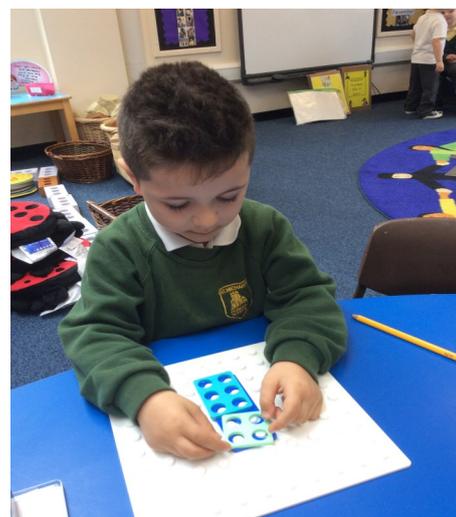
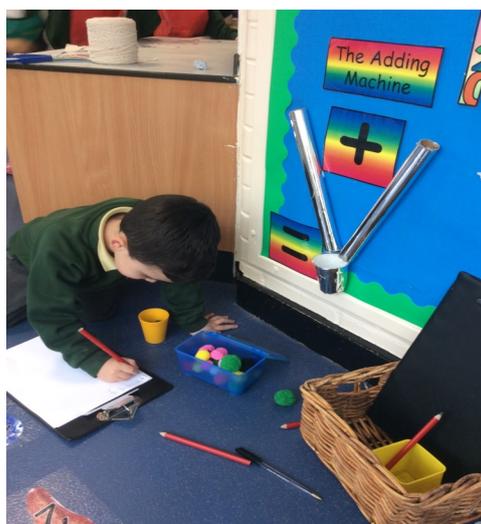


# Early Years Foundation Stage Unit

Spring Update 2017



What's been happening this term?

## Update to our EYFS Unit

This half term we have been updating our indoor learning environment in the sunshine and rainbow room. The changes that we have made to our environment have reinforced our high expectations that we have for the children.

As well as updating our environment, the EYFS team have de-cluttered the classroom (bookshelves, cupboards and the cloak room). This has had a huge impact, as resources are now readily available and the cloakroom has space for intervention group work to take place. The staff working in the EYFS unit now have specific areas of responsibilities to ensure that the environment is maintained at this high standard at all times.

### Future Plans

We have future plans to update our outdoor provision. The children access this space on a daily basis so it is important that this space provides plenty of opportunities to develop their independent learning skills.



# Behaviour and high expectations

We have adapted the whole school approach to behaviour management and are using the schools behaviour system. The children in our Early Years unit have responded very well to this new system and lots of stickers have been awarded for those children who have been working hard. We have also ensured that the children who are of the minority who are not demonstrating good behaviour are sanctioned appropriately. A record of children's inappropriate behaviour when moved onto red has been recorded in our behaviour log and on CPOMS. Parents have also been informed when their child has moved onto the red.

## What has been the impact of the new behaviour system?

This new behaviour management approach has had a really positive impact on the children who were not making the expected progress in the managing feelings and behaviour strand.

Based on our spring assessment, it is evident that the new system has had a huge impact.

## Progress in managing feelings and behaviour:

22/30 children have made above the expected progress in this strand since Autumn to Spring.

5/30 have made expected progress in this strand since Autumn to Spring.

2/30 have made below expected progress in this strand (both these pupils are SEN, one of these pupils is currently undergoing an educational health plan and the other pupil has made more progress, but not enough to be secure in 22-36m).

## Reward last half term

This half term the children who have remained on green every day have chosen an afternoon on our school bicycles as part of their half termly treat.



# Parental Involvement

## Building relationships with families

We have been working hard to give parents more opportunities to become involved with school life and to engage them in their child's learning. This term we have involved our parents in a variety of ways.

### Stay and Play

This half term we are delighted to have welcomed four new children into our Nursery. The children settled very quickly into the routine of our EYFS unit because of the strong relationships built between staff and pupils in their earliest stage of school. I strongly believe that the children settled into their new environment quickly because of the parental partnership between their new school and their home. This was achieved by visiting the children at their home with their families, followed by a visit to school with their parents for a stay and play session. The EYFS staff then worked with each family individually to ensure that the starting dates and times were suitable for their child at their stage of their development. **As a result of working closely with the new nursery starters and their families, every child was in our Nursery full time by the second week.**



### Spring Term Parents Evening

We held a second parents evening for all Nursery and Reception parents in our spring term. This was well attended from our parents in Nursery and Reception and additional appointments were made to accommodate all parents. The evening gave our parents the opportunity to discuss the progress that their child has made since the Autumn term. We shared their child's targets with the parents and offered advice and possible activities that they can do at home to help support their child in their learning. Each parent was given a written spring term report. We also used this opportunity to allow the parents to see their child's learning journeys, brave writing books and our floor books.

I am so proud and happy how much Jack has come on with his speech and interactive play.

I am really happy because Paniya feels happy here and she loves coming to school and loves the atmosphere. Thanks for everything

# Parental Involvement continued...

## Proud Stars

We have received a large number of proud stars back to school from both Nursery and Reception parents which celebrate the work and achievements of our children (Please see parents' portfolio for examples).

## Mother's Day Coffee Morning

We celebrated mother's day by hosting a mother's day coffee morning. We sang songs, told our mums why we loved them and how special they were to us and we gave our mums our gifts and cards that we had made. After our assembly, the parents were invited to come into our EYFS unit to look at our new environment and to observe the activities that the children do during their child initiated learning. Parents were also given the opportunity to look at their child's learning journey, brave writing book and floor books.

## EYFS Blogs and Curriculum information maps

Every week we update our school website to inform parents on what their child has been learning in school throughout the week. We also send home a curriculum map every half term.



### St Michael's RC Primary School Reception Curriculum Information Spring A

#### Personal, Social and Emotional Development

Your children have settled into their new class really well. We are so proud of how quickly they all were able to follow the rules and routines of the unit and form positive relationships with both their teachers and their peers.

This half term we will continue to support your child in becoming an independent learner, helping them to work together with their peers to solve problems and to play cooperatively. We will talk about how the Three Bears will be feeling when we learn the story of Goldilocks and the Three Bears and will talk about how Goldilocks could build bridges with the Three Bears.

#### Mathematics

We love mathematical problems. We learn mathematics through engaging everyday activities. Mathematics happens all the time in our environment and this half term we will continue to support your children develop their mathematical understanding. We will continue to develop our counting of objects and items that fascinate us. Your child will order numbers from 0-20 and beyond daily and find one more and one less of a given number. We will be learning how to add and subtract two single digit numbers.

This half term we are doing lots of work on measurements that will link with our traditional tales topic of 'Goldilocks and the Three Bears.' Your child will be using the language of size to talk about objects, and to compare.

We will continue to name common 2D and 3D shapes and begin to use language to describe shapes. You could help support your child at home to identify and talk about shapes that they find in their environment.

#### Communication and Language

Your child will learn the story of 'Goldilocks and the Three Bears' during our big talking sessions and will enjoy acting out the story in our new performance area during child initiated play. This will help your child understand the way in which stories are structured.

#### Dear Parents,

Your children have settled into their new class really well and we have loved watching them grow and develop during the Autumn term and are really excited to watch them continue to do so. We are beginning our term with the well known traditional tale of 'Goldilocks and the Three Bears.' This half term we will continue to follow your children's interests and ensure that their environment is changed weekly to suit their needs and interests so that the children are set challenging and engaging activities. If you have any questions about your child's learning please do not hesitate to speak to either Miss Consterdine, Mrs Foot or Mrs Dodd.

#### Expressive Arts and Design

In Reception we love creative play. This half term we will have lots of opportunities for your child to be creative. This will include activities like, making beds and chairs for the three bears, re-telling the story of Goldilocks and the Three Bears and performing it, learning the song of When Goldilocks went to the house of the bears, making masks and taking part in messy play activities in our outdoor area using porridge oats. Although we do everything we possibly can to keep your children as clean as they are when they come into school in the morning, they do occasionally get messy during some of these activities but they are learning so much during the process.

#### Physical Development

Your child will continue to develop their gross and fine motor skills this half term. We will be focussing on letter formation that will support your child in their writing. Your child will also take part in daily fun finger gym activities to help strengthen their fingers for writing. Please speak to Miss Consterdine or Mrs Foot if you would like any more information on how you could support your child with their physical development at home. In Reception we aim to make your children as independent as possible. This half term we will continue to help support your child in becoming as independent as they can by showing them how to put their own coat on and zip it up, how to dress and undress themselves and by talking to your child about how to keep themselves safe and manage risks.

#### Literacy

We have lots of really exciting literacy activities planned for your child this half term. We will begin our traditional tales topic of 'Goldilocks and three Bears' with a problem in our outdoor area where the teachers have noticed a broken chair. The children will help their teachers solve the problem of the broken chair by writing a letter to Mrs Kerridge explaining what has happened. We will also write a letter from Goldilocks saying sorry for the broken chair. Your child will continue to have a daily phonics session where they will learn new sounds in an exciting way through physical and interactive games. Each week your child will be sent home the new sounds that they have been learning in their homework book. We would be really grateful if you could help to support your child with their letter sounds at home.

#### Understanding the World

Your children love to find out more about the world in which they live in. This half term we will plan activities that will excite them, and promote curiosity amongst your children. We will be talking about different materials as we explore the materials in the story of Goldilocks and the Three Bears and investigate suitable materials to make a chair/bed for baby bear.

We will be finding out about other cultures and traditions and will spend a week learning about Chinese New Year.

We're happy with how Josh has progressed and is enjoying reading and writing.

Very happy with Amelia's progress. The blog is very useful.

## Parental Involvement continued...

### Future plans

We plan on making our relationships with parents and families even stronger and have already made plans to hold a parents meeting for our new Nursery and Reception children's parents who will be attending our school in September 2017. We have also arranged home visits for our new families starting in September 2017. This enables a smooth transition into school. In the summer term, I will be contacting the nurseries which our new starters attend in order to support the child with their transition from their nursery setting into their new school.

Looking ahead for September 2017, we hope to offer our parents' workshops based around early reading and writing and how families can support their child with maths at home.

## Monitoring

This term, regular monitoring of teaching has shown provision remains **consistently good**. During recent observations, it showed that adults successfully engage children in new learning and careful questioning make children think.

### Reception

Recent lesson observations in Reception showed **high quality** modelling with the children listening intently, transitions between whole class to focused activities were **really smooth**, **differentiated** tasks were appropriate and suited to each **ability** and **the pace of the lesson was good**.

### Nursery

Recent lesson observations in Nursery showed that there was **good relationships with all pupils**, **high expectations of pupil attitude and behavior**, **quality of questioning** and **clear sequential learning**.

# Data

## What does it tell us?

### 2016

Children start in the early years with skills and abilities that are generally below those typical for their age, particularly in communication skills and personal, social and emotional development and the specific areas (literacy and mathematics). From their individual starting points, children, including those entitled to pupil premium funding, make good progress. The proportion of children achieving the GLD has improved year on year:

2014: 28%

2015: 50%

2016: 60%

**Projections for 2017: 65%**

Children supported by early years pupil premium funding made good progress in 2016. The assessment information from 2016 shows that by the end of the Reception year, the differences between their outcomes and those of other children have closed.

### Priorities based on data from 2016

Last year's data showed that fewer pupils achieved the ARE in writing than any other area. Staff were aware of this and have ensured that this has been addressed this year by introducing our brave writing books, high quality modelling of writing, and records of look, listen and notes evaluations and next steps ensure planning is focussed and enhancements to areas are suitably matched to individual needs. The current spring data shows that 66% of pupils are at ARE in writing as a result of the interventions.

### Other priorities

Our home visits and nursery transitions in the summer of 2016 informed the EYFS staff that communication and language was to be a focus for the cohort attending St Michaels EYFS unit in September 2016. Therefore, staff have been trained to deliver talk boost intervention programmes. All staff are aware of the importance of communication and language and have ensured that good modelling is used during whole class, teacher led activities but also during child initiated activities (new vocabulary introduced to children through topics/stories/ and in specific areas such as the home corner). We have also continued to use big talking in the style of Pie Corbett's talk for writing method.

# Data

## What the 2017 data tells us

Our **baseline data** continues to confirm that the majority of children come into our Nursery and Reception below ARE in both the prime areas and specific areas of learning, but quickly catch up by Autumn particularly in reading, writing and number. This is as a result of strong teaching across both Nursery and Reception classes which provide an effective balance of teacher-led activities and opportunities for children to explore and learn by themselves. The staff make good use of the assessment information to inform planning and shape learning activities to ensure that children's developmental needs are addressed quickly and that any gaps in learning are closed.

Our projection for this year's Good Level of Development is higher than last year's GLD and our **Spring assessment** confirms this as 19/29 pupils are currently at ARE, compared to 5 pupils achieving ARE at the start of the year (baseline). We are aware that the performance of disadvantaged pupils are still below ARE compared to the non-disadvantaged pupils. We are targeting these children through intervention work, such as;

- Talk boost to target communication and language and listening and attention skills (see talk boost summary for progress made).
- Jump start programme to support children's fine motor skills and personal and social skills.
- Extra reading sessions every week with Mrs Kempster.
- Target and tracking of pupils during child initiated activities.

## Moderation

In order to ensure accurate judgements are made of the profiles, St Michaels have arranged to work alongside the EYFS co-coordinator at St Aloysius to moderate children's work against the early learning goals in the prime and specific areas of learning. This will ensure that accurate assessment is made and I can begin to develop some of our own exemplification materials. This will assist all members of the EYFS team to make accurate judgements when observing children and it will provide them with a guide to what emerging, expected and exceeding looks like in practice.

As well as moderating pupil's profiles for the early learning goals with another setting, St Michaels has been chosen to be moderated by the local authority. St Michaels have been moderated in previous years by the local authority, and I have always found the experiences to have been positive and supportive discussions. In previous moderations, the authority has agreed with our judgements against the early learning goals with the evidence that has been presented. The EYFS staff at St Michaels feel confident that we have the evidence to support our judgements and are continuing to prepare for this moderation in May.