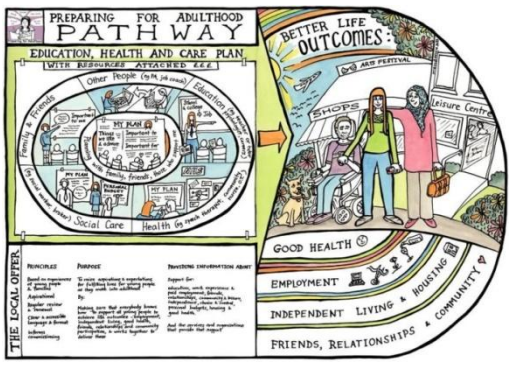
We want to ensure that every child has the best possible start to their education and our curriculum strives to be responsive to, and build on, their individual strengths and interests. At the same time our curriculum recognises our pupils' barriers to learning. It is designed to proactively teach-skills and strategies to limit, reduce or overcome the impact of these barriers as they move through the Key Stages.

The detail relating to the needs of each child is summarised on their Personalised Learning Plans and these can be found in their Key Information File which also contains all pertinent and relevant up to date information. Electronic copies are saved in the pupil's folder on the teacher drive on the school network.

## Whole School Curriculum

Our whole school curriculum mirrors the Preparing for Adulthood programme whose vision is that young people with SEND should have equal life chances as they move into adulthood. In time, this should include opportunities to;

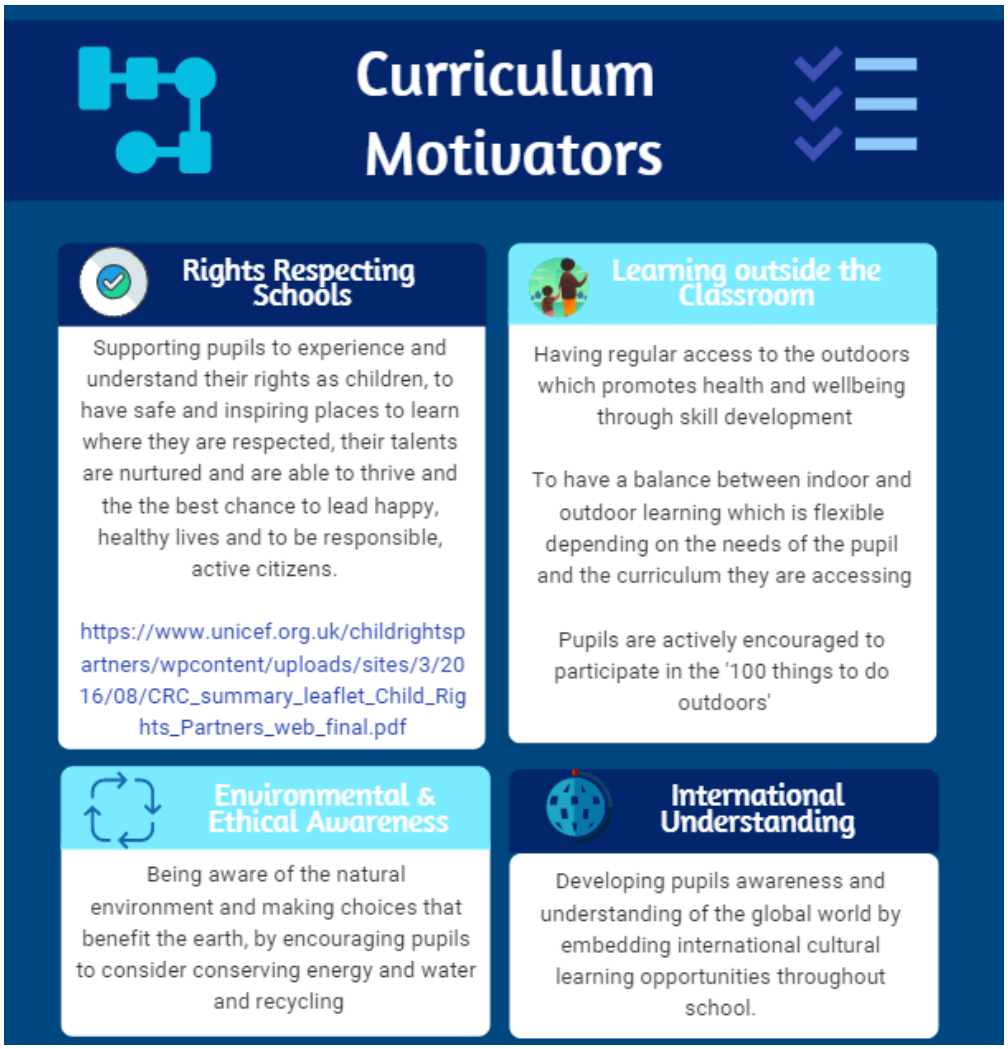
- access paid employment and higher education
- housing options and independent living
- good health, friends, relationships, community inclusion
- have choice and control over their lives and support systems.




([https://www.preparingforadulthood.org.uk/downloads/education-health-and-care-planning/pfa-pathway.htm](https://www.preparingforadulthood.org.uk/downloads/education-health-and-care-planning/pfa-pathway.htm))

Throughout their journey with us, children are given opportunities to develop skills that will best prepare them for their future and our over-arching whole school framework for curriculum is therefore reflected through four faculties of learning which overlie the Preparing for Adulthood Pathways.

Our Curriculum also includes learning opportunities and activities linked to Rights Respecting Schools, Learning outside the Classroom and Environmental & Ethical Awareness – strands which heavily reflect our Curriculum Ethos.



## EYFS curriculum

There are **four guiding principles** that should shape practice in early years settings *(Statutory framework for the early years foundation stage 2026*

These are:

1. That every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
2. That children learn to be strong and independent through positive relationships
3. 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.
4. The importance of learning and development as children develop and learn at different rates.

## Areas of Learning and Development

Whilst the EYFS curriculum at the Loyne reflects the PFA programme it also reflects the expectations of the Statutory Framework for the Early Years Foundation Stage 2025 and Development Matters (2023)

There are **4 areas of key skills** which wholly reflect the EYFS prime areas of learning (personal, social and emotional development, communication & language & physical development) that are explicitly taught through each faculty of learning. We focus on developing the key skills of communication, behaviour & awareness, movement & co-ordination and thinking & problem-solving skills. These are inter-transactional and foundational for life-long learning (more information can be found in the Key Skills Toolkit).

The Faculties of Learning embed the **4 specific areas of learning**.

Faculties of Learning and Key Skills merge together and are delivered through a rolling plan of topics which supports a balance of stimulating contexts for teaching through different learning experiences, themes and subjects.

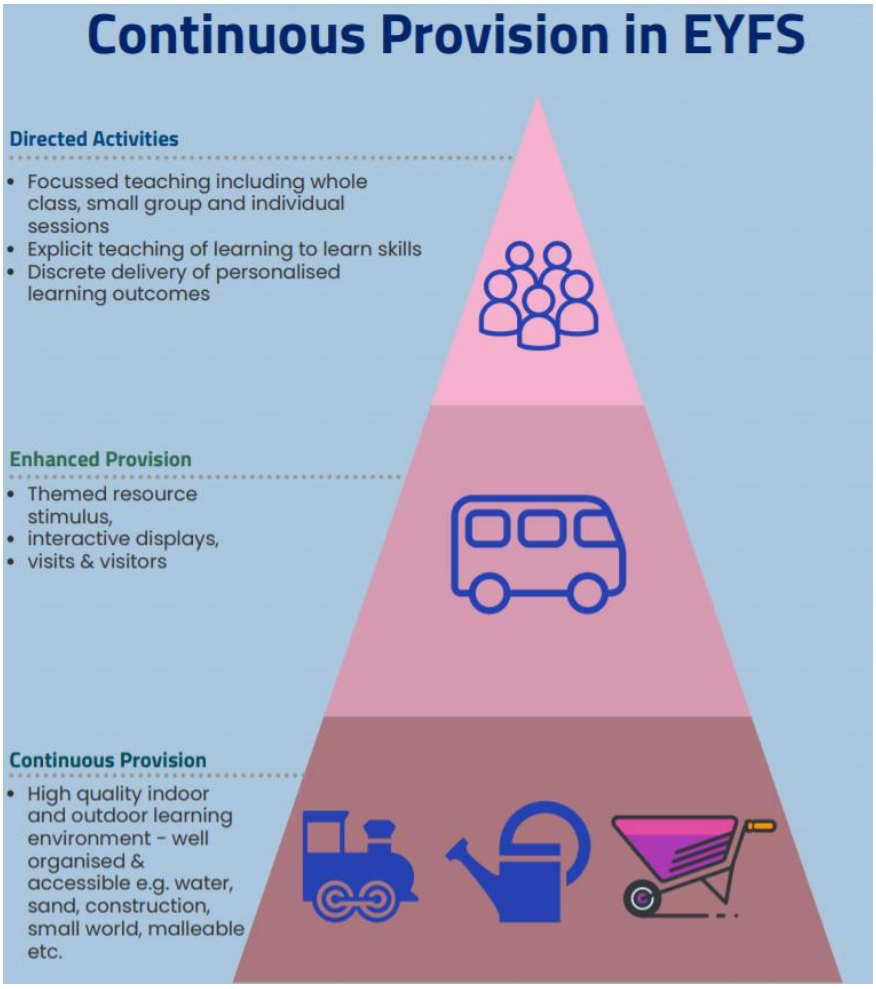
Learning content for each topic is created by carefully considering the Educational Programmes and identifies learning opportunities and activities that are pertinent for children.

They have been carefully curated to reflect learning contexts that are familiar to pupils (e.g. their home, shops, farm, park) to enhance **meaningful** learning opportunities for key skill development. Our curriculum strives to enable children to **apply** skills learnt in **school** beyond the school day, at home and in other **local environments** as this will promote better life outcomes.

The documents Development Matters 2021 (2023 rev) & LPDS planning document (LCC) is used to support planning and staff take account of children's interests and how they learn. Planning incorporates a balance of activities which take place indoors and outdoors.

As part of our holistic curriculum, all pupils are appropriately supported to regulate their behaviour through a positive and proactive approach. If it is identified that a pupil requires additional support for behaviour, school will work alongside parents to develop a positive behaviour support plan, devised through the use of a PBS co-production meeting.

Children are supported by adults through all aspects of provision to enable effective learning to take place. At all times adults will dynamically assess and review learning to gage the level of support required in order for children to acquire, develop, generalise and apply skills across the prime and specific areas of learning.




## Continuous Provision

Continuous provision is the everyday resources and activities that are consistently available for children to access. These areas include sand, water, mark making, reading, construction, small world, malleable, outdoor learning and role play.

## Enhanced Provision

Enhanced provision builds upon continuous provision by incorporating resources, experiences, and focused activities linked to current topic theme and the children's interests. These resources and activities will reflect the termly topic and will promote curiosity by bringing the topic to life.

Each term parental views are sought so that staff and parents can work alongside each other and parents can support their child in their learning. Every opportunity is made to make learning contextual, appropriate to the needs of the child and applicable across a range of environments, beyond the classroom setting. Children also have access to RE through experiences linked to special times and celebrations in our school community. Collective worship is fostered through weekly opportunities to meet with primary pupils for a shared themed assembly that offers time for being together, reflection and prayer. There is a weekly whole school Celebration assembly that pupils attend.

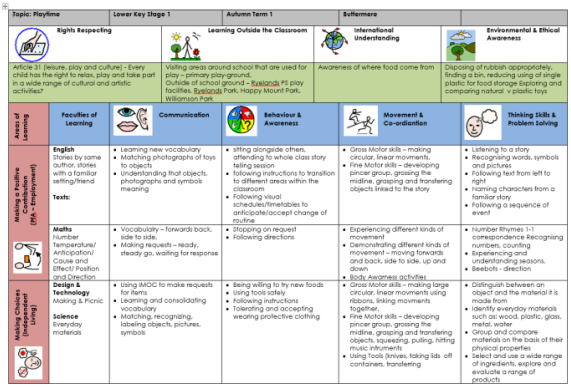
## Snacks, Mealtimes and Drinks

Snack and meal times are an important time within the school day for teaching positive social behaviours such as sitting at a table alongside other children, using cutlery correctly and requesting food and drink through appropriate communication systems. Each child has feeding guidelines which identifies likes and dislikes, equipment needed including adapted cutlery, positional and seating considerations and any particulars such as size or texture of food that a child requires. Drinks are always available for children, however, to develop communication children are encouraged to ask for these through their preferred communication method. Children must always be in sight and hearing of an adult when eating in order to identify children who may be in danger of choking. All staff must ensure food has been prepared to reduce the risk of choking.

If a child experiences a choking incident that requires intervention, staff will record on CPOMS of where and how the child choked and ensure parents and/or carers are made aware. The records should be reviewed periodically to identify if there are trends or common features of incidents that could be addressed to reduce the risk of choking. Appropriate action should be taken to address any identified concerns and if required, referral can be made to NHS speech and language therapy service for a feeding and swallowing assessment.

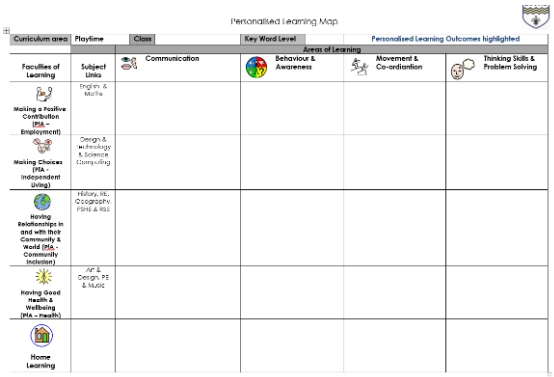
## Curriculum Guides

The Curriculum Guide provides an overview of how the Faculties of Learning and the teaching of Key Skills fuse together and supports teachers in identifying learning outcomes for children across the topic. The Curriculum Guide also captures learning foci linked to Rights Respecting Schools, Learning outside the Classroom and Environmental & Ethical Awareness.



| Topic: Playtime | Lower Key Stage 1 | Autumn Term 1 | Buttermere | |
|---|---|---|---|---|
| Rights Respecting | Learning Outside the Classroom | International Understanding | Environmental & Ethical Awareness | |
| Article 31 (leisure, play and culture) - Every child has the right to relax, play and take part in a wide range of cultural and artistic activities? | Visiting areas around school that are used for play – primary play ground, Outside of school ground – Ryelands PS play facilities, Ryelands Park, Happy Mount Park, Williamson Park | Awareness of where food come from | Disposing of rubbish appropriately, finding a bin, reducing using of single plastic for food storage exploring and comparing natural v plastic toys | |
| Areas of Learning | Faculties of Learning | Communication | Behaviour & Awareness | Movement & Co-ordiantion | Thinking Skills & Problem Solving |
| Making a Positive Contribution (MA – Employment) | English<br>Stories by same author, stories with a familiar setting/friend<br>Texts: | • Learning new vocabulary<br>• Matching photographs of toys to objects<br>• Understanding that objects, photographs and symbols meaning | • sitting alongside others, attending to whole class story telling session<br>• Following instructions to transition to different areas within the classroom<br>• Following visual schedules/timetables to anticipate/accept change of routine | • Gross Motor skills – making circular, linear movments.<br>• Fine Motor skills – developing pincer group, grassing the midline, grasping and transfering objects linked to the story | • Listening to a story<br>• Recognising words, symbols and pictures<br>• Following text from left to right<br>• Naming characters from a familiar story<br>• Following a sequence of event |
| | Maths<br>Number<br>Temperature/ Anticipation/ Cause and Effect/ Position and Direction | • Vocabulary – forwards back, side to side.<br>• Making requests – ready, steady go, waiting for response | • Stopping on request<br>• Following directions | • Experiencing different kinds of movement<br>• Demonstrating different kinds of movement – moving forwards and back, side to side, up and down<br>• Body Awarness activities | • Number Rhymes 1-1 correspondence Recognising numbers, counting<br>• Experiencing and understanding seasons.<br>• Beebots – direction |
| Making Choices (Independent Living) | Design & Technology<br>Making & Picnic<br>Science<br>Everyday materials | • Using MAOC to make requests for items<br>• Learning and consolidating vocabulary<br>• Matching, recognising, labeling objects, pictures, symbols | • Being willing to try new foods<br>• Using tools safely<br>• Following instructions<br>• Tolerating and accepting wearing protective clothing | • Gross Motor skills – making large circular, linear movments using ribbons, linking movments together.<br>• Fine Motor skills – developing pincer group, grassing the midline, grasping and transfering objects, squeezing, pulling, hitting music intruments<br>• Using Tools (knives, taking lids off containers, transfering | • Distinguish between an object and the material it is made from<br>• Identify everyday materials such as: wood, plastic, glass, metal, water<br>• Group and compare materials on the basis of their physical properties<br>• Select and use a wide range of ingredients, explore and evaluate a range of products |

## Learning Maps



Personalised Learning Map

Curriculum area: Playtime | Class: | Key Word Level: | Personalised Learning Outcomes highlighted

| Faculties of Learning | Subject Links | Areas of Learning: Communication | Behaviour & Awareness | Movement & Co-ordiantion | Thinking Skills & Problem Solving |
|---|---|---|---|---|---|
| Making a Positive Contribution (MA – Employment) | English & Maths | | | | |
| Making Choices (MA – Independent Living) | Design & Technology & Science/ Computing | | | | |
| Having Relationships in and with their Community & World (MA – Community Inclusion) | History, RE, Geography, PSHE & RSE | | | | |
| Having Good Health & Wellbeing (MA – Health) | Art & Design, PE & Music | | | | |
| Home Learning | | | | | |

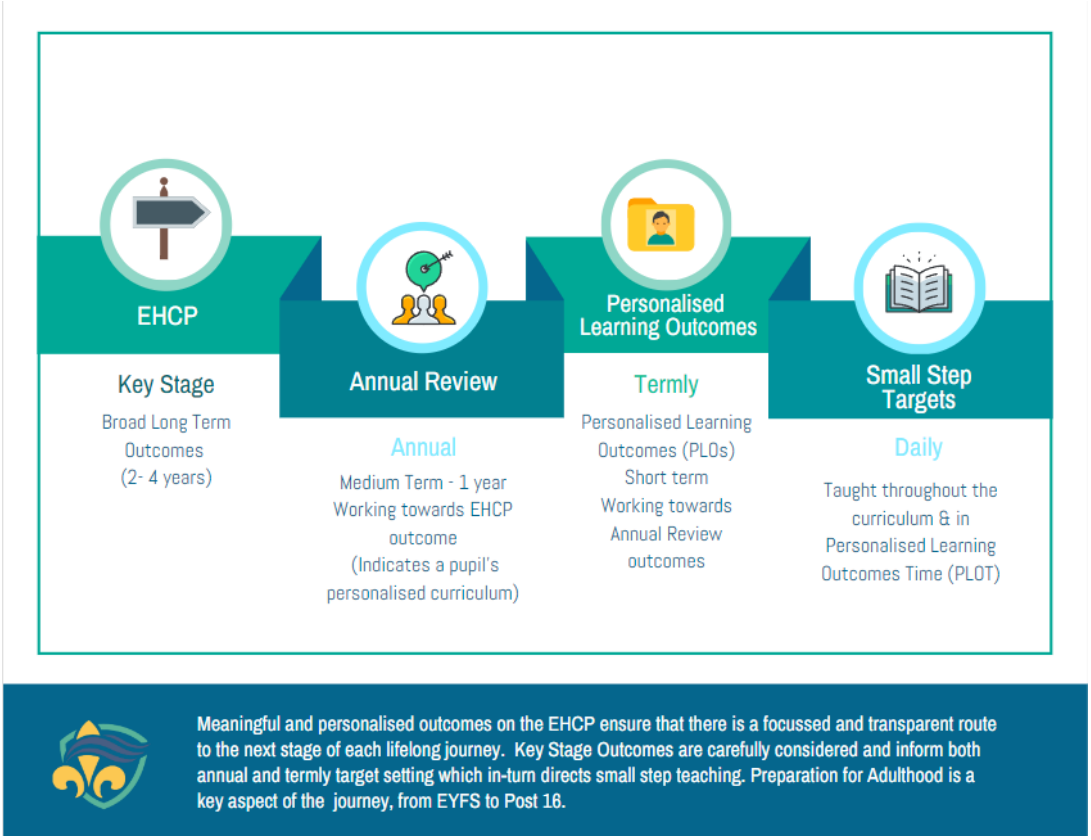
Children's learning outcomes are documented on a pupil's personalised Learning Map and reflects learning expectations across the curriculum including any interventions that are taught outside of the classroom environment (e.g. rebound therapy, cycling etc).

## Screenless Environment

In EYFS we provide a screen-free learning environment where children are not exposed to interactive whiteboards or unnecessary screen-based activities. This approach promotes high levels of engagement between pupils and adults. It encourages communication and meaningful interaction through eye contact, shared attention and facial expressions. Technology is used purposefully and only where it directly supports learning and development, such as cause-and-effect switch toys or music played through a speaker or communication using screen based assistive technology.

## EHCP Outcomes

Throughout the holistic curriculum we endeavour to meet the needs of each child in EYFS and our overarching aim is to meet outcomes that are identified as priority learning areas as specified in the EHCP. To support this, there are themes throughout each phase of this journey that ensure that each route progresses smoothly. Children's personalised outcomes (PLOs) which are derived from their Annual Review Targets are incorporated into their learning maps and highlighted for ease of reference. Within the timetable there is a discrete allocation of time for the delivering of PLOs know as Personalised Learning Outcome Time or PLOT as these tend to be child specific rather than thematic in nature.




## Home Learning

A strand, also reflected on a child's Personalised Learning Map is 'Home Learning'. Working collaboratively with parents/carers teachers identify learning foci from key skills and faculties of learning that can be proactively developed upon and applied in the home setting on an ongoing basis. Resources will be provided where needed and support is offered to parents via discussion, workshops and webinars in order to support pupils to generalise skills from school to home and into the wider community. This further embeds our focus upon preparing all pupils for adulthood. Parents/carers will be invited to feedback to the class team either in person or via virtual means and next steps will be discussed.

## Reading packs

As part of home learning, we provide pupils with a reading pack. This supports with consistency between school and home. The pack will include a sensory story with linked resources, a bedtime style story, a reading record, and where appropriate, "words I am learning", "words I know", and Makaton signs to support communication. These texts are read regularly in school and should also be shared at home, with all reading experiences recorded in the reading record. Reading packs are updated half-termly to allow children time to embed understanding, build familiarity, and develop confidence with the stories and language.

## Planning

The Curriculum Guide and Personalised Learning Map support teachers with Short Term Planning (which incorporates learning activities, resources, lesson structure and assessment opportunities). Planning can either reflect 1 lesson or a series of lessons as detailed on the planner and there is flexibility to use a variety of planning documents in order to ensure that pupils are always working towards achieving their identified learning outcomes.

Teaching and learning in the EYFS curriculum is carefully planned and structured to meet individual needs. The curriculum is deeply considered and is delivered using a myriad of specialist approaches, strategies and flexibility to best meet the needs of the pupils (see appendix 1 for support). Creative planning embeds the three characteristics of effective teaching and learning which are heavily reflected in classroom practice.

Staff organise a range of experiences and opportunities based on 'real' events and first-hand experiences, which give children chance to make decisions and choices, work individually or in groups and explore the learning environment.

Aspects of learning are timetabled to ensure that children are given every opportunity to make progress within their 'learning to learn' skills.

Whilst continuous provision is available throughout the school day for children to engage with it is paramount that the staff use discretion as to how this is utilised. Adult support or direction to engage in a meaningful manner is essential as our pupils learn how to learn. Continuous provision may include role play, small world, construction, malleable/ sensory experiences, mark making, reading and ICT activities. Within each area of provision, suggested learning outcomes are identified to support adult interactions and skill development; however, teachers may also tailor specific pupil outcomes to meet the individual needs and next steps of pupils. Opportunities are also regularly provided for whole class participation such as song or story time and small group activities which aim to foster children's ability to learn alongside and with each other.

The role of the adult within continuous provision is to be sensitive to the needs of the children by supporting children's play when they see opportunities to model and extend learning and observe how children play and learn in order to contribute to effective and accurate assessment.

Staff aim to provide learning opportunities that support progress towards a child's outcomes in their Educational and Health Care Plan. This personalised, holistic approach underpins teaching and learning within the EYFS. The learning environment enables children to demonstrate the characteristics of effective learning and adults to support the children in playing and exploring,

active learning and, developing creativity and thinking critically. The learning environment is changed when appropriate to do so to ensure progression of learning and challenge for all children whilst ensuring that skills can be learned and consolidated.

## Assessment of and for Learning

The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception. Alongside this, in-house summative assessments are also completed and collated on their assessment profile using a menu of assessments (specific to the child's cognitive profile). A target setting meeting is held with parents/carers to ensure a collective understanding of current need is agreed upon. The Learning Map is utilised for this purpose.

At the end of EYFS Children's progress against the 17 Early Learning Goals (ELG's) will be reported to parents. When forming a judgement about whether an individual child is at the expected level of development, teachers rely on their knowledge of the child and their own expert professional judgement. This is sufficient evidence to assess a child's individual level of development in relation to each of the ELGs and teachers must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). This is the EYFS Profile.

Teachers also continually assess pupils learning thoroughly, systematically and accurately using observation, 1:1 teaching and group learning. On a regular basis, children's achievements are captured on Evidence For Learning (EFL) or in their learning file and annotated and marked as appropriate. This supports future planning. PLOs are evaluated at the end of every term and a record of this is sent to parents/carers at the end of every term.

## Role of the Key Person

In EYFS each child is assigned a key person whose role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents. In the Loyne this is the overall responsibility of the class teacher who plans for, assesses and reviews children's learning. However, the class teacher works collaboratively within a small team of very familiar adults to ensure that a child's holistic needs are effectively met. Due to the children's needs and in preparation for life-long learning, enabling them to respond to, accept and engage with a small number of adults is seen as a priority of area of learning. The class teacher will also take responsibility for communicating effectively with parents and carers.

## Partnership with Parents & Carers

Communication between school and home is crucial to maximising children's progress and is facilitated by the use of an app called Class Dojo. Messages are sent between home and school at least 3 times a week. Where information is of a sensitive nature, a phone call will be made. In some instances where a child is seen by a number staff members across the day a Single Point of Contact (SPoC) may be used to avoid confusion of information. Children's learning maps and PLOs are shared with parent/carers on a termly basis in order to support with effective home learning.

## Sleep

Within the EYFS, pupils are encouraged to participate in learning throughout the day and where naps have been part of a child's schedule prior to joining the Loyne, this will be phased out at the earliest possible point to ensure that pupils are in a positive routine and to promote a healthy sleep

schedule outside of school. Should a child fall asleep during school hours, staff will adhere to the recommended Safe Sleep Guidance (EYFS Statutory Framework 2026) and will position the child on a flat surface on their back, in a clutter free environment away from the main class group. They will also be closely monitored. All adaptations to a child's sleep schedule will be communicated with parents.

## Safeguarding and Supervision

All information relating to safeguarding and supervision can be found within their respective policies.

More information about the EYFS curriculum is available on the school website.

### References

Early Years Foundation Stage Framework 2026
EYFS Statutory Framework (external link)

Development Matters
Non-statutory curriculum guidance for the early years foundation stage

https://assets.publishing.service.gov.uk/media/64e6002a20ae890014f26cbc/DfE_Development_Matters_Report_Sep2023.pdf

| | |
|---|---|
| Reviewed by Julie McGrath | June 2024 |
| Date of Next Review | June 2025 |
| Reviewed by Sarah Wisnewski | September 2025 |
| Date of Next review | September 2026 |
| Reviewed by Sarah Wisnewski | September 2026 |
| Date of Next Review | September 2027 |

# Appendix 1: Supporting Guidance for Lesson Delivery

## Assess pupils for readiness for learning – planned teaching activities may need to be adjusted

### Whole group / class input

- Pupils should be sitting ready for learning. The should be sitting appropriately with foot blocks where needed to promote good posture.
- Pupils with HI/VI should have any specific equipment needed and within in good visual/auditory range of the teacher.
- Ensure that all pupils can clearly see the lesson stimulus (whiteboard, book, resources etc) and are not looking into a light source as this will impair their ability to access the lesson starter.
- Pupils should be reminded about what behaviour is expected with visuals as needed e.g. good sitting, listening, looking.

### Registration time

Have pupils collect and return the register – this could be a class job.

Have a clearly defined structure for example "Who's here today" Sing 'x' is here today. Where appropriate children to select own name label or picture, eye point / choose between 2 etc as ability allows. Use an instrument to maintain attention and rhythm. Let pupils have own turn but don't let go yourself it will break up the rhythm of the session as you wrestle to get it back.

Count how many children here make it obvious by tapping their hands or shoulders. (Include opportunities to for learning e.g. number recognition by showing number of fingers, clapping 'n' amount of times)

Sing days of the week and Talk about (/ sing) weather) pass around weather card.

What shall we do today song. Cycle through activities for the day or part of the day and refer to the visual Timetable e.g. first we choose then we have a story is enough to start with.

Depending on class routine pupils may choose 1st activity that they wish to visit. Use photos and objects to aid choice as appropriate. Pupil may put own photo on activity board with help as necessary. Initially some pupils may need to go immediately to that activity, staff will need to support child to go to first activity or the choice will mean nothing. As pupils become more familiar and comfortable with routine they can wait longer e.g. for a second child to choose.

### Whole group sessions

The lesson introduction should clearly introduce pupils to the focus and intent of the lesson. Use a visual schedule to show pupils what is happening now. This could be using an object or a sensory cue. All pupils who are present for the instruction must be included. Consider using games e.g. lotto games, naming games, what's in the box, bingo and scavenger hunts to engage pupils. An "all-turn it" can be used to enable a pupil to 'select' or 'call out' during these activities. For younger pupils incorporate use familiar rhymes and number songs supported by objects/visuals. During shared reading and where appropriate ask pupils to read words they know as part of a shared text or identify any words that can be read using a phonic approach.

Ideally use big books or create your own simplified text using PPT where language can be simplified and symbols/photographs/sound effects etc can be added. Use an auditory transition cue on PPT to cue pupils into a change that has happened on screen A story may last for 4-5

weeks whereas a nonfiction book may only provide sufficient engaging material for a week. Do not rely on YouTube videos of songs as these can often originate from other countries and introduce incorrect vocabulary for pupils. They can often become obsessive for some pupils and a stimulus for behaviour escalation. Encourage pupils to engage with adults rather than a computer screen (unless accessing an explicit learning activity).

Incorporate PLOs where the opportunity arises and make this explicit as this demonstrates your in-depth knowledge of the pupils that you are teaching "Izzy this is your target – can you read xx".

Ensure teaching is explicit and reflects the cognitive ability of pupils. Keep it simple! When using symbols / photographs ensure pupils understand what these mean and develop links between what is presented on a symbol to what the real-life representation is.

Where pupils are encouraged to track across their visual filed this should be from the pupils left to right. In mixed ability classes, care must be taken to ensure that the starter includes multi-sensory activities in order to provide meaningful experiences for pupils with PMLD. Pupils with complex needs could be encouraged to press big macs to ask a question, or repeat a refrain on request. Children could use a beamer switched that is linked to a PPT and be prompted to turn the next slide in a sequence.

For pupils with physical difficulties movement opportunities should be promoted e.g. encouraging pupils to reach out, cross their midline, grasp and hold items. They could be encouraged to select an item and pass it to another member of their class. Where pupils are learning to wait and take turns this should be made explicit on lesson planning.

The starter where possible should include modelling of the activities that the pupils will be participating in. Where there is 1 or 2 pupils who are not able to attend to the introduction for the same length or time as others, or indeed the input is not sufficiently challenging it is suggested that this is managed carefully and that they access a learning activity that is more appropriate for them.

Consider how pupils can respond to your teaching – what communication resources do they need to participate in whole class teaching.

Transitions from whole class teaching to small groups/individual/independent work is carefully managed. Consider how pupils and staff will know what and who they are working with. Prepare pupils to move to areas of the classrooms in small groups at a time rather than all pupils at once (unless they are able to do so).

## Enhanced Provision

### Indoors

There should be a range of activities for children to explore and interact with on a daily basis including role play linked to the topic area (see topic mapping for ideas). Play activities are talked through with pupils as they are added and not too many at once.

### Outdoors

Ensure there are different combinations of items to engage with on a daily bases to promote curiosity and engagement. Pupils will need time to engage activities on their own as well as cooperating with an adult. Pupils should be encouraged to access the outdoor environment in all weathers.

When pupils finish an activity or become disengaged they should be encouraged to move onto another activity or re-visit the choosing board again.

### Directed Activities

One Focussed activity which would usually relate to story or topic. Capture evidence as it is completed where possible.

Where possible pupils should be encouraged to work in small groups with an allocated member of staff to complete a directed activity or complete a task independently with adult oversight

It may be that pupils need individual and explicit teaching time from a member of staff. This should not be done at the expense of ensuring that the classroom remains organised and purposeful. This could be where table top activities are used to engage other pupils in the small group. Pupils should be encouraged to access learning activities in the outdoor environment. When pupils are outdoors adults should be engaging with them in play-based learning activities to develop their skills in the prime and specific areas of learning.

Where pupils are completing tasks independently please note that this do not need to be different tasks from one another. Consider how learning outcomes can be grouped to support with staff allocation whilst ensuring that pupil's individual needs are met. When writing learning maps for pupils consider commonality for enabling small group teaching/activities.

Independent work – this can be where pupils are working independently on a set task or where they are accessing TEACCH. TEACCH is a system where pupils are learning to work independently following a clearly defined system – please note that it is not limited to 3 pieces of work, rather it is pupil specific.

Resources should be motivating and promote pupil engagement. Communicate in Print or the use of photographs or objects should be used where needed to promote pupil's understanding. Pupils should be encouraged to seek out their own resources and to do so these need to be easily accessible. Where some pupils may tip out containers and their belongings consider using small storage boxes with lids for pens, glue sticks etc. However, there may be times when as part of a pupil's communication target it is appropriate for them to have to request such items, in which case they should not be provided with what they need, but be encouraged to request an item from a member of staff who can then direct them to the resources for them to get what they need.

Pupils should also be encouraged to tidy up following any learning activity.
Where a pupil has completed a paper-based learning activity or a piece of work they should be encouraged to assess their own learning using the visual marking stickers. Incorporate a short time before the plenary where any photographs taken of pupil's work could be shared with them – do they recognise themselves and others, can they describe what they can see in the photo. This can support the annotation that is written on EfL.

### End of Session Group Time

Consider using an auditory stimulus to cue pupils into transition back to an area of the classroom for the plenary. This can be used to sing a song or play a game.
Where a visual has been used on a timetable this should be removed to indicate what is happening next.