



# Early Years Foundation Stage Policy

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Under the Public Sector Equality Duty, Manchester Hospital School has due regard to the need to eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010; to advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it and to foster good relations across all protected characteristics. Manchester Hospital School will take into account equality considerations when policies are being developed, adopted and implemented

Manchester Hospital School serves the needs of a very large and diverse range of children, young people and their families at times when they are extremely vulnerable. Our core purpose as a school is to uphold the child's right to Education and our policies and procedures are necessary to keep staff and children safe . We acknowledge that our students are often living with a range of very complex medical conditions including mental ill health and therefore we keep the needs of the student at the heart of all decisions. We will, therefore, work within the parameters of all statutory policies whilst seeking to understand and support the child's long term education and health needs





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### 1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them a 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
- Close working partnership between Manchester Hospital school staff, parents and/or carers, home school and medical and therapy teams
- 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 [Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

### 3. Structure of the EYFS

The EYFS is based on four overarching 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, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- Children develop and learn in different ways and at different rates.

Our children learn through a combination of adult led taught lessons and child-initiated activities. 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. We recognise the importance of child-initiated play and work within the restrictions of a hospital setting by providing a range of activities at the bedside which could include sand, water, play dough, small world, role play and relevant toys linked to the child's learning and interests.

#### 4. Curriculum

Manchester Hospital School provides education for all Reception children when their hospital stay exceeds 5 days.

The environment in which our EYFS curriculum is delivered is unique. Most of our curriculum is delivered on busy wards by the bedside. Our aim is to give children the opportunity to experience all 7 areas through planned activities and with opportunities for child-initiated activities. 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 of learning 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**

Phonics, maths (white rose maths), fine motor skills and our thematic curriculum are taught daily. Physical development (gross motor skills) is taught once each week. Communication and language is taught throughout all the areas of learning.

Our thematic curriculum has engaging topics which enhances child initiated play. Our thematic curriculum is primarily used to teach 4 of the areas of learning; understanding the world, expressive arts and design, personal, social and emotional development and communication and language. Each theme has a 'topic box' where a selection of chosen resources is provided. This will include high quality texts and child-initiated play resources linked to the theme.

We recognise the crossover of all the areas of learning and the possibilities of developing the knowledge and skills through all activities.



## 4.1 Reading

Manchester Hospital School follows the Read Write Inc scheme to teach systematic synthetic phonics. This is taught daily to our pupils. Children are baselined on admission and the lessons are taught appropriately to their level.

Language rich texts support the children's learning within the Our thematic curriculum topics. These high-quality texts have been selected to support the pupils in learning new vocabulary.

In addition to the curriculum offer, pupils are given a minimum of 30 minutes reading for pleasure per week where teachers will support independent reading and provide language rich texts based on the pupil's interests. This time is to encourage discussion about books and build a love of reading.

## 4.2 Planning and Teaching

Staff take into account the individual needs, interests, and stage of development of each pupil alongside the Characteristics of Effective Learning (CoEL) and use this information to plan a challenging and enjoyable experience through warm, positive interaction. We work closely with our Special Educational Needs Coordinator (SENCO) and medical professionals where appropriate. EYFS teachers use the 'Birth to Five matters' document to support the progression of each pupil.

A typical lesson would incorporate discussions on the calendar, a feelings & emotions check in, a fine motor skills activity, Read Write Inc phonics, White Rose Maths and a our thematic curriculum.

As pupils grow older, and as their development allows, the teaching gradually shifts to prepare for year 1.

## 4.3 Learning environment

We recognise the importance of a calm learning environment and the restrictions learning in a hospital will have. Within a lesson, Manchester Hospital School teachers expect pupils to have an appropriate working space which would be cleared before the start of the lesson. Where this is not possible teachers can bring a small bed desk.

## 5. Assessment

At Manchester Hospital School assessment is an integral part of the learning and development processes. There are two main types of assessment: **formative** which a practitioner does on a daily basis to make decisions about what the pupil has learned or can do already to help the pupil move on in their learning. Another type of assessment known as '**summative**' assessment takes place at an end point of a pupil's learning.

Staff use observations, knowledge of the pupil and outcomes from set tasks to identify a pupil's progress. These assessments are used to inform future planning.

At set points in the year we assess pupils progress towards the 17 early learning goals, indicating whether they are on track to:

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

## 6. Multidisciplinary approach

We recognise that children learn and develop well with a multi-disciplinary approach.



Pupils who have been with us for 19 days or more, or reoccurring pupils, will be given their own Learning Journey. This is an ongoing record of observations and pupil work. Pupil and parents have regular access to look at and contribute to the Learning Journey.

On admission to Manchester Hospital School each child is assigned a key teacher who helps to ensure that their learning is tailored to meet their needs and to communicate with the home school.

On discharge a Summary of Learning is provided to the home school to inform of their progress. Manchester Hospital School can provide assessment information to home schools on request, including copies of the pupil's learning journey and the assessment tracking information. We can also support the home school in their completion of the end of year profiling if appropriate, and on request.

Staff will work closely with the SENCO to provide supporting evidence to the appropriate Local Authority for any EYFS children undergoing the Education Health Care Plan (EHCP) assessment process.

We have regular discussions with the ward staff regarding the needs of the pupil and try where possible to incorporate the health targets within the lesson. This could be encouragement to be out of bed or use a particular hand, for example.

## **7. Safeguarding and welfare procedures**

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

## **8. Monitoring arrangements**

This policy will be reviewed and approved by Janet Doherty (Head) on an annual basis.

At every review, the policy will be shared with the Governing body.

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

This checklist lists the policies and procedures that we must have according the EYFS statutory framework. These policies can be found on our school website.



Statutory procedure for EYFS	Where it can be found
Safeguarding	Safeguarding policy
Procedure for dealing with concerns or complaints	Complaints policy

