

Cardinham Primary School

EARLY YEARS STRATEGY for 2021 - 2022

EYFS Lead: D. Ashley EYFS Teachers: D.Ashley & K.Carthew HLTA: S.Tucker TAs: C.Butler & S.Hooke

INTENT

- All staff and SLT have a clear vision for EYFS at Cardinham.
- 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 and writing.
- Children deepen their learning through focused direct teaching and continuous provision.
- To ensure teaching of Phonics is at least 'Good' children have books closely 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.
- Baseline will be undertaken within the first 4 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 online learning 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 Cardinham we are using the revised EYFS Framework as well as 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. We have a long-term plan, medium term plans and fortnightly/weekly plans which are all flexible to meet the emerging needs of each child.

IMPLEMENTATION

Transition into Reception: 2022/2023

- To ensure a smooth transition for our children we take time to carry out quality nursery visits or home visits and we invite our new intake in for a meet and greet with the teachers and staff. Here they receive a book bag and information booklet for parents informing them of school routines, procedures, expectations and rules.
- In September we like to get all our children into our school full time as quickly as possible to maximise learning opportunities.

Engagement and involvement of parents:

- Each Parent / Carer is set up with a dojo account for communication with the staff and a Tapestry account for their online learning journal.
- 1 parents' evening during both the Autumn and the Spring term for individual families and an end of year report. This covers attainment and progress across the ELGS and their Characteristics of Learning.
- Parents / Carers are actively encouraged to add information/evidence to their child's learning journey on a regular basis.
- We have an open-door policy and are able to feedback or offer advice to parents / carers on a daily basis at the end of the day.

Baseline arrangements:

- We will complete the statutory Reception Baseline assessments within the four three weeks of the children starting so we can use it to inform planning promptly that will meet the emerging needs of all the children in the class.
- It is carried out through a mixture of 1:1 tasks and observations.
- 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.
- Planning reflects the priorities identified from Baseline, children's interests, as well as the INTENT for EYFS.

Arrangements for quality assurance of Baseline

- Discussion on baseline decisions is carried out between all the staff at Woodside, (teachers, HLTA and 2 teaching assistants), who all have a good knowledge of the individual children. External discussion through moderation also usually occurs across the TPAT schools. Training update meetings led by Chris Barnes are attended regularly by the EY Lead and HLTA.

Classroom Organisation:

- Whole group direct teaching is carried out daily for Phonics and Maths and weekly for PE and Music.
- Continuous provision is carried out during the day after direct teaching lessons. This is where children independently chose their learning through play.
- 1:1 work is carried out for reading, NELI and SALT as required.

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

PHONICS:

- We teach phonics using Active Learn - Bug Club Phonics. It provides a systematic synthetic approach for the development of phonics. All children have a 20 minute daily session.
- When the children have finished unit 5 in Phase 2 D.A will complete an assessment for each child on a 1:1 basis to assess their ability to say the initial sound and then be able to blend and segment using these sounds. Any sounds which aren't secure will be revisited with the child daily as an intervention. D.A will then assess again on completion of unit 11 in Phase 3.
- All staff that deliver Bug Club Phonics have been trained by the provider to deliver it.

EARLY VOCABULARY/READING OPPORTUNITIES:

- As a school we promote the love of reading. To celebrate reading at home children can earn Karate bands. When they have read 10 times they can earn a white band and they can work up to earning a black band for reading 150 times.
- Each child has their own reading book which they read at home and in school – part of the bug club scheme and they all choose a library book they would like to look at / listen to at home.

- Children who are in the bottom 20% of the class read to a member of staff on a daily basis and we listened to all children read at least three times a week.
- '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, story sacks, poetry, non-fiction texts and oral story telling CDs. Children are exposed to these through repetition.
- Emphasis on modelling and repetition of key vocabulary by adults wherever possible in continuous provision.
- Phonological Awareness is part of the daily timetable.
- In 2022-2023: In September, parents will be invited to come in to school to watch a phonics and reading session to give them the skills and confidence to support their child at home with their reading and phonics development.

What books we want our children to learn:

We want all children to have a love of reading and build up a widespread and rich vocabulary that they can apply to their story telling and writing. We choose texts that engage and inspire our children within their continuous provision time. We follow the Talk for Writing (TFW) process in our English lessons, the children learn two texts off by heart each half term, a Fiction / Poetry and a Non-Fiction. We also have VIPERS sessions throughout the week, where the children are asked questions about Vocabulary, Inference, Prediction, Explanation, Retrieval, Sequence. This daily session encourages them to think about the comprehension of a story.

- Autumn 1a Rainbow Fish (TFW), Avacado Baby, Farmer Duck, Where's Spot (VIPERS)
- Autumn 1b The Enormous Turnip (TFW), Beegu, Goodnight Moon, The Very Hungry Caterpillar (VIPERS)
- Autumn 2a Three Little Pigs (TFW), Can't you sleep little bear, Handas Surprise, Dear Zoo (VIPERS)
- Autumn 2b Stick Man (TFW), Cops and Robbers, Mr Grumpy's outing, Hairy Maclary (VIPERS)
- Spring 1a Magic Porridge Pot (TFW), Dogger, Mrs Armitage on wheels, You Choose (VIPERS)
- Spring 1b Goldilocks and The Three Bears (TFW), Elmer, On the way home, Each Peach Pear Plum
- Spring 2a Billy Goats Gruff (TFW), Knuffle Bunny, Owl Babies, We're going on a Bear Hunt (VIPERS)
- Spring 2b We're going on a Bear Hunt (TFW), Lost and Found, Rosie's Walk, Hug
- Summer 1a Superworm (TFW), Peace at Last, Shhh! Brown Bear, Brown Bear
- Summer 1b Handa's Surprise (TFW), The elephant & the bad baby, Six Dinner Sid, Train Ride
- Summer 2a Lunchtime (TFW), The Tiger who came to Tea, The Gruffalo, Jasper's Beanstalk
- Summer 2b Augustus and His Smile (TFW), Where the Wild Things Are, Whatever Next, Come On Daisy

We have books and texts embedded within all of our curriculum areas to support the children's learning and spark their interests and creativity.

What Nursery Rhymes we want our children to learn:

- Autumn 1 - If You're Happy and You Know It. Five little speckled Frogs. One Elephant Went Out to Play. Head, Shoulders Knees and Toes.
- Autumn 2- Dingle Dangle Scarecrow, Twinkl twinkle little star, The 12 Days of Christmas. Alice the Camel.
- Spring 1- Miss Molly had a Dolly, Little Bo Peep, Teddy Bears Picnic, One, two buckle my shoe.
- Spring 2- Hot cross Buns. Old MacDonald. Pussy cat, Pussy Cat. The Grand Old Duke of York.
- Summer 1- Incy Wincy Spider. Insects All Around. The Ants Go Marching. The wheels on the bus.
- Summer 2- A sailor went to Sea, Sea, Sea. I do like to be beside the seaside. Under the sea.

Children's involvement in assessment of their learning:

- This approach is to help develop children's abilities to talk and reflect about their learning.
- Children are taught how to verbally assess their own learning by recognising what they have achieved as well as their next steps.
- Staff will spend time on a 1:1 basis with children, giving them time to look through their own learning journals and discuss their learning past and present.

Approaches to building early mathematical skills:

- In line with the new statutory framework for early years, the children will be expected by the end of the year to have a deep understanding of numbers to 10, including being able to subitise up to 5, automatically recall number bonds up to 5 and some number bonds to 10.
- We learn all about a number (up to 10) over two weeks.
- Children have a daily 30 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.
- Maths is incorporated into other areas of learning both inside and outside of the classroom to ensure the children have opportunities to explore numerical patterns and compare quantities in different contexts.

Wider Curriculum Planning:

- Learning is structured within a curriculum that is designed to be engaging, enjoyable and rich with experiences and meaningful contexts for learning. We want our children to become confident, independent, driven and resilient learners and young people. Teaching is designed to nurture and champion these attributes. We want our children to learn and demonstrate the values of kindness, respect, tolerance and consideration for others. We want our children to know how to keep themselves and others safe and healthy.
- Our 5 a day Reading Strategy is effectively used in the delivery of wider curriculum content.
- Children learn best when learning is set within an understandable context. Our TfW text promotes and enhances our writing and communication and language focus on a daily basis. We plan activities and experiences that are designed to spark imagination and celebrate learning. We recognise that in some areas, learning is best delivered as a discreet stand-alone area which may involve an educational visit or a visitor coming in to school.
- As part of their Understanding of the World learning, the children take part in an outdoor learning session on a Wednesday afternoon referred to as 'Welly Wednesday.' Activities involve exploring seasonal changes, creating art and craft with natural materials, re-enacting stories set in the natural world and problem solving.
- The Reception children currently have two P.E. sessions each week, led by Plymouth Argyle Coaches. The programme followed is the PE Hub. The school is also promoting the daily mile, where the children can run/walk around our school field. The children all have wellington boots in school, so we are able to access the field and garden area most days at lunchtime for energetic and exploratory play.
- The Reception children have access to iPads and Beebots to develop their computing skills.
- As well as daily exposure to songs and nursery rhymes, a music specialist takes the reception children for a weekly lesson alongside the Y1 children.
- The Reception children are taught R.E. alongside the Y1 children on a Monday afternoon. The focus is learning about Christianity. Follow up activities for the Reception children are pitched at their level of understanding and ability

Timetable:

- Children in reception have direct teaching daily for Phonics and 30minutes for Maths which then leads into continuous provision.
- The children read on a one-to-one basis with an adult throughout the day.
- The whole school have an hour PE session with a Plymouth Argyle Coach each week. During the Spring term the class will be taught by a specialist dance teacher and a specialist music teacher takes the class for one hour of high-quality music each week.
- Enhanced 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.
- Each area of enhanced 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 want to and will explore a variety of their learning opportunities therefore resulting in progress.
- The whole class does the morning mile around our school field or playground if the grass is too wet.
- Teachers, HLTA 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.

Personalised approaches:

- The lowest 20% (20-21 cohort) within the class have additional support through being on the Record of Need.
- There are 'Focus Five' children for Reading, Writing and Number that SS and her TAs are pushing to make more than expected progress to be on track at the end of the year. These are identified from the Baseline as being the closest to being on track to reaching Expected within individual ELGs. These are monitored, reviewed and adapted with the EYFS Lead termly.
- There are also 'EXC Push' children identified at Baseline. Adults will work closely and support with these children to see if they have the abilities to be above average by the end of the year.

Leadership and Development of staff expertise:

- DA has been the EYFS Lead for six years.
- DA attends all TPAT and Local Authority EYFS events as well as visiting schools within TPAT to gain further knowledge and understanding of best practise.
- All staff took part in the new EYFS Framework training course.
- D.A and ST will continue to visit other schools within TPAT to gain further knowledge and understanding of best practise.
- Support staff to attend refresher training regularly to further develop learning opportunities throughout continuous provision.
- DA to work with DJ on development of the wider curriculum planning for 21-22 in line with the new EYFS Framework.

Safeguarding arrangements:

- DJ is our DSL and TW and DA is the DDSL.
- ST has attended the Paediatric First Aid Course and all adults within EYFS have attended the Emergency Level 3 Paediatric First Aid Course.
- Clive Ellicot (TPAT's health and safety assessor) visits school throughout the year to come and check it over for any recommendations in terms of health and safety.
- All EYFS team update their yearly Safeguarding course through NSPCC online.
- All staff know about our strict end of the day procedures which is vital in safeguarding our children.
- All staff have read and understand our COVID Risk Assessment.

Transition from Reception in to Y1:

- At Cardinham School the transition for Reception children to Year 1 is a very smooth and positive one for all children as they are part of a mixed age class from day one at Woodside. We have children in Nursery, Reception and Year 1 in the same classroom so they are already familiar with all staff, the other children and their surroundings. All staff are secure in their understanding of both the EYFS and the Y1 National Curriculum expectations.

IMPACT

- Adults should draw on this knowledge and their own expert professional judgement to make an accurate summative assessment at the end of the year. This is sufficient evidence to assess a child's individual level of development in relation to each of the ELGs.
- In order to make accurate summative assessments a range of factors are looked at within the EYFS Team: formative observations and learning journeys, assessments e.g. Phonics assessments, Independent Writing etc
- TAs and Teachers have a comprehensive knowledge of the children.
- Assessment is then quality assured by TPAT moderation process and other external moderation meetings. These events show that we are accurate with our assessments.
- Children have benefited from a broad, balanced and stimulating curriculum which has an emphasis on the development of reading, children's vocabulary and writing.
- End of Phase assessment of phonics through Phonics Bug ensures all children are secure with their sounds and any missed sounds are taught through one-one programmes.
- Observations show children: wanting to learn, enjoying learning, being resilient/focused on tasks, challenging themselves
- Parental survey shows their children enjoy coming to school and learning.
- EYFS profile indicates at least expected levels of progress from Baseline for each child.
- Clearly differentiated provision ensures that all children have made progress.
- Intervention has been identified and lowest 20%, Focus Five, SEND, PP children receiving it are making expected or better progress have accelerated to be on track with their peers.
- Parents have a clear understanding of the children's progress towards the ELGs. This is clearly indicated by Learning Journeys, observations and data outcomes. A high percentage of parents access our online information enabling them to help their child at home. All parents are involved in their own children's Learning journey.