

# KEHELLAND VILLAGE SCHOOL

## EARLY YEARS STRATEGY for 2021-2022

### INTENT

#### Vision

- for all pupils to receive a broad, balanced and stimulating curriculum
- for all pupils to be inspired by and enjoy an exciting and enabling classroom and outdoor environment
- for all pupils to feel safe and be safe
- to fully engage all learners and their families so that they make a secure and confident start to their school life
- for pupils to make strong progress informed by accurate baseline judgements
- to increase the numbers of pupils who reach the ELGs by the end of the Reception year, particularly in Writing, Number and Speaking.

#### Curriculum overview

The EYFS curriculum is based on the revised Early Years Curriculum Framework and the revised Development Matters document. Learning opportunities are planned to address the specific needs of each cohort.

### IMPLEMENTATION

#### Transition into Reception

Transition processes were adversely affected by Covid restrictions in 2020 and 2021. Our normal practice is to invite children to spend three play sessions in school in June, on one afternoon each week from 2pm to 3pm. The parents accompany their children on these visits, but on the final visit, they are encouraged to leave the children to play without them (gathering in the staff room, so able to return quickly if needed). The children are also invited to whole school events, such as Sports Day (Toddlers Race held) and Gig on the Green. In July 2019, for the first time, the children were also invited to come in for the morning on whole school transition day. This worked well, as they were able to meet their class mates (future Y1's) and join in the classroom routines. It is hoped that this can be repeated if Covid restrictions allow in summer 2022. The EYFS teacher also aims to visit children in their pre-school settings, where parents or nurseries have highlighted specific needs. In 2020 and 2021, no visits were able to take place, but phone discussions were held with some nurseries, who wanted to highlight concerns. If the situation allows in Summer 2022, visits will be made to pre-school settings to meet children with specific needs flagged up by parents or by the nursery.

As we have a small cohort, all the children start at the very beginning of the Autumn term and there is no need for a phased start. Children with summer term birthdays are encouraged to start in the Autumn term and to attend full time if possible, in order to give them maximum learning opportunities and also to enhance their socialisation. However, children's needs are considered on an individual basis, and mornings-only starts, a reduced timetable or a delayed entry can be discussed with parents.

#### Engagement and involvement of parents

During the play sessions, parents' questions are answered on an informal basis. An evening meeting is held in early July for parents, where practical information about uniform, school routines etc. is given and the expectations of the Reception year are discussed in some detail. Parents are given a written copy of the information discussed. Parents are encouraged to bring any questions and concerns immediately to Class 1 staff, either at the beginning or end of the day. If Covid restrictions are still in place in July 2022, then information can be emailed to parents and the parents meeting can take place via Zoom.

Throughout their time in Reception, an individual Learning Journey is kept for each child. This describes the child's progress in the different areas of learning, and is a compilation of notes, quotes, photos and observations. These observations can be a long observation by a member of staff, whilst the child plays for a period of 15 minutes or more, or it might be a quick snapshot. The parents contribute to the Learning Journeys by bringing Wow moments into school, written on star stickers supplied to them. The parents can also send photos and anecdotal comments via the Seesaw app, highlighting their child's achievements at home. The parents normally have open access to their child's Learning Journey, but Covid restrictions mean that this is currently not possible. However, the Learning Journeys will be sent home at regular intervals for parents to view, and then quarantined on their return to school.

Two parent consultation sessions are held in a year. The first this year will be in November and the second will be in the Spring term. The parent consultations will be conducted by phone or Zoom in November and this may need to be repeated in the Spring. Prior to the parent consultation meetings, the children's books are sent home for the parents to view, in order to give them a better understanding of their child's learning and to enable points for discussion. In the meetings, the child's progress is discussed and suggestions made as to how to help the child with their learning. Parents' questions and concerns are addressed. At the end of the year, a detailed report is given to parents, describing the child's level of achievement in each of the 17 areas and including descriptive and photographic evidence to support the emerging/expected judgements.

The Class 1 page on the website is updated regularly with text and photographs describing class activities. This gives parents a better understanding of what their child is doing in school. Contact between home and school is made via diary messages and the Seesaw app. A description of what the children have done each day is put on the Seesaw app, with photos if appropriate. Once the children are reading from the reading scheme, staff will write in the diary to describe what the child has read in school. Parents are encouraged to similarly write in the diary about what the child has read at home. The weekly Phonics homework allows the parents to see exactly which letter sounds their child has learned that week and to practise activities such as recognising flash cards, sounding out and blending for reading, and building words for writing.

#### Transition from Reception in to Y1

Class 1 is a mixed Reception/Year 1/Year 2 class this year, so transition is straightforward. The Reception children enjoy Transition morning, when they have the status of being a Y1, amidst the new Reception intake. This continues at the start of the Autumn term, where they feel a sense of responsibility about looking after the younger children. As Y1's they have the same play opportunities as the Reception children. Although the time spent doing more structured, adult-initiated work increases over the year, they still spend much time accessing the continuous provision areas. The older children provide excellent role models for the Reception children, who consequently learn the classroom routines, expectations and rules more quickly.

#### Baseline arrangements

Reception children are given time at the start of the year to settle into school. Assessments for baseline begin as soon as a child is seen to be happy in their new environment, judged using the Leuven Scale on the areas of Wellbeing and Involvement. The Government Reception Baseline Assessment will be carried out within the first five weeks, by the TA most familiar with the children. Most school assessment is carried out informally during both adult-led and child initiated activities. Children are more formally tested on their knowledge of the letter sounds and understanding of number, although this is in a relaxed 1 to 1 context with a TA. The revised Development Matters handbook is used to make the judgements for baseline assessment and for individual progress throughout the year.

#### Arrangements for quality assurance of Baseline

Discussion on baseline decisions is carried out between the three Class 1 staff, (teacher and two teaching assistants), who all have good knowledge of the individual children, owing in part to the small cohort size. External discussion also usually occurs within the TPAT EYFS hub and triad. Training update meetings led by Chris Barnes are attended regularly by the teacher.

#### Approaches to developing early language skills, including Phonics

Previously, Phonics has been taught using a combination of the Jolly Phonics scheme for the basic letter sounds, (the scheme has the advantage of catchy songs and actions), and the Read Write Inc scheme for the digraph sounds (this has a catchy rhyme for each digraph or trigraph). In line with new Government policy, we will be moving to a single scheme this year. This is likely to be Read Write Inc. but we are currently researching the best fit for our needs. Two letters are currently introduced each week, with the formation of the letters being taught simultaneously. A wide variety of media is used to practise letter formation- whiteboards, chalk boards, mag pads, flashing wands, paint, shaving foam, lentils, sand etc. Meaningful writing is encouraged from the start, with writing linked to the Class topic, using the letters they have learned so far e.g. it is a man, it can go (Land Ahoy topic). Wooden letters on trays are provided so that children can build words before writing them. Within continuous provision, engaging letter recognition and letter formation activities are

set out. Children's writing attempts are celebrated in "show and tell" and by their inclusion in their Learning Journeys. Phonemic awareness is developed through a variety of games and activities e.g. Silly Soup for rhyme, Mrs. Browning's Box for listening skills, I spy and Kim's Game for the recognition of initial sounds. Once the alphabet letters have all been learned- (as they are covered, a memorable object, selected by the children, is placed on the alphabet display) the digraphs are introduced, using the RWI approach. The rhymes and images are memorable, and the scheme continues into the digraphs required in Year 1.

The sounding out and blending of words is practised through Whiteboard interactive games (Foam Phonemes, Thrass Phoneme Machine) and text/picture matching activities. Once a child demonstrates the ability to sound out and blend words, they start taking home books from the reading scheme. Until this year, we have used the Jelly and Bean scheme as the core reading scheme, supplemented by books from other reading schemes, (Dandelion Launchers, Sounds Write, Songbirds, Usborne First Readers, Read Write Inc. etc.) This year we will change to a new single core scheme (probably Read Write Inc.) in order to ensure correct alignment with the children's phonic knowledge. The children are heard read regularly, moving towards a daily reading session from 9 to 9.30. Outside of Covid times, parents are encouraged to come in to hear children read, and this provides the opportunity to model good interaction. Regular reading at home is encouraged by the Superhero reader chart, where 4 or more reading practice sessions at home in a week are rewarded. A love of books and reading is encouraged through regular story time and an attractive, comfortable and well-stocked book corner. This is part of the continuous provision and book displays and resources are frequently updated, linking to the topic and children's interests. Storysacks and puppets encourage children to retell familiar stories. Children are also able to borrow a library book each week from the school library.

#### Approaches to building vocabulary

Children are encouraged to extend their vocabulary through discussion and repetition of words met in story books and topic activities. We aim to provide the children with vocabulary rich experiences each day, with stories, songs, rhymes and poems. The Booktalk approach (trialled by TPAT EYFS hub 2017-18) is used weekly, where a story is shared with a small group of children. The adult (teacher, TA or parent helper) encourages all the children to join in a lively discussion of the story, modelling vocabulary and sentence structure. We also hope to continue the Story Maker approach (trialled by TPAT EYFS triad 2018-19). Children are encouraged to create and retell their own stories, stimulated by a book, resources or puppets. The adult scribes to begin, but as the children's writing skills develop, they will gradually begin to write the story themselves. NELI sessions will be held from January onwards for those children who have low scores when assessed during Autumn 2.

#### Approaches to building early mathematical skills

In line with the new Early Years Curriculum Framework, the children will be expected by the end of the year to be working with numbers to 10 with a depth of understanding. Numbers will be introduced gradually, a new number each week during the Autumn term, with time at the end of each half term consolidating 1-5 and then 6-10. Many of the children on entry are already familiar with counting to 10, 20 or beyond. However, this is often just rote learning, with little understanding underpinning the chant. The exploration of a new number each week promotes the understanding of what that number means, what the number looks like, how to write the number and how the number can be composed. The CBeebies Numberblock characters are used to introduce a new number, with video clips featuring how they relate to other numbers and a song about their special properties. Practical activities suggested by NCETM are used. Numicon is also used to help the visual recognition of the different numbers. A Maths table in continuous provision, with number books, giant and small Numicon, Numberblocks characters and plastic numbers allows the children to explore numbers independently during free play. Resources are supplemented regularly according to the topic area and children's interests. The importance of the ability to subitise is recognised, and activities involving dice and dominoes provided. The Numbersense programme has been purchased by the school for use in KS1, and EYFS specific activities will be available for use from the start of Autumn 2. Counting activities are practised daily in the mental starter session, counting on fingers and singing/dancing to action songs counting to and from 10/20. Adult-led counting and calculation activities are linked to the topic and current class enthusiasms, in order to stimulate interest and provide a meaningful context. Resources are additionally provided within continuous provision to enable the children to continue their exploration independently. When calculating- adding, subtracting, doubling and halving- the emphasis is on a practical, meaningful context. The children are encouraged to make their own recordings, gradually working towards a more

standard presentation. Simplified versions of the bar model and cherry model used at this stage ease transition into Y1 expectations. There will be increased focus this year on Numerical patterns, with an emphasis on an awareness of place value, the ability to recognise the pattern in the number system and to count beyond 20, the recognition of odd and even numbers, and the relationship between doubling and halving.

Learning about Shape, Space and Measures is again linked as far as possible with the Class Topic, providing a meaningful context for investigation and problem solving e.g. using 2D shapes to create a ship picture etc. The Reception children use non standard units to measure. The exploration of shape and space is a fundamental part of art and craft and construction activities. The children are able to experience these within adult-led activities and child initiated play.

### Approaches to all other EY teaching

#### Topic work

Our topic work provides the overarching framework and stimulus for much of our learning. We are following the Cornerstones Maestro Curriculum and our topics for this year are Let's Explore; Marvellous Machines; Long Ago; Ready, Steady Grow; Animal Safari and On the Beach. These topics are dovetailed with the Y1/2 topic subjects, to lend a coherent and unified feel to the class. For example, Let's Explore links with the KS1 topic Land Ahoy! and Marvellous Machines with Pushes and Pulls. The Cornerstones scheme ensures coverage of Understanding the World and Expressive Arts and Design.

#### Wild Tribe Outdoor Learning

As part of their Understanding of the World learning, the children take part in a Wild Tribe outdoor session on a Thursday afternoon. These sessions are led by two TAs who have undertaken Wild Tribe Outdoor Learning training. Activities may involve exploring seasonal changes, creating art and craft with natural materials, re-enacting stories set in the natural world (The Gruffalo, Stick Man etc.) and the acquisition of camp craft skills.

#### Physical Education

The Reception children currently have two or three P.E. sessions each week, led by myself or a Go Active Sports Coach. The programme followed is the Real P.E. scheme. The Reception children are able to go swimming for two half terms each year. They start in the beginners' pool at Carn Brea to build confidence, and then are moved into more advanced groups as they make progress with their swimming. Weather permitting, running laps around the school field to promote fitness and stamina is also practised in a relaxed and fun way. The school is also promoting a daily 5 minute skip, and the Reception children will be encouraged to join in at their ability level (e.g. starting with stepping through a hoop). The children all have wellington boots in school, so we are able to access the field and Pebble Wood area most days at lunchtime for energetic and exploratory play.

#### Computing

The Reception children practise computer skills during a dedicated session in the computer suite, using age appropriate programs such as Teach Your Monster to Read, Purple Mash, RM Maths, Lexia, Word, PowerPoint and Paint). They will also have access to cameras, iPads and floor turtles as part of their learning. Although no longer a statutory part of the Early Years Curriculum, it is considered that the development of these skills is beneficial for a smooth transition into Y1.

#### Music

As well as daily exposure to songs and nursery rhymes, Music learning for Reception children takes place in lessons alongside the Y1 and Y2 children. The focus for KS1 is on learning about beat, rhythm and pitch, singing, listening to music from different genres and eras, composing and performing. The older children provide role models for the Reception children, who are able to join in at their own ability level. We use untuned percussion instruments, as well as Boomwhackers for our composition and performance strands. The school is intending to purchase simple glockenspiels to further enable the children to compose and perform.

#### Religious Education

During the week, the Reception children are taught R.E. alongside the Y1/2 children on a Wednesday afternoon. The focus is learning about Christianity, Islam and Judaism. Follow up activities for the Reception children are pitched at their level of understanding and ability.

### Continuous Provision

Continuous provision is by necessity restricted by the presence of the Year 1 and Year 2 children in the classroom. In order to provide space and a quiet environment for the teaching and learning of the Year 1's and 2's, the continuous provision in that part of the classroom is planned for quieter activities - currently a Reading corner and temporary computer suite. Within an extension to the classroom "round the corner", are the more lively continuous provision areas- the Number table, craft table and role play area. Attached to this area is an outdoor shelter, where the sand tray, water tray and various tuff spot table or mat activities are laid out. When not engaged in adult-led activities, the Reception children have free access to all these areas, as do the Year 1 and Year 2 children. This works well, as the Year 1 and Year 2 children are able to model play and also tidying up routines. There is also a large outdoor play area, with wood chip kitchen, sand area, large loose part resources, wigwam reading area, dinosaur land, pirate's ship, giant building blocks, ball run etc. For safety reasons, this area is available to the children only when an adult is supervising.

### Timetable

The timetable is dictated by the importance of meeting the needs of both the Reception and the Y1 and Y2 children, and at the same time creating a sense of class cohesion and unified purpose. Therefore, lessons are formally timetabled as Literacy, Maths, R.E., Music, Art, etc. A common theme is introduced to all the children as a class group at the start of a lesson, before they separate to pursue activities linked to that theme, at their age-appropriate level of learning and according to their age-appropriate learning style.

### Approaches to supporting vulnerable and SEND pupils

Vulnerable children will receive extra support, in the form of the provision of resources or teacher/TA time. These may be on an individual or group basis, according to need.

SALT activities will be delivered to those children under the remit of the Speech and Language team. Extra support will also be provided for any other children highlighted by the baseline assessment as being below the level typical for their age. Book talk and role play activities will be used with those who lack the confidence to speak in class to an adult. NELI sessions will also be used for those children who score lower scores on assessment for communication and language.

### Personalised approaches

The EYFS teacher is TIS trained, and is able to provide individual support for children with PSED difficulties. This will take place within the classroom context or on a 1 to 1 basis during her non-contact time on a Friday afternoon (1.00 to 3.00). One of the teaching assistants acts as a learning mentor within the school, and is able to provide support as needed. Various strategies are in place in the classroom to promote good behaviour and relationships. Children who follow the school behaviour rules of Ready, Respectful and Safe, and show themselves able to sit quietly, listen carefully, work diligently (Ready), be polite, be orderly, take care of things (Respectful) be caring, say kind words or be helpful (Safe), place their name in a star shape next to the appropriate description on the wall. They are rewarded with a gold star in their diary at the end of the day. Leading up to Christmas, the Kindness Elves come to visit the classroom. The children write letters to say how they have been kind and the elves send letters in return.

### Development of staff expertise

The EYFS teacher has the opportunity to develop expertise through discussions in TPAT EYFS hub and triad meetings. The triad pursued different projects over the two years prior to Covid- Booktalk and Storymaking. Training has been undertaken in a variety of areas by both the teacher and the key Reception TA (NELI, Wild Tribe Outdoor Learning).

### Safeguarding arrangements

The designated safeguarding lead is the head teacher, Miss. Joanna Harvey. The safeguarding deputy is Mrs. Kyra Orchard. All Class 1 personnel have current Paediatric First Aid training and Tier 2 single agency Safeguarding training. One TA has the higher Level 3 Paediatric First Aid qualification. In order to keep the children safe within the school, the gates are locked at the start of the day. At the end of the day, the children are only released to their parents or known relatives, unless the school has received notification of an alternative arrangement. The children line up by the playground wall and the gate is opened for individual children, when the collecting parent has made themselves known to the member of staff.

Continuous checks and monitoring are in place to ensure that the indoor and outdoor environment is safe. Dangers inherent in any activities are noted and steps taken to minimise the risk. Risk assessments are carried out for out of school trips. In terms of intimate personal care, parents understand that staff will change their child if they wet or soil themselves occasionally. If regular intimate care is needed, the parents will be consulted and an individual Personal Care document drawn up for the child.

## IMPACT

### Measuring progress

Data will be collected in October, December, February, April and finally June, assessing children in the 17 areas of learning against the revised Development Matters descriptors for 3-4 and Reception, and the Early Learning Goal. This information is recorded in the children's individual Learning Journeys, to show progress to parents. A paper Individual Progress Monitoring Sheet is used. A separate copy is also kept which shows the children's score as a minus score against the final expected score of zero. If a child shows that they have not made sufficient progress within a 2 month interval, interventions will be put in place to accelerate progress. If a particular area of learning is showing a general low level, classroom practice will be planned to address that deficit. Final assessments will also be recorded in Educater. Tiny Tracker will be evaluated to assess whether it can be effectively used for digital summative assessments throughout the year.

### Successful engagement

The intent is that parents will be fully involved and interested in their child's learning. The Seesaw app is proving very popular, with parents commenting on my daily blog and informing me of the learning that their child has taken home. All but one set of parents agreed to allow photos of their children on the website and feedback has been positive, with parents commenting enthusiastically about the latest entry.

### For all pupils to be inspired by and enjoy an exciting and enabling classroom and outdoor environment

As of end October, the children are very enthusiastic about most areas of the learning environment and are keen to make suggestions about what we can add next. Continuous provision areas are constantly tweaked to provide best outcomes within Covid 19 restrictions. Parents report via Seesaw that their child comes home full of enthusiasm and eager to talk about their learning.

It is intended this year to maximise use of the outdoor environment for learning, both in the small playground and in the wider school grounds- vegetable plots, field and hedgerow, Pebble Wood. Careful consideration will be made on how each area can be used to enhance the children's learning and at the same time benefit their health and well being.

### For all pupils to feel safe and be safe

Reception children are coming into school quite happily, although initially there were one or two who found it hard to separate from Mum or Dad. Class 1 staff ensures that they are on hand to support these children. The children appear happy and enthusiastic in their work and play, and this has been confirmed by parents. The children are generally extremely well behaved and considerate of each other. We will monitor the well being of the children throughout the year, in order to identify and deal with any emotional concerns immediately.