

Pensans Primary School

EARLY YEARS STRATEGY for 2023 - 2024

EYFS Lead – Katie Mungles

EYFS Teacher - Tamsyn Gendall

Pre-School Lead – Katie Lepore

INTENT

- All staff and SLT have a clear vision for EYFS at Pensans.
- Children gain a love for learning as soon as possible which will establish a firm foundation for the next stage of their education.
- Children will learn a broad, balanced and stimulating curriculum which has an emphasis on the development of reading, children’s vocabulary, oracy skills and writing.
- Children deepen their learning through focused direct teaching and Continuous Provision.
- For children to receive a well delivered SSP by trained staff.
- To ensure all teaching of Phonics is ‘Good’ and that all children have decodable books matched to their reading development.
- All children to make at least expected progress in Phonics.
- For all children to have regular and high-quality opportunities to write.
- To increase the number of children who reach the ELGs by the end of the Reception year, particularly in Reading, Writing and Number.
- To increase the number of children achieving GLD each year.
- School and Government Baselines will be undertaken within the first 5 weeks to capture the child’s starting points accurately and will be used to plan to meet their emerging needs.
- For parents to be involved in their child’s journey in EYFS and to have strong links with the school, this enabling us to gain a complete picture of their learning and developments.

Curriculum overview:

Here at Pensans we are using the revised EYFS Framework as well as the revised Development Matters as a curriculum reference. However, each learning opportunity is planned to address the specific needs of each cohort which is continually addressed through accurate use of formative and summative assessment alongside children’s interests.

Planning: We have a long term curriculum plan which is designed to support learning and build foundation blocks that are required in Key Stage 1. All plans are flexible to meet the emerging needs of each child. Our timetable has been designed to allow children the maximum amount of time learning.

IMPLEMENTATION

Transition into Reception:

- To ensure a smooth transition for our children we aim to carry out quality nursery visits for the children who do not already attend our pre-school and nursery setting. Home visits take place for new children into the EYFS provision and we invite our new intake in for a meet and greet with the teacher and SLT. Here we talk through all the things they need to know about their child starting school.
- In September all our children come into our school full time as quickly as possible to maximise learning opportunities. The majority of our new intake come through our onsite nursery provision and therefore are familiar with the setting and staff.
- The children’s parents will be informed of school routines, procedures, expectations, rules as well as what we will be teaching their children in the Prime and Specific areas for Autumn 1. It also prioritises what and how our parents can help support their child further at home. This is done through the parent meetings for starting school, online parent communication and through the reading meeting.

Engagement and involvement of parents:

- Teachers inform parents with new teacher meetings in the Autumn Term

- Parents will be invited to a phonic information evening in Autumn Term 1
- There is an initial Parents' Evening in October to let them know how their child has settled into school, feedback about their attitudes towards their learning as well as ideas that parents can do to support their child at home. There will be another Parent's Evening in the Spring Term which will be more assessment orientated and finally there is an end of year written report. This covers attainment and progress across the 17 ELGS.
- Once a half term parents are also invited into the classroom to view their child's learning to see their progress.
- Parents are invited into 'crafternoon' sessions
- Open door policy in the mornings
- 23-24: We are going to carry out 3 Parent Workshops throughout the year. Two are focused on Reading, and the other will be based on the priorities of the areas of learning from the outcomes of the September Baseline.

Baseline arrangements:

- Baseline assessments are compared to their nursery end of year outcomes and information from parents to get an accurate picture of the child.
- We begin baselining children from the start of term. We will also be completing the statutory Government Baseline in Week 4 and 5.
- We aim to complete all Baseline activities within the first 5 weeks so we can use it to inform planning promptly that will meet the emerging needs of all the children in the class.

Week 1 = 3 Transition

Week 2 = Literacy- Word Reading, Comprehension and Writing

Week 3 = Personal, Social and Emotional Development and Physical Development

Week 4 = Communication + Language

Week 5 = Maths- Number + Numerical Patterns

- It is carried out through a mixture of 1:1 tasks, small group tasks and observations. We look to assess key aspects of the '3 and 4-year-old' Development Matters criteria. If needed, we also assess against the lower or higher age bands.
- When analysing the data from the Baseline we firstly look at the strengths and then the areas for improvements within the Prime and Specific areas.
- Baseline data is used to set targets for outcomes for individual children by end of year.
- Summative assessments are recorded on Arbor 4 times a year (This includes the Baseline on entry data).
- Planning reflects the priorities identified from Baseline, children's interests, as well as the INTENT for EYFS.

Classroom Organisation:

- Whole class direct teaching is carried out for Maths, English and our Wider Curriculum.
- Differentiated small group direct teaching is carried out daily for Read Write Inc.
- Continuous Provision is provided around our direct teaching. This is where children are guided to choose their learning through play.
- 1:1 work is carried out for SALT and RWI, and to support areas identified from observations with individual pupils.
- Drawing Club is implemented in the afternoons to enhance children's vocabulary.

Approaches to developing early language skills, vocabulary, reading, including phonics:

PHONICS:

- We deliver a systematic approach for the development of phonics through the implementation of Read Write Inc. (RWI) Children receive 45 minutes every morning.
- We start by delivering 'A Strong Start to Reception' for the first four weeks.
- RWI is quality controlled and coached by school's phonics lead (Katie Mungles) and through development days delivered by the Cornwall English Hub.
- There is a designated RWI intervention member of staff who is working with, Pupil Premium eligible children as well as the lowest 20% for RWI catch up work or pre-teach.
- We use the levelled reading materials from RWI that complement the phonics programme at each level. Firstly, a green set one sounds book goes home, then sound blending books 1-5, then a ditty a day.
- Pre-school are introducing the RWI program through the Nursery Curriculum and working on phonological awareness with the children
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EARLY VOCABULARY/READING OPPORTUNITIES:

- '5 a Day' approach; children are given a vocabulary rich diet of hearing 5 pieces of high quality text every day. It will include nursery rhymes, fiction texts, poetry, non-fiction texts, and oral story telling CDs etc. Often children are exposed to these through repetition.
- We use Greg Botrill's Drawing Club Talk which is designed for four to six-year-old children. It is especially for children who do not come from a language-rich home. It is designed to extend and deepen children's vocabulary so that they can understand the books they will soon be able to read for themselves.
- Emphasis on modelling and repetition of key vocabulary by adults wherever possible in Continuous Provision.
- Planning for topics and using texts are based on children's interests where appropriate. There is a working wall that will display how a topic is planned and developed with the children in class. This promotes finding out what a child already knows, what they want to know as well as asking questions. The opportunities for exposing children to new vocabulary here will be vast.
- Word of the Week; this is an opportunity to link vocabulary in with topics. There are high expectations for children to use these words within direct teaching times as well as Continuous Provision. This is displayed on the wall and referred to regularly
- SALT is carried out in the afternoons for the children who have targets set under the speech and language team.

What books we want our children to learn:

Rationale: In the Early Years we have developed our 'Super 6' Reading Spine.

Each term, six quality books have been selected which enable us to foster a love of reading during our talk through stories times and within continuous provision. Our children engage with stories, including quality texts, traditional tales, rhyming/repeated refrain books, multi-cultural texts, well-being growth mindset books and poems so that they can develop a rich range of vocabulary and comprehension skills. These books also enable us to support children's understanding of the world around them, broadening their experiences, linked to our themes where appropriate. The updated Reading Spine is on the School website.

- Songs and nursery rhymes are planned into the long term curriculum plan to support different areas of the curriculum

Children's involvement in assessment of their learning:

- Rationale = this approach is to help prepare children to be able to talk and reflect about their learning which additionally focuses on one of the Prime areas of Communication and Language.
- Children are taught how to verbally assess their own learning by recognising what they have achieved/made progress on as well as their next steps.
- Next steps boards are set up in both EYFS classes with photos of the children and these are worked on with the children.

Approaches to building early mathematical skills:

- Priorities are Number with a huge emphasis on Place Value and Counting.
- Mastery approaches interlinked in through the same approach the rest of the school have: Practical, Pictorial, Abstract (this supports varied fluency) as well as promoting problem solving and reasoning.
- Research has been carried out into the 6 main areas that collectively underpin children's early mathematical learning, and which provide the firm foundations for the Maths that children will encounter as they go up the years in primary school:
 - Cardinality and Counting
 - Comparison
 - Composition
 - Pattern
 - Shape and Space
 - Measures
- Time dedicated to learning a number deeply over 2 weeks up to 10. This will heavily support the first 4 main areas for developing children's early Mathematics.
- Children receive a 15-minute Maths lesson 5 days a week that is then always reflected in their Continuous Provision to allow children to keep rehearsing and practising these vital skills to help them become fluent and for it to be embedded in their long term memory.

- Maths is also to be incorporated in other areas of learning as well as tidy up time. E.g. counting items while they tidy, measuring, problem solving in the construction area, capacity and comparing in the sand pit etc...

Wider Curriculum Planning:

- The Wider curriculum is planned using a Topic approach in EYFS. Key aspects that are planned for link to our whole school Intent
- Our 5 a day Reading Strategy is effectively used in the delivery of wider curriculum content. The stimulus for writing will regularly be derived from wider curriculum study.
- Experience has shown us that our children learn best when learning is set within an understandable context. This may be an overarching topic but could also be based on a central shared text thus reinforcing our reading focus. We plan activities and experiences within topics that are designed to spark imagination and celebrate learning. This may be in the form of an educational visit, a visitor coming in to school, a celebration day or a super learning day. However, some areas of learning are best delivered as a discreet stand-alone area or within a 'one off' super learning day.
- I wonder questions and stand-alone enquiry questions are planned into a year.

Timetable:

- There are 4 sessions a day focused on direct teaching (40mins RWI (on a carousel), 15mins maths (increasing in summer term), 20 mins Literacy/topic/drawing club and 30 minutes subject specific e.g. RE, PE, Music) and 2 longer sessions in a day for Continuous Provision.

Approaches to all other EY teaching:

- Continuous Provision is planned for each week using assessment for the 7 areas of learning.
- There are always opportunities for children to explore the environments both inside and outside every day. All areas are safe, calm, inclusive and organised which highly promote self-regulation.
- Each area of Continuous Provision that is planned for has a specific objective that links back to Development Matters and the Characteristics of Effective Learning.
- Adults are directed to specific learning activities where they will use differentiated question starters and specific vocabulary planned by the teacher. Independent Continuous Provision activities will be modelled throughout the week so children are inspired and motivated to explore a variety of their learning opportunities therefore resulting in progress.
- The teacher and TAs observe, listen, model and play naturally alongside children at these times being careful not to take over.
- Questioning is key to lead learning forwards. NW plans key questions for the adults each week.
- We have two slots of PE a week timetabled and use REAL PE framework. This enables children to have a healthy mind-set and lifestyle as well as strengthening their gross motor skills.

Approaches to supporting disadvantaged and SEND children:

- During the day TAs carry out interventions for RWI and SALT as well as continuing to support the learning and capturing observations of their Key Worker Groups.
- The teacher also has the least able RWI group to enable Quality First Teaching for the lowest 20%.
- RWI 1:1 Intervention in the PMs for lowest 20%.
- Matt Green (County Early Years SEN team) has been supporting JA and the EYFS team.
- All EYFS staff received training from Matt Green on sensory processing and sensory seeking behaviours (Sept '23').
- The school is soon to have a speech and language assessment toolkit (JA)

Development of staff expertise:

- Katie Mungles is the EYFS Lead.
- Tamsyn Gendell is an experienced teacher who has access to a range of training over the year.
- Katie Lepore completed healthy movers training in summer '23'.
- The EYFS Team have weekly meetings to support shared practice
- Katie Mungles is the voice of the EYFS on the schools senior Leadership Team
- Jo Atkinson supports all staff to identify and support pupils with additional needs.
- Visits to local and out of county schools are arranged to support staff development.

Leadership of Early Years:

- The EYFS Team is supported by Lizzie Stokes TPAT EYFS Leader and Joanna Harvey TPAT Leader.
- SLT EYFS Lead – Katie, is devoted to improving the standards in EYFS through supporting the team.
- The Head will support challenge via the monitoring of practice and pupil outcomes across the EYFS rooms.

Safeguarding arrangements:

- Katie Mungles is DDSL and will lead safeguarding in EYFS
- EYFS Staff have attended the Paediatric First Aid Course including KL, SS.
- All EYFS team update their yearly Safeguarding course through safe smart. Additional safeguarding training is provided by the TPAT's safeguarding lead.
- All new staff receive training in how to use the safeguarding record software CPOMS.
- All staff have induction training for TPAT Safeguarding Lead.
- All staff and volunteers are subject to safer recruitment processes before undertaking role.

Transition from Reception in to Y1:

- EYFS Team to be aware of the Y1 National Curriculum expectations to allow where appropriate transitional approaches.
- HC and KM/DT to be aware of the Reception revised ELG expectations and the ways in which they learn.
- Dependant on the class and their assessments and level of needs, in the Summer Term HC, KM and DT and NW to meet to start formalising plans for autumn of the next academic year.
- Planned transitions during the summer term

IMPACT

How assessment happens and how it is used:

- Summative assessment is completed 3 times a year (4 in EYFS) and is recorded on Arbor. This is a whole school approach.
- In order to make accurate summative assessments a range of factors are looked at within the EYFS Team: formative observations and learning journeys, half termly summative assessments e.g. RWI, Maths, Independent Writing etc.... and TAs and the Teacher's knowledge of the children.
- Assessment is then quality assured by LS (TPAT EYFS Lead), KM (Phonics Lead) and CSE (Maths Lead). An assessment benchmark record is then kept to support with future assessments.
- EYFS profile indicates the set target of children have met the Expected standard in Reading, Writing and Number ELGs.
- Children have benefited from a broad, balanced and stimulating curriculum which has an emphasis on the development of reading, children's vocabulary and writing.
- Observations show children: wanting to learn, enjoying learning, being resilient/focused on tasks, challenging themselves. Report feedback forms and Parents' Evening discussions shows their children enjoy coming to school and learning.
- Regular assessment of phonics through RWI, results in clearly differentiated provision and ensures that all children have made progress, with the aim of 'Cracking the Code' by the end of Year 1.
- Intervention has been identified and Lowest 20%, PP children who are receiving it are making expected or better progress.
- Assessment of phonics has identified more able pupils who may be pushed towards GDS in Year 1 and 2.
- Parents have information shared so that they have the opportunity to gain and understanding of the children's progress towards the ELGs. This is clearly indicated by Learning Journeys, observations and data outcomes. All parents are encouraged to be involved through the online platform Dojo.