



Truro and Penwith
Academy Trust

Pensans CP School

EARLY YEARS STRATEGY for 2021 - 2022

EYFS Lead and Teacher = H Smith

INTENT

- All staff and SLT have a clear vision for EYFS at Pensans
- Children gain a love for learning through play 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' and that 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.
- School and Government Baselines will be undertaken within the first 6 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 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 plan, project plans and weekly plans which are all flexible to meet the emerging needs of each child. Our timetable has been stripped right back to allow children the maximum amount of time learning through play.

IMPLEMENTATION

Transition into Reception:

- To ensure a smooth transition for our children we take time to carry out quality nursery visits, home visits and we plan weekly visits for the new cohort over the last half of the Summer Term. Parents are invited to a New Parent's Evening where they can experience the learning environment, meet all the staff and freely ask questions.
- In September we do a gradual start and have all children starting half days, then staying for lunch but then we like to get all our children into our school full time as quickly as possible to maximise learning opportunities.
- Within the first full week, the children's parents will be sent our first half termly letter of the year. These inform our parents 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.

Engagement and involvement of parents:

- Each week the teacher contacts the parents via Tapestry explaining and sharing the learning for that week – phonics, reading books and number. It also gives parents ideas for how they can support their child at home.
- There is an initial telephone 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 and their Characteristics of Learning.

- Once a half term parents are asked to email information/evidence to include in their child's learning journey. When it is safe to do so the parents will also be invited into the classroom to view their child's learning during our Celebration Open Mornings
- 21-22: We are hoping to carry out 3 Parent Workshops throughout the year. This 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' home visits where possible, to get an accurate picture of the child.
- We take time over the first few weeks to solely play with and observe the children to form our own Baseline assessments in the Specific and Prime Areas as we want a quick, accurate picture of the child straight away. We will also be completing the statutory Government Baseline in Week 4 and 5 and the RWI entry assessment.
- We aim to complete all Baseline activities within the first 6 weeks 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. 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 Tapestry 6 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 daily for Maths.
- Differentiated small group direct teaching is carried out daily for RWI and 1-1 reading
- Continuous Provision is carried daily in and around the direct teaching lessons. This is where children independently chose their learning through play.
- Whole class direct teaching is carried out for PE and Project twice a week.

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 20 -30 mins every day between 10 – 10.30am.
- All staff that deliver RWI teaching in Reception class have been trained to deliver RWI.
- RWI is quality controlled and coached by school's phonics leaders (Helen Smith and Liam Luzmoor)
- PP children as well as the lowest 20% for RWI receive daily catch up work or pre-teach.
- We use the levelled reading materials from RWI that complement the phonics programme at each level. All books are electronic on Tapestry and are uploaded once or twice per week. We start with individual sounds moving on to blending books (orally first moving to reading) This is followed by Red Ditties, Ditties and then Green books. All levels are complemented with the use of RWI Book Bag Books.
- Our nursery have started to introduce RWI into their setting from work they did with us previously. The start with RWI Nursery and begin to introduce Set 1 sounds when appropriate on an individual basis.

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, story sacks, poetry, non-fiction texts, oral story telling CDs etc... Often children are exposed to these through repetition.
- Planning for projects and using texts are based on children's interests. There is a working wall that will display how a project is developed with the children in class and the mini outcomes achieved along the learning journey.
- SALT is carried out within Continuous Provision for the children who have County targets.
- In 21-22: Online workshops for parents to inform and assist them in supporting reading and phonics development at home.

What books we want our children to learn:

Rationale = To provide our children with a variety of different texts, which specifically focus on high end, topic related vocabulary. We also choose texts that engage and inspire our children within their Continuous Provision time.

What Nursery Rhymes we want our children to learn:

We use the RWI Nursery rhyme guide to deliver and teach nursery rhymes.

Children's involvement in assessment of their learning:

- Rationale = This approach is to help prepare children for Conferencing in Year 1 as well as develop children's abilities to talk and reflect about their learning which additionally focuses on one of our main priorities of Communication and Language.
- There are timetabled slots for children to share their learning and Tapestry journals with their teacher each half term.
- 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.

Approaches to building early mathematical skills:

- Use our own EYFS Maths policy based on WRM and NCETM to support the whole class direct teaching of Maths as well as Continuous Provision linked activities each day.
- Priorities are Number with a huge emphasis on Composition 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 up to 10. This will heavily support the first 4 main areas for developing children's early Mathematics.
- Children receive a 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 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 in the mud kitchen, problem solving in the construction area, capacity and comparing in the aqua pool and sand pit etc...

Wider Curriculum Planning:

- The wider curriculum is planned using a REAL Projects approach in EYFS. Key aspects that are planned for link to our whole school Intent: 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.
- Experience has shown us that our children learn best when learning is set within an understandable context. This may be an overarching project but could also be based on a central shared text thus reinforcing our reading focus. We plan activities and experiences within projects 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.

Timetable:

- Carrying on from work in 19/20, more barriers to learning have been removed. Both morning and afternoon breaks have been removed so children have much longer on Continuous Provision where snacks and physical development opportunities are available and incorporated.
- There are 3 sessions a day focused on direct teaching (30mins RWI, 30mins Maths, and 20 mins 1-1 Reading PLUS 30mins PE, x2 10min Fine motor/Handwriting and x2 30mins Project) 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.
- In addition, there is a priority focus area that is responsive and reflective from data e.g. Communication and Language. This will become a specific thread through all the areas with the aim to promote progress even more.
- 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 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.

Approaches to supporting disadvantaged and SEND children:

- We have a dedicated specific SENDCO for EYFS.
- APDRs are in place for all children requiring additional support.
- 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%.
- NELI intervention for Communication and Language in Spring and Summer for the lowest 20%.
- Precision Teach is a new strategy we are using across our school for children with APDR or children who need to catch up in a specific area. All staff received training in 19-20.
- PP children are closely monitored by all staff in EYFS. They will receive High Quality Teaching as well as additional intervention if needed.

Development of staff expertise:

- HS is the EYFS Lead.
- HS has attended EYFS briefings led by Cornwall and Christine Barnes.
- HS meets with JN/SW once every week to continue to support the team and drive development forward.
- HS aims to attend all TPAT and Local Authority EYFS events as well as visiting schools within TPAT to gain further knowledge and understanding of best practise.
- Support staff have had training through ABC Does and Greg Bottrill to implement and establish effective Continuous Provision and learning through play
- All staff, as well as the lead, have taken part in the NEW EYFS Framework training courses.
- NE is starting her advanced Outdoor Learning Certificate in 2022

Leadership of Early Years:

- HS has been the EYFS lead since KM left at Easter 2015.
- Part of her SLT role is devoted to improving the standards in EYFS through supporting the team. It is part of her Performance Management targets for the year.
- Half termly data analysis and Pupil Performance Meetings are carried out by HS. This is also shared with the Headteacher, Maths and English Leads.

Safeguarding arrangements:

- HS is our DDSL in EYFS
- All adults within EYFS have attended the Paediatric First Aid Course.
- John Eddy (Pensan'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 to update their yearly Safeguarding course through SmartLog 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:

- A review of the transition from Reception to Year 1 is to be carried out by HS and LL for 21-22.
- EYFS Team to be aware of the Y1 National Curriculum expectations to allow where appropriate transitional approaches.
- LL to be aware of the Rec 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 HS and LL to meet to start formalising plans for Autumn of the next academic year.

IMPACT

How assessment happens and how it is used:

- Summative assessment is completed 6 times a year and is recorded on Tapestry.
- 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 HS (EYFS Lead), HS/LL (Phonics Lead), ST (English Lead) and LL (Maths Lead).

Data Summary:

2019/20 31 in class.

2020/21 Baseline 30 in class. Autumn 2 onwards 29 in class.

Year:	GLD %	Reading ELG %	Writing ELG %	Number ELG %
2017	58%	70%	62%	64%
2018	61%	74%	68%	69%
2019	50%	62%	54%	62%
2020 Teacher	28%	33%	27%	66%
2020/21 Baseline	44%	56%	56%	61%
2020/21 Target	67%	67%	67%	67%
2021 (3 chn left)	40%	47%	40%	60%
2021/22 Baseline	44%			
2021/22 Target	70%	70%	70%	70%
2022				

- Children have benefited from a play based, broad, balanced and stimulating curriculum.
- Progress shows all groups of children made better than expected progress in all areas of learning with SEND and PP children making the most.
- Observations show children: have high levels of wellbeing and engagement, wanting to learn, enjoying learning, being resilient/focused on tasks. Report feedback forms and Parents' Evening discussions shows their children enjoy coming to school and learning.
- As a result of work with our school nursery, the majority of pupils who join us in September have had exposure to Phonics using RWI strategies. The focus is mainly around Set 1 Sounds.

- Intervention has been identified and Lowest 20% and PP children are being targeted.
- Assessment of phonics has identified more able pupils.
- Parents have a clear understanding of the children's progress towards the ELGs. This is clearly indicated by Learning Journeys, observations and data outcomes. Parents access our online information enabling them to help their child at home. All parents are involved in their own children's Learning Journey.