

CARDINHAM SCHOOL

EARLY YEARS STRATEGY for 2019 - 2020

INTENT

By the end of the EYFS we hope that all pupils will achieve a good level of development relative to their starting point as evidenced by the baseline. We aim to facilitate children's resilience, curiosity and independence in learning; instil a love of learning new things, and encourage satisfaction from achieving and doing, not just from outcomes.

Vision

For pupils to be ready to join KS1, being confident in their abilities

For whole families to be involved in their children's learning journey

To create and maintain good relationships with families, enabling support for children at school and home

For pupils to perceive themselves as good learners, readers, writers and mathematicians

For pupils to feel safe in order to take 'risks' in learning

	GLD %	Reading ELG %	Writing ELG %	Number ELG %
2017	70%	80%	70%	70%
2018	67%	89%	67%	78%
2019	67%	78%	78%	78%
2020 target	82%	90%	82%	90%

Curriculum overview

We use Development Matters and the Early Years framework to guide our assessments as a starting point. We provide learning opportunities that enable pupils to progress through the appropriate developmental stages in all areas of the curriculum.

Planning for child-initiated learning is based on pupils' interests, and includes guides, prompts and support for adults to support children's learning in this, so that what the children see as play aids their next steps in learning.

Reading has been identified as a whole school priority, so adult led activities are themed around a mixture of books that reflect the pupils' interests and books that are aimed specifically at targeting particular objectives (for example, recognising and continuing rhyming strings, or comparing numbers). Every opportunity is taken to include environmental print as part of pupils' every day experience, and to include books they are familiar with in the different areas that are set up for learning, for example, Seaweed soup was made in the curiosity corner, and stories about knights were left with the small world castle.

Writing has also been identified as an area for improvement. As such, phonics is taught systematically on a daily basis, with opportunities for pupils to write in all areas of their 'cool' time.

Maths is a part of every day life, and as such, is naturally included in all areas of the classroom such as every day objects for comparing, classifying, ordering, opportunity for number recognition and correspondence through activities in the sand and water play. Opportunities for counting and number recognition in role play, as well as making sure that all teachers are aware of using questioning to consolidate and further embed learning.

In more recent years we have noticed pupils ability to work independently for any length of time diminish, and so we are focusing on the Characteristics of Effective Learning this year, which is helping to foster curiosity and encourage children to develop resilience, and focus on one activity for a longer period of time, exploring all the possibilities.

IMPLEMENTATION

Transition into Reception

Many of our Reception pupils are familiar with the setting, as they are transitioning from our own nursery setting. For those coming from other settings, we aim to visit pupils in their preschool setting to gain an understanding of their likes, dislikes, strengths and areas for development whilst they are in a familiar environment. We invite them for 'taster days' so that they can experience our setting in an informal way before starting with us.

Children attending our pre-school setting learn along side reception children in their continuous provision, so that by the time they enter the reception year they are familiar with routines. All children are learning with in the Early Years Framework

Engagement and involvement of parents

Parents receive termly newsletters explaining the timetable and curriculum coverage for the term (the general topic) and weekly newsletters to keep them up to date with special events, and what each class has been learning.

Parents are invited to a phonics session, which explains how we teach phonics and how they can support their child's learning at home. They are also invited to a 'guided reading' session, to demonstrate the use of phonics for blending, the importance of 'book talk' and how this fits in with the Development Matters framework.

Tapestry is used throughout the EYFS, which keeps parents informed of what their children are doing, and allows two way communication about children's interests, and where they are in terms of the developmental scales, and the characteristics of effective learning.

As 'homework' is introduced slowly – parents are encouraged to read with their children, helping them to enjoy literature, to support their children's correct formation of letters, and their reading of 'common exception' or 'tricky' words. Their children's progress is fed back to them through our open door policy in the morning, and through written communications in their home-school books.

Transition from Reception in to Y1

Being a small school, there is a very smooth and supported transition into Y1. Children are already familiar with other members of staff, older pupils, and by the summer term are more able to work in small group activities. Likewise, teachers are very familiar with pupils' starting points and able to plan accordingly.

Afternoon sessions work jointly with Y1 and EYFS, and are planned to be cross curricular learning, within a mixed age group, giving them plenty of opportunity to gain skills and build relationships which will be useful in Key Stage 1.

Phonics is taught in the same way throughout EYFS and KS1, so there is consistency with the sequence of teaching, and the specifics of how letters are formed, and how blending and segmenting for reading and writing is modelled.

Baseline arrangements

Baseline assessments are made during the first few weeks of Autumn term, and are based on child initiated activities: what children are naturally doing unsupported. These are recorded in the Tapestry Learning Journal and are then tabulated towards the end of the first half term and reported to County. This gives us a starting place by which to judge pupil progress at the end of each term and on which to base our planned interventions into learning: both child initiated and adult led.

Arrangements for quality assurance of Baseline

Teaching staff attend external and internal moderation meetings, and play an active part in MAT hub meetings. This enables teachers to compare observations and ensure they are in line with other schools' judgements of the Development Matters.

Tapestry observations are inputted by all Early Years staff, and include (and specify) both child initiated and adult led activities. This enables us to be sure about what children can do with and without support, and the range of adult judgements enables us to moderate in house.

We participated in the the pilot baseline assessments this year, and there were very few discrepancies between the judgements.

Approaches to developing early language skills, including Phonics

Books are enjoyed throughout the day, demonstrating and increasing pupils understanding and use of language, and encouraging them to develop animated and melodic rhythms to their own language.

Phase One phonics is started in nursery and continued throughout the EYFS, encouraging pupils to develop good understanding and differentiation of environmental and spoken or sung sounds. Throughout the EYFS pupils access daily phonics lessons, which use the Letters and Sounds sequence, but utilises the Phonics Bug materials, along side phonics play activities. The Phonics Bug resources are also used for reading.

Approaches to building vocabulary

As above, pupils are scaffolded in their vocabulary development through adult interventions in their child initiated learning, and through a careful selection of texts in adult led learning. They enjoy a number of stories each day, many of which are repeated to enable children to learn the language and language patterns. Some stories are learned through talk for writing.

Adults play alongside pupils, scaffolding their learning through modelling good language skills, encouraging pupils to practise verbalising their thinking through expert questioning, and encouraging children to 'play' with new language.

During adult led sessions (book talk, guided reading, English) attention is drawn to new and unfamiliar words. These are repeated and used as appropriate throughout the day in different situations.

Approaches to building early mathematical skills

Maths is incorporated into all child initiated learning, and is taught specifically throughout the week.

Maths resources such as rulers, numicon, cubes and number lines are available in different areas of the classroom and their use is modelled and scaffolded by adults during Child Initiated Learning.

Maths is taught as an adult led session to the whole class, with daily counting practise, and small group work linked to this is carefully planned and differentiated, and is scaffolded by an adult. Some of these activities are then carried on and available as a child initiated activity throughout the following weeks.

Approaches to all other EY teaching

The EY pupils are joined by Year 1 pupils for the afternoon 'foundation' subjects. These cover other areas of learning such as Knowledge and Understanding of the World, Physical and Creative Development. These sessions are taught as a whole class, with practical activities to reinforce the learning.

Child Initiated learning is carefully planned to include all areas of learning, and adult led activities are often put into place after they have been taught to give children the opportunity to consolidate and extend their learning independently.

The indoor and outdoor classrooms are arranged so that pupils are able to access the whole environment as their interests lead them, but planned carefully to develop the whole child in line with the Development Matters Document. For example, there are opportunities for physical development with the addition of resources such as balls, bikes, sensory play and small loose parts for building. Naturally, this supports other areas of development, such as PSED (sharing the bikes); mathematical development (counting parts, shapes, timing turns); and supports the characteristics of effective learning.

Timetable

The school day is organised according to the timetable on the class webpage.

Pupils have access to Independent Learning opportunities on arriving at 9am, which has minimised upsets: parents are able to settle their children and handover to school staff.

Snack and milk is available between 10am and 11:30 for pupils to access as they feel the need.

Phonics, English, reading and maths sessions are timetabled for the mornings when pupils are fresh and alert, and when the class is EYFS pupils only, so that these sessions can be targeted at facilitating pupils in achieving the ELGs and a good level of development.

For afternoons, the EYFS pupils are joined by Year One for Foundation subjects.

Approaches to supporting disadvantaged and SEND pupils

Cardinham school is fully inclusive, and the principles of the EYFS and Development Matters enables pupils to develop from their individual starting points. Pupils are supported by adults in achieving their next steps through play, structured and carefully planned interventions and group work (see below) and resources in the environment.

All staff have had 'Dyslexia Friendly' training, and funding is released for training and resources as need is identified by assessment and observations.

Personalised approaches

Focus groups are implemented early in the autumn term to support pupils in specific areas that will have an impact on building firm foundations for future learning, for example 'funky fingers' to develop fine motor skills, leading onto a focus on handwriting and correct letter formation, fast phonics, and daily counting and number recognition.

Development of staff expertise

As above, funding is made available as need is identified for specific training. Our EYFS teacher attends an annual EYFS update, to ensure that our setting is considered in the context of nationwide trends, and that our pupils are afforded the same opportunities as those in other settings.

We are part of an EYFS hub within the MAT, which enables good practise to be shared, and areas for improvement to be supported from further afield. This also offers opportunity for moderation within the Trust.

Moderation is also carried out in house, during half termly 'big writes' which enables the school to identify areas for improvement and to ensure progression of skills.

Leadership of Early Years

Early Years is led by Sally Phillips, supported by Rebecca Pemberton and a small team of support staff. Teachers take part in Performance management, which includes pupil progress meetings.

Areas of the curriculum (such as English) are monitored by subject leads and are monitored in house according to a timetable developed by the SMT.

Safeguarding arrangements

Ingrid Bennett is the designated safeguarding person, with David Jones being the deputy. Concerns are reported electronically via CPOMs.

The Woodside building is locked to outside visitors during the day, with pupils having free-flow access to the outside area which is surrounded by a chainlink fence. Fire and lockdown drills are on a termly basis.

All teachers and the majority of support staff have current paediatric first aid training. At any time there is a minimum of one paediatric trained member of staff present.

IMPACT