

## Alverton School

### EARLY YEARS STRATEGY for 2021-22

#### Intent

##### Vision

Our aim is to give every child in the EYFS the best possible start to their education. To fill them with excitement in the world, confidence in their ability and fuel a need to know more. Through a safe and caring environment we aim to ensure that children feel secure enough to explore beyond their comfort zone and reach beyond what they thought they were capable of.

Through partnership working with parents our aim is to not only create a place where children are stimulated, happy and focused on learning but to bring families along for the journey. By reaching out in the Early Years we are building a learning community that will last for a child's whole education.

By the time children leave the EYFS at Alverton they will be able to read and write and problem solve and reason about mathematics. They will be ready for the next stage in their education, be confident in their abilities and keen to take on responsibilities and roles within the wider school community.

##### Curriculum Overview

In the Early Years children learn through play, through adults modelling, by observing one another and through guided and directed teaching. Children are powerful learners and every child can make progress with the right support. At Alverton we use Development Matters (Sept 2020) and the Seven features of Effective Practice to guide and structure what we want children to learn and the most effective way of doing so.

The curriculum is not loaded with content ensuring that ALL children can keep up. Some will take part in additional rich, challenging and open-ended activities whilst others will experience carefully planned and consistent additional support to ensure that they don't fall behind their peers.

With communication and language at the centre of our curriculum alongside quality interactions and a stimulating learning environment, children benefit from a balanced curriculum which includes teaching that has been planned ahead, ie phonics and maths, whilst still making time for their spontaneous learning.

Children have the opportunity to plan their own activities and learning and enjoy real world activities and experiences such as gardening, cleaning and food preparation. They have enrichment opportunities and take full advantage of the place where we live.

#### Implementation

##### Transition into Nursery

Children from the age of 2 are able to join Alverton Woodland Nursery

Parents receive a guided (virtual if necessary) tour of the facilities and are given welcome packs and information.

They are signed up to the Family App ensuring that they have access to their child's care and education from day one of starting Nursery.

Settling in sessions are bespoke to each child and family. We take as long as it takes to ensure that children are happy to be left by their family and that the family are confident in the care that their child is receiving.

'Foxes' Room is for children aged 2-3 years and is staffed by highly qualified Nursery Nurses who are responsible for planning and assessment and provide a rich and stimulating environment for the children in their care. When children are ready after their 3rd birthday they are transitioned into the pre-school room by the Nursery staff.

"Little Owls' Room is for children aged 3+ 4. By January there are often 2 cohorts of children operating in the same space. The Nursery Teacher is responsible for the day to day running of the Preschool room and is supported by the Nursery Manager and a team of Nursery Nurses. The Nursery Manager ensures that staffing levels and ratios are adhered to.

### **Approaches to developing early language skills, including Phonics in Nursery**

2 Week mini-topics are planned around traditional tales, modern classics and children's interests- sometimes these are extended due to the level of interest and engagement from the children.

Activities link to the stories and books and whole class teaching focuses on sequencing stories, learning them by heart, talking about the story, the characters and the plot.

There is a daily Rhyme Time activity for all children.

Children have a minimum of 5 stories read to them every day. In reality lots of children are getting more than this as we aim to have an adult reading with groups of children during free flow.

All staff take part in regular training about playing and interacting with children and the importance of talk in the Early Years.

Staff aim to have verbal exchanges with all children. Children identified as being at risk of falling behind are also targeted during carpet sessions, snack times and during free flow sessions. We aim to increase their language skills by spending as much time as possible with those children who need it most.

There are daily whole class phonics sessions based on phase 1 of Letters and Sounds.

By the Summer Term children who are transitioning to school in September are separated from those that will remain at Nursery for another year. This enables teaching to be tailored to the cohort and begins to include letter recognition as well as phonics games.

### **Approaches to building early mathematical skills and other areas of Learning in Nursery**

Daily routines include rote counting, counting of things that cannot be moved and number recognition. In the Summer term children estimate and look at numerical patterns as part of the daily routine.

There are 3 discreet maths session per week in Nursery. They are timetabled to be on different days each week to ensure all children have access to the maths input. Concepts are shared through books, rhymes and practical activities modelled by the teacher.

Practical maths activities and games that link to the concept being explored are available for the children to access freely and an adult is always made available to support the play.

Numbers are displayed in the environment in a number of different places and children have free access to a wide range of flexible resources which cover lots of mathematical concepts.

In other areas of the curriculum we are lucky enough to be supported by our learning environment. Children follow their own interests and explore freely the inside and outside environments. We look at changing seasons, the weather, celebrations, animals, insects and habitats amongst others. We ensure that books are available on these topics for children to access and share and that all staff ensure that individual children's lines of inquiry are supported through shared talk.

### **Transition into Reception**

#### **In a usual year**

Parents induction meeting

Cafe day

4 x Learning together sessions in the Summer term

Teachers visit feeder settings to see children in familiar surroundings

Individual Parent consultations

Staggered entry in September.

#### **In a pandemic**

Parents receive notification that their child has been allocated a place by the secretary and a welcome letter is sent on behalf of the school by the Headteacher and EYFS lead.

Parents receive their pack which includes welcome booklets, uniform orders etc through the post

Reception class teachers ring each parent individually to arrange a meeting in September before the term starts and to answer any questions.  
Teachers visit feeder settings or have virtual meetings  
The website is populated with welcome videos, presentations and story times  
Initial Parents consultations in September  
Staggered entry in September

### **Engagement and involvement of parents**

Initial Induction meeting-Summer Term prior to starting school  
Parent consultations Autumn and Spring Term  
Tapestry  
Phonics evening  
Parent helpers (individual reading/trips and visits- in a usual year)  
Open invitation to read to the class

### **Transition from Reception in to Y1**

Visits from KS1 teachers to come and read a story to reception class  
3x whole morning Learning Together sessions with new teacher and class mates  
Autumn Term planned to include periods of Own Learning time in KS1 outdoor learning environment.

### **Baseline arrangements**

Information gathered from feeder settings on visits.  
Information gathered from parents at parent consultation meeting.  
Information gather informally through Learning Together sessions.  
On entry into Reception-information gathering through planned purposeful play activities -All reception staff involved and information recorded.  
Reception staff involved in consultation with each other to decide baseline for individual children based on ALL the information  
Tracked on Tapestry and data analysis completed by EYFS lead before end of first half term.  
Catch-up quick children and Headliners identified  
Interventions for individual children and groups of children at risk of falling behind put in place quickly

### **Arrangements for quality assurance of Baseline**

EYFS lead and Nursery teacher moderate with main feeder setting on exit from Nursery  
EYFS Lead- data analysis  
Deputy head teacher/All EYFS staff aware of strengths/weaknesses of cohort (headline news)as well as what has gone before in order to set realistic but ambitious targets.

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

Speaking and Listening at the heart of the curriculum.  
In the Autumn Term-topics/activities planned to ensure children are given lots of opportunities to talk about themselves, their families, likes, dislikes etc etc  
EYFS staff use Own Learning time to interact, support and scaffold learning through skilful questioning and interactions.  
Children are encouraged to talk about their Own learning during daily review sessions. Teachers model good listening, questioning and responding appropriately.  
Key worker groups in reception maximise the opportunities for individuals to talk about their own learning and interests- a maximum of 13 children per group  
Phonics is delivered daily. A new letter sound is introduced everyday during a discreet phonics session. Children take part in blending and segmenting practice and reading and writing activities within the session.  
DERIC-see below  
Reception class follows the 5 a day rule with stories, building these sessions into their day. Familiar and traditional Nursery rhymes are sung daily. Classroom transitions are also sung to familiar tunes and children quickly learn the songs and the expectations that are attached to them.

All children read once with the class teacher and once with the class TA over the week.  
Children at risk of falling behind read daily with an adult.  
Children have access to a comfortable and inviting reading corner.  
Children with S+L issues are identified early. Children are targeted during free flow sessions, snack and lunch times and during 1;1 support that is put in place through our S+L HLTA

#### **Approaches to building vocabulary**

DERIC is delivered three times a week in Reception in groups of no more than 13  
Children are questioned about a specific text and activities include sounding out words, talking about their meaning, finding alternative words, using inference, recall, explanation and comprehension.  
Story and Rhyme time-5 a day rule  
The word washing line-new and exciting words celebrated  
Individual reading of phonics related books and key word cards  
EYFS staff skilled at engagement and questioning of children during Own Learning time  
Reading/ writing areas in the classroom  
Interactive sound wall for children to access freely

#### **Approaches to building early mathematical skills**

Discreet maths lessons every day-each number is introduced and explored over a series of days, looking at what each number is made of, finding different ways to make it and subtracting from it.  
Small group work follows teaching input  
Maths resources freely available for children to access themselves and make their own investigations  
Maths area table are set up with resources relating to previous days taught input.  
Practitioners skilled at questioning and provoking sustained thinking around maths and problem solving.  
Children actively encouraged to mark make around number-bridging the gap between real objects and abstract symbols  
Number stories used frequently as part of the 5 a day story sessions.

#### **Approaches to all other EY teaching**

Short topics are planned around knowledge and understanding of the world, Children learn about themselves and others, seasons, changes, people and jobs around them and events in the calendar. They explore their surroundings, use all of their senses and are actively encouraged to ask questions so that the children's own lines of enquiry can be followed. Children have Own learning time where they are encouraged to think about what they want to do, what they want to use, where they want to do it and who might be involved with them. Children are empowered and motivated in their own learning because they see that it is valued. Their efforts are celebrated in review sessions and all children are encouraged to think of ways to improve their work through critique. Children do not have traditional "break" time with the rest of the school so the flow of learning is not interrupted.

#### **Timetable**

Story/Phonics  
Own Learning  
Adult led input/Story (Topic related)  
Group work/Own learning  
Story/Lunch  
Story/Mathematics  
Group work  
Own learning  
Story and rhyme session

#### **Approaches to supporting disadvantaged and SEND pupils**

Children are identified early and support put in place.  
Children identified at risk of falling behind are targeted by adults for talk, talk and more talk....  
Designated S+L HLTA works individually with children  
Class TA trained in Thrive-5 and works individually with children to support  
Class teachers forge close partnerships with parents and sign post parents to help  
School SENCO organises meetings with Parents to plan support for children with SEND  
SENCO also sign posts families to Health visitor/school nurse if appropriate.

Children at risk of not making progress/not reaching ELGs headlined and supported regularly and individually-additional parents meetings if needed.

### **Personalised approaches**

Children needing additional or different approaches to learning are identified early. Parents and practitioners work closely together to ensure children are making progress. In the Early Years this often means staff spend more time with these children in order to catch them up. This will be through targeted intervention as well as ensuring that children vocabulary and understanding continues to build through lots of opportunities to talk.

### **Development of staff expertise**

The EYFS takes part in the whole school Performance management cycle. Practitioners are also encouraged to choose personal targets that link with the whole school improvement plan and take part in courses that will improve outcomes for children in the key areas of reading, writing and mathematics. In Little Owls Room fortnightly staff meetings are planned. A reflective and pro active approach to improving teaching and learning is fostered. EYFS staff have half termly staff training based around the new framework and school priorities.

### **Leadership of Early Years**

The EYFS lead performance manages all teachers on the team, the Nursery Manager and the Deputy Manager. All teachers performance manage their own support staff. In the Nursery the Nursery manager is responsible for supervisions and performance management of all the Nursery Nurses. Targets are set in line with the whole school improvement plan. The EYFS lead handles all data. It is collected On Entry, at the end of Autumn term, mid year in Spring and for the EYFSP at the end of June. The EYFS lead analysis's entry data and forms an action plan from this, the previous years data and the whole school improvement plan. This is shared and contributed to all EYFS teachers. Data analysis is approved by the deputy head teacher. The deputy head teacher also carries out termly progress review meetings for all EYFS teachers. Pupils who are at risk of not making sufficient progress are identified and interventions /support for families put in place.

### **Safeguarding arrangements**

The EYFS follows the whole school procedures for safeguarding, paediatric training and welfare arrangements. The EYFS lead and Nursery teacher and Nursery manager are qualified to tier 3 in Safeguarding. All other staff who work in the setting are trained to level 2. The EYFS follow strict protocols for drop offs and handovers ensuring all children are safely delivered to their carer at the end of the day. All accidents are reported in line with whole school procedures.

## **Impact**

The percentage of children who reach their GLD at the end of Reception exceeds the number of children at expected levels of development at the beginning of their time in the EYFS at Alverton school

Children who need additional support or access to services are quickly identified and support put in place for them and their families.

The Nursery manager and school SENCO work in partnership to ensure Early Help is accessed and that children identified early in the nursery enter school with EHPCs in place if appropriate.

The EYFS provision at the school spans from a child's 2nd birthday until they are 5. These children are well known, cared for and supported throughout their time in the EYFS.

Children build strong and positive relationships with adults and are well equipped to enter school with confidence.

Children continue into year one with firm foundations for learning in place.

Staff in the EYFS are well supported and there is a continued drive for excellence in the EYFS. Staff attend in-house training on a half termly basis. Staff are knowledgeable about child development and plan opportunities for the children which are pitched at the appropriate level. Staff identify children and families who need additional support and work with the Nursery manager and SENCO to provide additional/extra support for these children and families.

Parents are involved with their children's learning journey from the very beginning of their time at Nursery. Focus child meetings ensure that parents are made aware of exactly where their child's strengths lie and what areas they need to support their children in in order for progress to continue.