



## Blackwater School

### EARLY YEARS STRATEGY for 2023 - 2024

EYFS Lead/ Teacher = Kelly Murley

#### INTENT

- All staff and SLT have a clear vision for EYFS at Blackwater. (See separate document.)
- Children gain a love for learning as soon as possible which establishes 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 communication.
- 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 ensure quality interactions between children and adults, to improve each child's vocabulary and communication.
- School and Government Baselines will be undertaken within the first 5 weeks to capture the child's starting points accurately and will be used to plan to meet their emerging needs.
- To build strong and positive relationships with parents so they can support and inform us, to build a full picture of each child and their learning

#### Curriculum overview:

Here at Blackwater we are using the revised EYFS Framework as well as the revised Development Matters as a curriculum reference and Curriculum Maestro to help us plan our curriculum. 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, medium term plans and weekly plans which are all flexible to meet the emerging needs of each child.

#### 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 invite our new intake in for a few settling in sessions during the Summer term. Here they receive a teddy bear, which they are invited to make a home for and return to school before the end of the term. The teddy then stays in school and is here to greet the children on their first day in Reception. They also receive a welcome pack which has pictures of the adults and classroom, as well as information for the parents. These inform our parents of school routines, procedures, expectations, rules
- In September we do a gradual start of two mornings in school but then we like to get all our children into our school full time as quickly as possible to maximise learning opportunities.
- The children's parents will be sent our first half termly project information of the year promptly at the start of term. This informs them what we will be teaching their children in the Prime and Specific areas for Autumn 1. It also includes some activities that can be completed at home, related to our topic.

#### Engagement and involvement of parents:

- Once a term we have a Showcase day which parents and families are invited to attend. These are an opportunity for children to show parents what they have been learning during that term.



- There is an initial 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.
- Parents are involved in sending photos and information about their child throughout the year, via Class Dojo which is used to help us gain a complete picture of their child's achievements and development.
- We carry out Parent Workshops throughout the year. The focus for these are Phonics, Reading and Maths.
- We post pictures of the children's learning and of activities we have undertaken in school, onto Class Dojo throughout the week to ensure that parents have an understanding of what their child is learning in school.

#### **Baseline arrangements:**

- Baseline assessments are compared to their nursery end of year outcomes and information from parents' possible, to get an accurate picture of the child.
- We write our own Baseline activities for the Specific and Prime Areas as we want a quick, accurate picture of the child straight away. We will be devising the Baseline so it is linked to our assessment tool Target Tracker. We will also be completing the statutory Government Baseline in Week 4 and 5.
- We aim to complete all Baseline activities within the first 5 weeks so we can use it to inform planning promptly that will meet the emerging needs of all the children in the class.

Week 1 = 3 Transition days consisting of two morning sessions.

Week 2 = Literacy- Word Reading, Comprehension and Writing

Week 3 = Personal, Social and Emotional Development and Physical Development

Week 4 = Communication + Language

Week 5 = Maths- Number + Numerical Patterns

- It is carried out through a mixture of 1:1 tasks, small group 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.
- Our Baseline activities are quality assured by subject leads to ensure accuracy and consistency as well as support where needed.
- 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 Insight 4 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 Phonics, Maths and Topic (Wider Curriculum).
- Differentiated small group reading is carried out three times a week during Little Wandle sessions.
- Continuous Provision is carried out twice a day after direct teaching lessons. This is where children independently choose their learning through play.
- 1:1 work is carried out for SALT in the morning and Little Wandle in the afternoons.

#### **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 Little Wandle. Children receive an hour every day between 9-10am.
- All staff that deliver Little Wandle teaching in Reception class have been trained to deliver Little Wandle to a high standard.
- Little Wandle is quality controlled and coached by school's phonics lead (Evey Evison)
- There is a designated member of staff who is working with PP children as well as the lowest 20% for Little Wandle catch up work or pre-teach.



- We use the levelled reading materials from Little Wandle that complement the phonics programme at each level. Children start on wordless foundation books and are then banded after the first assessment at the end of Autumn 1.
- Our Nursery children follow Little Wandle Foundations for Phonics.

#### **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.
- Emphasis on modelling and repetition of key vocabulary by adults wherever possible in Continuous Provision.
- Staff have had CPD training on strategies to emphasise and incorporate vocabulary learning opportunities throughout provision in 19-20.
- Planning for topics and using texts are based on children's interests. There is a working wall that will display how a topic is planned and developed with the children in class. This promotes finding out what a child already knows, what they want to know as well as asking questions. The opportunities for exposing children to new vocabulary here will be vast.
- Word of the Week; this is an opportunity to link vocabulary in with topics. There are high expectations for children to use these words within direct teaching times as well as Continuous Provision. This is displayed on our phonics wall and referred to regularly.
- SALT is carried out in the mornings for the children who have County targets.
- In 22-23: 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.

Year A;

- Autumn 1 = Once upon a time=Goldilocks and the three bears, Little Red riding hood, There is no Dragon in this story, Hansel and Gretel, Cinderella, Three Billy Goats Gruff, The three little pigs, The Princess and the pea.
- Autumn 2= Sparkle and Shine= Dival's Diwali, Little Glow, The Jolly Christmas Postman, The story of Hanukkah, Hassan and Aneesa celebrate Eid/ love Ramadan.
- Spring 1= Dangerous Dinosaurs= The Girl and the Dinosaur, Cave Baby, Dear Dinosaur, Dinosaur Roar, If I had a dinosaur, Non-fiction books about Dinosaurs, Tyrannosaurus Drip, We're going on a Bear Hunt.
- Spring 2= Puddles and Rainbows= Puddling, The colour monster, The World made a rainbow, Rainbow fish, Mix it up, Non-fiction books about weather, Sonny's wonderful wellies.
- Summer 1= Let's Explore= Where the Wild Things Are, Where's Spot, Mr Gumpy's outing, A bit lost, every house on every street, The Pirate's next door, Mini rabbit not lost, The Great Explorer.
- Summer 2= Build it up!= What to do with a box, What we'll build; Plans for the future, The Three little Pigs, My first trucks and diggers, Iggy Peck Architect.

Year B;

- Autumn 1= Big Wide World=All are welcome, Our world; The first Geography book, Fatou, Fetch the Water, Don't Spill the Milk. Handa's Surprise, Earth Heroes: 20 Inspiring Stories of People Saving Our World, Penguin on Holiday, Under the same sky, Walk this World: A celebration of life in a day,
- Autumn 2= Splash!=The Duck Who Didn't Like Water, Commotion in the ocean, Non-fiction books about water, Watch out for Muddy puddles.
- Spring 1=Winter Wonderland= The Gruffalo's child, The big Freeze, Winter (Season's), One snowy night (Percy the park keeper), Non-fiction books about seasons/ cold places/ animals, Snow bears, Kipper snowy day.
- Spring 2= Starry Night= Peace at last, Stardust, Whatever Next, How to catch a star, Owl babies, The way back home, Goodnight world.
- Summer 1= Sunshine and Sunflowers= The little gardener, Summer is here, Shark in the park, My first book of garden bugs, Errol's garden, I can grow a sunflowers, The tiny seed, The very hungry caterpillar, My Butterfly bouquet, Jump and shout!



- Summer 2=Shadows and reflections= Little Echo, Through the magic mirror, The foggy foggy forest, Little Beaver and the echo, Shadow, Princess Mirror Belle, Non-fiction books about shadows and reflections, My shadow.

#### **What Nursery Rhymes we want our children to learn:**

See our Nursery and Reception Nursery Rhyme Long term plans.

#### **Children's involvement in assessment of their learning:**

- Rationale = This approach is to help prepare children for 1:1 Writing Conferencing in Year 1 as well as develop children's abilities to talk and reflect about their learning which additionally focuses on one of the Prime areas of Communication and Language.
- There are timetabled slots for children to share their learning and their plans linked to Continuous Provision 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 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 Place Value 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 over 2 weeks 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.
- For 22-23, our EYFS class will also be having 4 x 15min Mastering Number lessons a week which is provided by the NCETM. SS received CPD training last year.
- 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 Topic 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.*
- Our 5 a day Reading Strategy is effectively used in the delivery of Wider curriculum content. The stimulus for writing will regularly be derived from Wider curriculum study.
- Experience has shown us that our children learn best when learning is set within an understandable context. This may be an overarching topic but could also be based on a central shared text thus reinforcing our reading focus. We plan activities and experiences within topics 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.

- 6 Topics, Topic enquiry questions and stand-alone enquiry questions are planned into a year.

Autumn 1: All About Me (T= How am I special? How do I look after my body?)

Autumn 2: Festivals and Celebrations (T= Why do we celebrate special times? SA= How does ice change? SA= What might we pack in a suitcase to take with us to different environments?)

Spring 1: Toys (T=Why do old toys not light up and make noises?)

Spring 2: People Who Help Us (T=What if I need help? SA= What happens in Spring?)

Summer 1: Minibeasts (T=Why are insects helpful for our garden? What is a Lifecycle?)

Summer 2: The Seaside (T= How do we adapt our behaviour and clothing to suit the different seasons? SA= Why is the Queen Special?)

#### **Timetable:**

- Carrying on from work in 18/19, 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 4 sessions a day focused on direct teaching (60mins RWI, 30mins Maths, 30mins PE and 20 mins Topic) 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. in 21-22 it was Physical Development, in particular Fine Motor. 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 are inspired and motivated to 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. SS plans key questions for the adults each week.
- The whole school does 30minutes of PE a day which started in Sept 2020. This enables children to have a healthy mind-set and lifestyle as well as strengthening their gross motor skills. Children also attend school in a PE kit, allowing them to be active throughout the whole day.

#### **Approaches to supporting disadvantaged and SEND children:**

- We have a dedicated specific SEN TA who was appointed for Reception class in 2021. She has vast experience of leading and managing a nursery.
- Catch Me Cards (CMC) are in place for children on the Record of Need. These are specific targets to allow children to make progress.
- In the afternoons TAs carry out interventions for RWI, NELI, SALT as well as continuing to support the learning and capturing observations of their Key Worker Groups.
- 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 school wide strategy we are using for children with CMC or children who need to catch up in a specific area. All staff received training in 20-21.



- 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:**

- KM is the EYFS Lead and teacher.
- KM 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
- All staff, as well as the lead, have taken part in the NEW EYFS Framework training courses.
- Research into Continuous Provision planning across TPAT as well as online companies e.g. CornerStones, Alistair Bryce Clegg.
- KM has worked on development of the Wider curriculum planning for 21-22 in line with the new EYFS Framework.
- EYFS team meetings take place half termly to discuss focus children, upcoming events, SEN and any other business.

#### **Leadership of Early Years:**

- KM has been the EYFS lead since HK left at Easter 2020. She has visited schools as well as been on courses to support with this role. She will continue to do so this year as well as attend any EYFS TPAT events.
- Termly data analysis and Pupil Performance Meetings are carried out by KM and EE.

#### **Safeguarding arrangements:**

- EE is our DSL and MH is the DDSL.
- All adults within EYFS have attended the Paediatric First Aid Course.
- PFI (Mitie) 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.
- All EYFS staff know about our end of the day procedures which is vital in safeguarding our children.
- All EYFS staff have read and understands our COVID Risk Assessment.

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

- After CPD on effective transition to Year 1, FS has adapted her timetable in 22-23 to allow for Continuous Provision in the Autumn Term. The intent will be to focus on EYFS areas where children were not at the Expected Standard as well as enhancing the Y1 NC Wider Curriculum topics through this approach that the children are familiar with. Therefore, this also aims to be positive for the classes mental wellbeing at a time when there is a lot of change.
- EYFS Team to be aware of the Y1 National Curriculum expectations to allow where appropriate transitional approaches (See separate document)
- FS to be aware of the Reception 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 KM and FS 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 3 times a year (4 in EYFS) and is recorded on Insight. This is a whole school approach.
- 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 VT (EYFS Lead), KW (Phonics Lead), CG (English Lead) and DM (Maths Lead). An assessment benchmark record is then kept to support with future assessments.

#### **Data Summary:**

2019/20 31 in class.



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

2021/22 30 in class.

Year:	GLD %	Reading ELG %	Writing ELG %	Number ELG %
2017	53%	77%	53%	67%
2018	56%	73%	57%	63%
2019	62%	69%	65%	73%
2019/20 Baseline	39%	39%	39%	74%
2019/20 Target	55%	55%	55%	94%
2020 Teacher Prediction	X	61% (+22%)	52% (+13%)	71% (-3%)
2020/21 Baseline	30%	37%	30%	43%
2020/21 Target	60%	60%	60%	60%
2021	41%	62% 18/29 (+7)	59% 17/29 (+8)	59% 17/29 (+4)
2021/22 Baseline	10%	11/30 37%	6/30 20%	20/30 67%
2021/22 Target	60%	24/30 80%	18/30 60%	24/30 80%
2022	43%	22/30 73% (+11) Word Reading 29/30 (97%)	15/30 (50%) (+9)	24/30 80% (+4)

- EYFS profile indicates at least expected levels of progress (6 points on TT) from Baseline for each child.
- EYFS profile indicates that the set target of children have met the Expected standard in Reading, Writing and Number ELGs.
- Children have benefited from a broad, balanced and stimulating curriculum which has an emphasis on the development of reading, children's vocabulary and writing.
- Observations show children: wanting to learn, enjoying learning, being resilient/focused on tasks, challenging themselves. Report feedback forms and Parents' Evening discussions shows their children enjoy coming to school and learning.
- Regular assessment of phonics through RWI, results in clearly differentiated provision and ensures that all children have made progress, with the aim of 'Cracking the Code' by the end of Year 1.
- NELI intervention programme shows that children assess at average or above on the language screen tool once completed.
- As a result of work with our main feeder nursery Pebbles, 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%, PP children who are receiving it are making expected or better progress and have accelerated to be on track with their peers.
- Assessment of phonics has identified more able pupils who may be pushed towards GDS in Year 1 and 2.
- 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.
- Internal moderation activities and academy moderation events indicate we are accurate with our assessments.