ELF

at

Kingsland

School

Contents

What is the ELF pathway? 3
Curriculum Intent & Implementation 3
Curriculum package 3
Pathway movement 5
Moving onto the SLD Pathway 5
Moving onto the CLDD Pathway 6
Moving onto the SCERTS Pathway 6
Moving onto the Connections Pathway 6
Links between ELF Pathway and other Curriculum Pathways 7
Curriculum overview 7
Prime areas 7
Specific areas 7
Prime areas of learning 8
Personal, Social and Emotional Development 8
Physical Development 9
Communication and Language Development 9
Specific areas of learning 11
Literacy 11
Mathematics 12
Understanding the World 12
Expressive Arts & Design 13
Planning for learning: Implementation 14
Provision and play 15
Continuous provision 15
Enriched provision 16
Directed activities 17
Home-School collaboration 17
Curriculum Impact & Pupil Progress 18
Monitoring progress 18
Evidence for Learning and observations 19
ELF Learning Journey 20
Reporting to parents/carers 20
Statutory Reporting Requirements 20

What is the ELF pathway?

ELF stands for **Early Learning Foundations** at Kingsland Primary School. ELF refers to the phase of early education within the school that is designed for young learners who are at their earliest stages of development. They are often new to Kingsland and are taught within the Early Years Foundation Stage (EYFS) Statutory Framework (revised September 2026).

At Kingsland School, pupils on the ELF curriculum pathway have Severe Learning Difficulties (SLD) or Profound and Multiple Learning Difficulties (PMLD) identified on their Education, Health & Care Plan (EHCP). They may also have Autism identified on their EHCP. All the children have communication needs and many are pre-verbal. They may also have physical and/or sensory disabilities, and complex health needs.

Curriculum Intent & Implementation

The intent of the ELF provision at Kingsland is to enable pupils to learn through a bespoke child-initiated curriculum, alongside individualised learning. Pupils are prepared for their lifelong learning journey and are supported to:

- establish a positive attitude to school
- develop a readiness to learn
- transition onto further curriculum pathways at Kingsland when the time is right.

Early development is supported through a nurturing, exciting, motivating and purposeful curriculum, building on early skills primarily within:

- Communication
- Physical Development
- Personal, Social and Emotional Development.

The ELF approach is embedded into pupils' daily routines. This combines a carefully planned mix of continuous provision, enriched and directed learning, all within an enabling, safe and appropriate environment. This is underpinned by a range of interventions and approaches that build up the complete picture of the whole curriculum package.

Curriculum package

Each child's curriculum package may vary according to their individual needs, however, the fundamentals within that picture always remain the same. Below are the pieces that build the whole curriculum picture. The fundamentals are shown in green and are part of everything we do, whilst additional interventions that are unique to each child's curriculum package are shown in blue. Each child's curriculum picture will look different from each other, resulting in a bespoke and purposeful curriculum plan.

Curriculum content – Termly Curriculum Booklets Prime areas of learning	Daily embedded routines and repetition Hello, good afternoon goodbye Personal Cares Snack and dinner time routines	Parent involvement and support including homework.	Kingsland ELF progression maps or ELF DEYO progression map
Red observation file	IEPs and EHCPS	Outdoor Learning Passports	Evidence for Learning
Physical interventions Hydrotherapy Physiotherapy	Curriculum content – Termly Curriculum Booklets Specific areas of learning	OT programs	VI, HI, MSI interventions- including Positive Looking Programs, Hearing impaired interventions
Regulation Support Plans	Aspires planning	Communication programs such as, eye gaze, PECS	

Our whole school curriculum model is underpinned by three main curriculum drivers which link closely to our overarching curriculum objectives. These are the same for all curriculum pathways at Kingsland. Identified as 'core drivers', we aim for all of our pupils to leave Kingsland as:

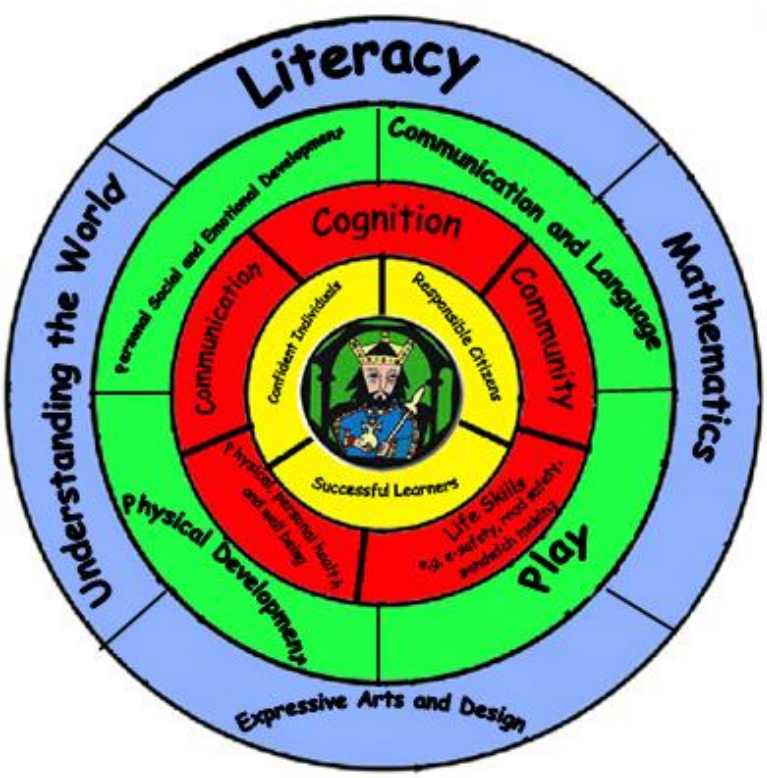
- Confident Individuals
- Responsible Citizens
- Successful Learners.

All curriculum pathways are divided into five key strands in order to meet the individual learning needs of all of our pupils. These key strands are:

- Communication
- Cognition
- Community
- Life Skills
- Physical, Personal Health & Wellbeing.

The school's key strands outlined above fit closely with the prime areas of learning of the EYFS Statutory Framework, as follows:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development.



Yellow	Curriculum Drivers
Red	Kingsland School Curriculum
Green	Prime Areas Of Learning
Blue	Specific Areas Of Learning

Pathway movement

Pupils who are not ready to move, or for whom a certain pathway is not obvious or appropriate at the current time, may remain on the ELF pathway for longer (up to year 3 in exceptional cases) to enable the correct pathway to be determined; such decisions are always made in consultation with parents/carers.

Children often begin their school journey within the ELF department. From that pathway they will move to one of 4 set curriculum pathways within school.

Stated below is what **usually** happens, as every single pupil is unique. Pathway direction is determined by a range of factors, including teacher judgement, range of development, specific need and readiness to move on.

Moving onto the SLD Pathway

Pupils moving onto this pathway are working within Range 3 or above of the EYFS Statutory Framework and are ready for a more formal teaching approach. The ELF teacher or ELF lead will baseline pupils moving to the SLD pathway on the SLD

progression maps alongside the child's new teacher at the end of the academic year, ready for on the academic year ahead.

Moving onto the CLDD Pathway

Pupils moving onto this pathway are working within Range 1 and 2 of the EYFS Statutory Framework. They have more complex needs, which may include Multi-Sensory Impairments (MSI). Some MSI pupils working beyond Range 2 may also follow this pathway. During their time on the ELF pathway, they follow the Differentiated Early Years Outcomes (DEYO) covering the prime areas of learning only. These then feed into CLDD individual learning plans and Quest for Learning maps when they leave ELF.

Moving onto the SCERTS Pathway

Pupils moving onto this pathway may be working across all Ranges of the EYFS Statutory Framework; their complex autism or similar sensory processing needs, however, result in them needing specific support and teaching for social communication, emotional regulation and sensory processing. The ELF teacher or ELF lead will baseline pupils moving to the SCERTS pathway on the SCERTS NSS (non-subject specific) progression maps or the SCERTS SLD progression maps alongside the new teacher at the end of the academic year, ready for the academic year ahead.

Moving onto the Connections Pathway

Pupils moving onto this pathway may be working across all Ranges of the EYFS Statutory Framework; they may, however, require short-term or potentially long-term individualised provision. This provision may include the need to access an alternative and highly bespoke learning environment if they struggle to attend to learning in a typical Kingsland classroom environment. Pupils may also require individualised provision if they have difficulty with focusing attention, joint attention, emotional regulation, sensory regulation and demand avoidance. The Connections Curriculum is drawn from existing guidance and outstanding practice from the school's non-subject specific curriculum pathways (SCERTS & CLDD) and subject specific curriculum pathway (SLD). The Connections Curriculum incorporates EHCP and IEP learning into individualised provision, with a commitment to supporting children to become competent and confident social communicators, whilst preventing behaviours that interfere with learning and the development of relationships.

Links between ELF Pathway and other Curriculum Pathways

ELF	Communication & Language	Personal Social & Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts & Design
SCERTS	Literacy & Communication	Personal Social & Emotional Development	Physical	Literacy & Communication	Cognition & Learning	Cognition & Learning	Literacy & Communication
CLDD	Literacy & Communication	Personal Social & Emotional Development	Physical	Literacy & Communication	Cognition & Learning	Cognition & Learning	Musical
SLD	English & Communication	Personal Social & Emotional Development	Physical	English & Communication	Maths	Natural Sciences & Outdoor Learning Computing PBL	Music PBL

Curriculum overview

Learners within our ELF curriculum pathway access a range of opportunities across seven areas of curriculum provision, in line with the EYFS Statutory Framework.

Prime areas

Personal, Social and Emotional Development

Building relationships
Managing self
Self-regulation

Physical Development

Gross motor skills
Fine motor skills

Communication and Language

Listening, attention and understanding
Speaking

Specific areas

Literacy

Comprehension
Word reading
Writing

Mathematics

Numbers
Numerical patterns

Understanding the World

People, culture and communities
The natural world
Past and present

Expressive Arts and Design

Creating with materials
Being imaginative and expressive

Each area of learning and development must be implemented through planned, purposeful play, as well as through a mix of adult-led and child-initiated activity. These are planned for through continuous, enriched and directed activities according to the needs of each pupil.

Our youngest learners and those at the earliest stages of learning, focus on a curriculum predominately based on the prime areas of learning. Pupils for whom it is clear that the CLDD pathway will be appropriate after ELF focus solely on the prime areas of learning and Differentiated Early Years Outcomes (DEYO). Specific areas are introduced as the children progress through the pathway and also according to their developmental stage.

Prime areas of learning

There are 3 prime areas of learning.

Personal, Social and Emotional Development

Teaching and provision within the area of *Personal, Social and Emotional Development* aims to provide pupils with:

Knowledge about:

- sense and awareness of self - including confidence
- relationships and social skills
- managing feelings
- being aware of appropriate behaviour.

Skills for Life including:

- *managing self:* pupils are confident to try new activities and show some preferences. They are confident to communicate and begin to make choices and communicate when they do or don't need help
- *self-regulation:* pupils begin to communicate how they are feeling. They show awareness of appropriate behaviour and may begin to recognise others' behaviour, and its consequences. They work as part of a group or class and learn to accept changes of routine
- *building relationships:* pupils learn to play co-operatively, taking turns with others. They begin to show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Information about the **Impact** of teaching and provision within *Personal Social and Emotional Development* is obtained through the following means:

- ELF progression maps or DEYO progression maps
- IEPs
- *Evidence for Learning* documentation, including special achievements and enhancements
- incidental observations
- termly summative assessments
- end of year reports.

Physical Development

Teaching and provision within the area of Physical Development aims to provide pupils with:

Knowledge about:

- how to be active and interactive
- co-ordination, control and movement
- the importance of physical activity
- healthy choices in relation to food.

Skills for Life including:

- *gross motor:* pupils develop control and co-ordination of large movements. They learn to move confidently in a range of ways, safely negotiating spaces
- *fine motor*: pupils develop control and co-ordination of small movements. They learn to handle equipment and tools effectively.

Information about the **Impact** of teaching and provision within *Physical Development* is obtained through the following means:

- ELF progression maps or DEYO progression maps
- IEPS
- physiotherapy programs and records
- hydrotherapy programs
- *Evidence for Learning* documentation, including special achievements and enhancements
- incidental observations
- termly summative assessments
- end of year reports.

Communication and Language Development

Teaching and provision within the area of *Communication and Language* aims to provide pupils with:

Knowledge about:

- developing their confidence and skills in expressing themselves

- communicating and listening in a range of situations
- language and symbols around them.

Skills for Life including:

- *listening, attention and understanding:* pupils develop their ability to listen attentively in a range of situations, such as by listening to stories and beginning to respond. They show attention to others and begin to respond appropriately. They learn how to follow instructions. They communicate about their experiences and events, and begin to make choices
- *speaking (communicating):* pupils learn how to express themselves effectively using the most appropriate method. They begin to show awareness of the listener.

Information about the **Impact** of teaching and provision within *Communication and Language* is obtained through the following means:

- ELF progression maps or DEYO progression maps
- IEPs
- positive looking programs
- SaLT feedback and recommendations
- *Evidence for Learning* documentation, including special achievements and enhancements
- incidental observations
- termly summative assessments
- end of year reports.

This curriculum strand is supplemented by specialist provision as outlined below. Pupils may therefore be working within a number of the listed strategies and approaches in Communication and Language including:

PECS and critical communication skills supported by Communication Journeys
Enabling children to use expressive communication skills to express their wants and needs.

Intensive interaction
Aims to develop pre-speech fundamental communication skills for children at early stages of development. Techniques such as turn taking, mirroring, rhythm and repetition, and sharing personal space can be used to support communication exchange that is initiated and led by the child, and in turn promotes a positive interaction.

Speech and Language Therapy (SaLT)
Speech and Language Therapy programmes are delivered in a variety of ways, including sessions with therapists and classroom-based staff. The SaLT team provide reports and individual targets, as part of the annual EHCP process. This then informs

the input and training for staff and pupils across the school. Therapy programmes range from PECS, attention autism and Lego Therapy (this list is not exhaustive). The SaLT team work closely with SMT and class teachers to plan the most appropriate and effective input for individuals and groups of pupils.

Sensory Environments
Multi-Sensory Impairment (MSI) interventions are delivered in a variety of ways, including sessions in one of specialist sensory spaces such as the sensory room, sensory pod, sensory integration and sensory music room. MSI and VI specialist teachers provide reports as part of the annual EHCP process. This then informs the input and training for staff and pupils across the school. The external Sensory Impairment team, school SENCO and school-based MSI specialist teacher work closely with SMT and class teachers to plan the most appropriate and effective input for individuals and groups of pupils when using these spaces and as part of general classroom teaching.

Specific areas of learning
There are 4 specific areas of learning.

Literacy
Teaching and provision within the area of *Literacy* aims to provide pupils with:

Knowledge about:
- a range of literacy materials to ignite interest
- how to make and develop a range of sounds.

Skills for Life including:
- *word reading:* pupils learn to recognise symbols and Objects of Reference (OoR). They engage with and are excited by reading materials and images. Phonics is tracked throughout early years for all pupils through a Phonics tracker. Pupils begin their more formal phonics journey at Range 4 with Foundations for Phonics leading into our more formal *Little Wandle* phonics program
- *writing:* pupils develop fine motor skills and make some marks independently
- *comprehension:* pupils develop an understanding of what they have seen or the marks they have made.

ELF pupils are introduced to the Kingsland core vocabulary, which is embedded within the curriculum. This includes 7 core vocab words that directly link in with the rest of school and promote consistency as pupils progress in their school journey.

Information about the **Impact** of teaching and provision within *Literacy* is obtained through the following means:
- ELF progression maps

- *Evidence for Learning* documentation, including special achievements and enhancements
- incidental observations
- individual mark making books (where appropriate)
- home learning shared reading records
- termly summative assessments
- end of year reports.

Mathematics

Teaching and provision within the area of *Mathematics* aims to provide pupils with:

Knowledge about:

- numbers, quantity, recognition
- pattern and size.

Skills for Life including:

- *numbers:* pupils learn to count up to 20 and to recognise the value of 'more' or 'less'
- *numerical patterns:* pupils learn to recognise similarities and make comparisons.

Information about the Impact of provision for Mathematics is obtained through the following means:

- ELF progression maps
- *Evidence for Learning* documentation, including special achievements and enhancements
- incidental observations
- termly summative assessments
- end of year reports.

Understanding the World

Teaching and provision within the area of *Understanding the World* aims to provide pupils with:

Knowledge about:

- making sense of their physical world
- being part of a community
- people, places and the environment.

Skills for Life including:

- *an understanding of people, culture and communities:* pupils explore events linked to family, communities and traditions. They begin to develop a sense of difference and celebrate this

- *an understanding of the natural world:* pupils develop a sense of time and place. They experience a range of environments and how environments might vary from one another. They experience animals, plants, objects and materials
- *an understanding of past and present*: pupils develop a sense of routine and begin to understand the passage of time.

Information about the **Impact** of teaching and provision within *Understanding the World* is obtained through the following means:

- ELF progression maps
- Evidence for Learning documentation, including special achievements and enhancements
- incidental observations
- termly summative assessments
- outdoor learning passports (ongoing basis) showing the following tiered levels of skill progression:
    - Early Outdoor Experience
    - Outdoor Exploration
    - Wider Learning
    - Forest Schools
- end of year reports.

Expressive Arts & Design

Teaching and provision within the area of *Expressive Arts and Design* aims to provide pupils with:

Knowledge about:

- exploration of a wide range of media and materials
- sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Skills for Life including:

- *creating with materials:* pupils listen to and experience songs and attempt to participate. They make music and dance, and experiment with ways of changing sounds and movement. They safely use and explore a variety of materials, tools and techniques, with colour, design, texture, form and function
- *being imaginative and expressive:* pupils begin to represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Information about the **Impact** of teaching and provision within *Expressive Arts and Design* is obtained through the following means:

- ELF progression maps
- Evidence for Learning documentation, including special achievements and enhancements

- incidental observations
- termly summative assessments
- end of year reports.

Planning for learning: Implementation

The curriculum revolves around a yearly planning cycle. This consists of 3 child-centred themes:

- Me and Family
- The Immediate Environment and Everything in it
- The Community and Wider World.

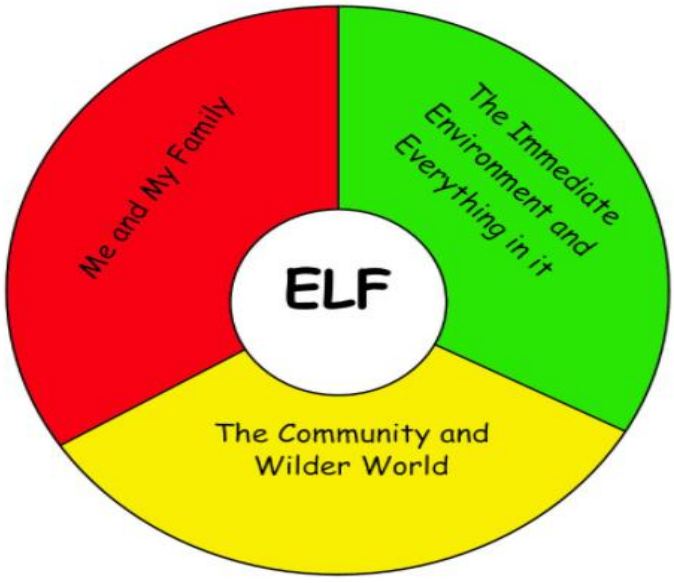
Each year's planning can look very different dependent on the information gathered about the pupils which is used to inform each termly theme.

The curriculum is child-led and child-centred. Where possible, it starts from the children's interests and is led in the direction that they take it. The children's interests are gathered from both school and home four weeks prior to medium term planning commencing.

Each planning cycle has a bespoke planning booklet to guide the practitioner towards appropriate curriculum content, alongside personalised and child centred planning.

Autumn

Home, food, bedtime, birthdays, celebrations, hobbies, babies, gardening, shopping, pets and favourite places.



Spring

School environment, favourite places, weather, nature, animals, creatures, new life, natural materials, how things work and move and pattern. colour.

Summer

Wider community, holidays, people, places, transport, fictional characters, events and festivals .

Provision and play

The ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner *(Development Matters, 2012)*.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and reflect these in their practice. Teachers always consider the following characteristics of effective teaching and learning throughout their practice:

- playing and exploring engagement
- finding out and exploring
- playing with what they know
- being willing to 'have a go'
- active learning motivation
- being involved and concentrating
- keeping trying
- enjoying achieving what they set out to do
- creating and thinking critically
- having their own ideas
- making links
- choosing ways to do things.

At Kingsland these fundamentals of play underpin many of the processes in both helping children to learn and understanding what they can do. The ever-developing planned play opportunities through continuous provision, and enriched and directed activities support the development and observation of pupils, whilst reflecting each child's unique learning style and individual direction of learning. The curriculum consists of a balance of continuous provision, enriched provision and directed learning.

Continuous provision

The continuous learning environment should be safe, exciting and challenging to ensure all pupils can play, explore and learn within the range of learning suitable for their development. Continuous provision refers to the constant environment that supports the whole curriculum. Continuous provision occurs throughout the day and is not regularly removed or taken away. This could include items that are related to the current theme and topic, although these are not changed more often than half termly. Continuous provision should allow pupils the freedom to explore and become independent in making choices whilst also offering opportunities for pupils to communicate with peers and adults. It also allows the children to become familiar with their environment and to learn through repetition.

Examples of continuous provision may include:

- everyday environments, including ‘areas’ of learning –e.g. book area / toys, ‘Little Room’ - calm area, home corner etc.
- routines and transitions, such as cue songs and photos to support the process of transitioning to and from areas or activities
- things that happen every day but are not directed tasks e.g. symbols, routines, hygiene, independent skills
- calming, sensory area/resources to further support pupils’ general regulation and any specific needs identified on a Regulation Support Plan (RSP)
- total communication strategies, including PECS that are used to support communication throughout the day
- core vocabulary and a symbol rich environment
- routine related IEP targets such as eating skills and toileting.

Continuous provision will typically vary in order to meet pupils’ specific needs, including between different ELF classrooms. For example, the environment may need to be more ‘stripped back’ or ‘low stimulation’ in one classroom compared to another classroom in order to support specific regulation needs. This will ensure that our pupils with sensory processing needs and/or autism can access more learning on a day to day basis.

Enriched provision

Enriched provision refers to the resources, experiences or opportunities that are provided by the class teacher to build and extend learning opportunities. Enhancements can ignite curiosity, awe and wonder.

The class teacher facilitates new ways to use resources, enrich play, extend the pupils’ ideas and move learning forward. It enables pupils to gain a more in-depth understanding of different concepts.

Enhancements should be child centred as much as possible and where possible influenced by the child’s interests. These should be carefully thought out through practitioner knowledge of the pupils, interactions with families, observations of the pupils and curriculum interest sheets that are sent home before the beginning of each term, linking with the termly theme. Provision will typically vary in order to meet pupils’ specific needs, including between different ELF classrooms. For example, pupils with less provision available to them due to their sensory needs may need more enhancements to their curriculum to allow the same opportunities for learning as others. Examples of enriched provision may include:

- school tips or visits e.g. pet visits
- theme or focus days
- special events such as birthdays, festivals etc.
- whole school enhancements, e.g. forest schools, mobile zoo, the big draw
- specific learning activities, such as a specific sensory activity or building task.

Directed activities

A directed activity is a set activity, planned in advance that has an intended learning outcome.

Directed activities allow pupils to develop skills, knowledge and understanding that they would not independently access through play. It gives them opportunities to learn or practice a concept or skill, with the support of an adult. Directed teaching sessions have clear structure to support the pupils' regulation throughout and are often repeated to reinforce the learning outcome and ensure skills are embedded over time. Examples of directed activities may include:

- hello, good afternoon, goodbye groups
- a sensory story repeated each week
- an *Attention Autism* session
- a focused phonics session
- a focused PE session
- an IEP task e.g. post shapes in a shape sorter.

Directed activities will typically vary in order to meet pupils' specific needs, including between different ELF classrooms. For example, a child with a physical disability may need a greater balance of directed activities as they are less able to access the provision independently.

The following areas are planned for as part of continuous, enriched or directed provision as appropriate for individual needs:

- sand and water play
- problem solving including maths
- building and construction
- computing
- home corner and role play
- sound and music
- mark making
- malleable and sensory exploration
- creative and messy play
- small world play
- table top investigation
- physical development.

Home-School collaboration

At Kingsland the ELF team ensure positive home-school relationships are established from the very beginning, through robust home-school dialogue and collaboration. This begins with the home visit process before the child starts at the school. These positive relationships ensure the implementation of the most appropriate curriculum and sets

the foundation of the child's learning from the very beginning. This supports the concept that parents and carers play an active part in helping learners to achieve their full potential.

This early collaboration consists of a termly 'diet' of:

- regular contact through home school books or phone calls as appropriate
- a termly topic web for parents
- the gathering of information from home termly to inform child centred planning
- regular photos and video clips shared with families via *Evidence for Learning*
- shared sensory play activities linked to the termly topic
- core signs / symbols / touch cues to support learning and understanding
- Autumn term 'stay and play' sessions
- parent support sessions e.g. total communication, PECS etc.
- parent visits offsite with their child such as Snozone and forest schools.

The aim is to consolidate, transfer and embed learning from school into 'other' contexts that include the home, in order to promote and embed deeper learning. The ELF pathway is designed to develop a home-school working relationship that enables the curriculum to be child centred and appropriate for each individual pupil.

Curriculum Impact & Pupil Progress

Progress towards ELF targets is not time specific, neither is progress compared between pupils. A 'basket of assessment' enables senior leaders and class teachers to monitor progress over sustained periods of time and to provide evidence of learning which may not always be evident through more formal progress monitoring.

Monitoring progress

The impact of the ELF curriculum on our pupils and their learning is monitored via ELF progression maps and ELF DEYO progression maps.

Pupil progress is monitored using ELF progression maps. These have been designed specifically for our learners and combine elements of Birth to Five Matters (2021), teacher judgement and Kingsland's own SLD progression maps. Pupil progress is tracked within Ranges to ensure pupils are making at least expected, if not above expected, progress. Each child's individual progression map document is updated throughout the year, and at least 3 times per year. The Range working within is clearly displayed on teachers' medium term planning each term, in order to ensure work is suitably differentiated and pupils are being appropriately challenged.

For pupils who will make much smaller steps of progress, The ELF DEYO (Differentiated Early Years Outcome Document Sept 2021) progression maps are used, to enable even the smallest steps of progress are celebrated. These are predominantly for pupils working within Range 3 or below. The DEYO focuses solely

on the prime areas of learning and these pupils will usually move to the CLDD pathway.

In line with the EYFS Statutory Framework, pupils below reception age follow a curriculum, and teachers make use of progression maps, focussed solely on the prime areas of learning.

At the start of each academic year the ELF leader identifies the Range within which each pupil is expected to be working within, for each area of learning, by the end of the academic year. Each term teachers review progress made to establish if the pupil is on track in each area of learning. Where pupils are not on track they are discussed amongst the SMT and ELF team, and further intervention support may be put into place. Where a pattern is established, for example all pupils are not on track within one area of learning, the Early Years leader ensures a plan is put in place to support the quality of teaching in this area.

All ELF teachers take part in moderation 3-6 times per year. At these meetings an area of learning is covered, where teachers discuss and share evidence, and engage with professional discussion about the Range they have particular children working within.

Progress judgements are also monitored and work moderated by SMT 3 times per year for at least one pupil from each class group, and for any pupils causing concern.

Evidence for Learning and observations

Observation is the key to understanding our learners and is a vital tool in finding out more about them as individuals. It is an integral part of the assessment and planning cycle and is used as a firm basis for reflection. Observation is fundamental to early years practice and forms the basis for monitoring and recording the impact of the teaching for early learners.

Evidence for Learning is an integral part of our observation system. It allows for quick snap shots supported by photographs and annotations using an iPad. It is instant and accessible by parents once uploaded to the cloud. Observations are tagged according to the 7 areas of learning, allowing direct access to review and moderate a specific strand, child or time frame.

Each pupil has an individualised (red) observation folder. This contains all relevant programs and recording for each individual pupil, including their current IEP as well as incidental observation recording sheets.

The majority of evidence should come from child-initiated activities. These are where pupils demonstrate that they are applying their learning in a different context to the one which they were taught the skill in. A range of observations should be recorded

by a range of people/in a range of contexts, so that the whole picture of the child is captured.

Observations are either recorded on the ELF observation recording sheet or within the Evidence for Learning observation app on the iPad. Recording is the responsibility of the whole team, with pupils' keyworkers being responsible for ensuring a range of information is recorded about each pupil every week.
Observations intend to capture 'wow' moments and new achievements, and not those things we know children can already do well on a regular basis.

ELF Learning Journey

The fundamental purpose of an ELF Learning Journey is to record a pupil's experiences and progress, but also to share and celebrate their achievements, providing a further link between school and home. They provide termly updates for parents and are individual and unique to each pupil.

All parents have direct access to their child's learning journey via the Evidence for Learning app, and are also encouraged to contribute to this journey with experiences and achievements from home.

Reporting to parents/carers

The EYFS Statutory Framework states that parents and/or carers should be kept up-to-date with their child's progress and development. At the end of the EYFS, teachers must provide parents/carers with a written report summarising their child's EYFS Profile results. At Kingsland, we provide this every year, alongside an updated EHCP report.

Parents are provided with a range or reporting information over the course of the year. This includes:

- termly summative assessments
- other relevant professional reports
- IEP evaluation feedback (twice per year)
- formal parents evening (Autumn term)
- 'stay and play' session (Spring term)
- regular Evidence for Learning updates accessible within the parent app (paper version sent home if requested by parent).

Statutory Reporting Requirements

For Reception age pupils, the EYFS Statutory Framework expects that all pupils should only be assessed against the Early Learning Goals (ELGs) as 'Emerging', 'Expected' or 'Exceeding' when completing the Foundation Stage profile. Whilst we understand this may result in an emerging profile for the majority, if not all our pupils, it is a statutory requirement to prepare pupils for the ELGs (the implication is that ELGs need to be built into planning from an early stage).

Providers must report EYFS profile data at the end of the Reception year to their LA for each child, upon request. This is completed as part of each pupil's end of year report which is sent to parents in June each year.

It is a statutory requirement from Sept 2021 that pupils entering Reception take the RBA (Reception Baseline Assessment). The majority, if not all of our pupils entering the ELF pathway, will not achieve a score on the RBA due to their severe and/or profound learning needs. This is also the case for the ELGs which are assessed at the end of the Reception year. Where pupils do achieve on the RBA and ELGs, a review of their placement may be required through the EHCP process, in order to assess whether a specialist setting remains appropriate for them.