

## Gloucestershire Hospital Education Service (GHES)

### Early Years Foundation Stage Rationale of Planning

GHES uses the following key reference documents in planning for EYFS:

- Development Matters in the Early Years Foundation Stage (EYFS)
- Early Years Outcomes (DfE)

We refer to both documents as recommended by the Gloucestershire County Council Early Years Team. The Development Matters document incorporates the EY Outcomes but also provides further detail including information relating to the Characteristics of Learning.

When we plan we ensure that we have 4 key elements to sessions:

- Adult planned content to ensure **coverage and breadth or opportunity**
- Adult planned response to a **children's needs**
- Adult planned response to **children's interests**
- **Child initiated activities** supported by adults for the development of their imagination and problem solving skills

#### Gloucestershire Royal Hospital Schoolroom

At Gloucestershire Royal Hospital pupils are most often very short term. They may access the Schoolroom for just one session or part of a day. For these short-term pupils their interests and ideas are the key drivers for lessons. The aim is to motivate and inspire the pupils in spite of the fact that they are unwell and in hospital.

Teachers establish a baseline in consultation with parents and through observation. Parents are generally able to let schoolroom staff know which phonics are being covered at school. For long-term or recurrent pupils staff at the GRH Schoolroom contact the pupil's home-school. The home-school provide the Schoolroom staff with medium term and weekly planning so that pupils can continue their education in step with their peers as far as their medical condition allows.

Observations for each lesson are recorded on to observation sheets. The aim is for 'raw observation' to be captured to demonstrate what has been seen and heard. These observation sheets allow for assessment and evaluation against Development Matters and/or Early learning Goals across all of the seven areas of learning. Any learning needs and/or pupil interests identified from the observations feeds in to planning for the next lesson. This process is then repeated. Pupil interests and next steps are referred back to when the pupil next accesses the GRH schoolroom (or a next lesson with the Outpatient Team). If there has been a large gap in time between the first visit to the schoolroom and the 2<sup>nd</sup> visit to the schoolroom previous observation sheets are referred to and the school may be contacted. A new baseline will be established. Observation sheets are shared with the pupils' home-school and will form part of the school's overall assessment for the EYFS profile and record for each EYFS pupil.

#### GHES Outpatient Team

EYFS pupils with the Outpatient Team tend to be longer term if we have them. Sometimes oncology patients may receive education that is shared between GRH Schoolroom and GHES Outpatient Team. The process of planning is as above but the difference being that GHES approaches the home-school as soon as the referral is received for the school's medium and short-term planning to ensure continuity of education between home, hospital and school given that Outpatient pupils are generally longer term. Close partnership working and continuity of education assists pupils with reintegration when they are well enough to return to school. Home-schools are responsible for completing the end-of-year EYFS profile but observation sheets and the GHES matrix demonstrating ongoing progress for each pupil is shared with schools and the profile is completed collaboratively where appropriate if pupils are still with GHES at the end of an academic year.

**Reviewed November 2019 (Elaine O'Shaughnessy, Team Manager)**

**Next review date due: July 2020**