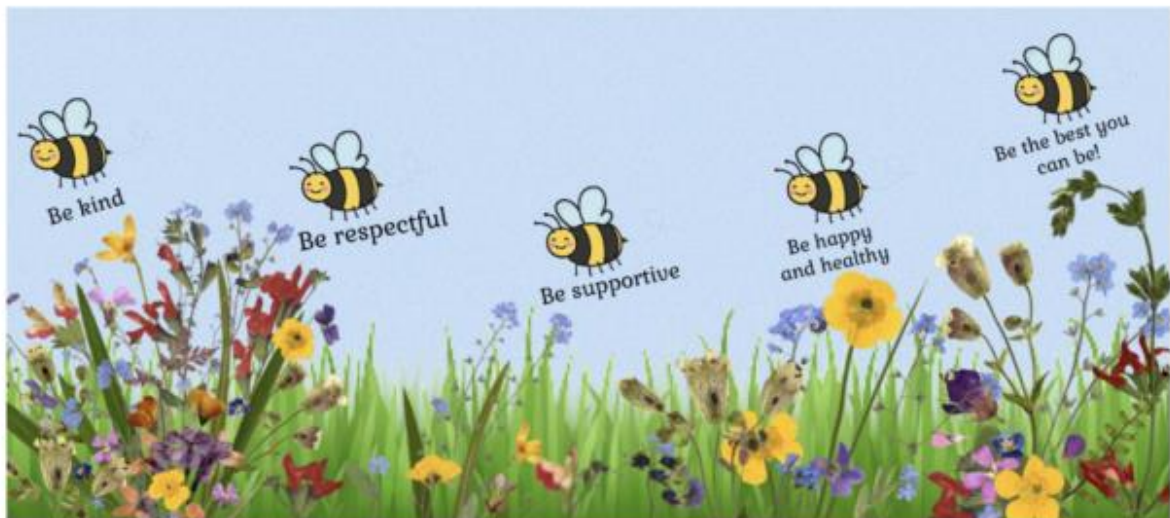




Early Years Strategy



Our Intent for The Early Years Curriculum at Coalway Infant School

- Our EYFS curriculum is broad and balanced across the areas of learning, with a high emphasis on language acquisition. The design is coherently planned and sequenced so that knowledge and skills are progressive, built on throughout the year towards an agreed end point, with the aim being that all pupils achieve a good level of development.
- It is designed with our pupils in mind to equip them with the knowledge and cultural capital they need to be successful.
- Reading is prioritised to enable pupils to obtain secure phonic knowledge using the Little Wandle Programme to read fluently and to ensure they are ready for the challenges of the KS1 curriculum.

Seesaw Observations



Each child has their own see saw account for parents to access.

- Seesaw is used to record observations that are “in the moment” learning to show progression in each child’s individual learning journey within the Reception classes. All practitioners have their own login.
- Parents can add to the journey using the App and practitioners can respond to parent observations as they are added, with either a brief comment or a visual response e.g. a thumbs up.
- Observations must not entail prolonged breaks from interaction with children. Practitioners must teach children before they are able to take meaningful observations of the learning.
- Observations are not_a quick scrap book moment
- All observations must include context and child voice. Observations may include next steps or a challenge. The observation should:
 - Describe and explain the interaction, set the context and clearly show exactly what is going on.
 - Go beyond the description, interpreting what is going on and recognising certain skills.
 - Explain the adult role. Note down what the adult did or said. How did they challenge the child?
 - Not be a repeat of what you already know the children are able to do. They must show the progress a child is making, a new skills or knowledge they are applying.

Books

- Literacy and mathematics are taught every day; this includes a teaching session and activities to support and challenge learning. The focus activities and provision link directly to this area and identified learning objectives.
- In Reception every child has a yellow A4 half lined “My **Wonderful Writing** Journey”. This is their literacy book where evidence of their progress in writing is recorded. Each term will have a combination of both adult-led and child-initiated/independent writing to demonstrate the journey from teaching points and how they are applied in independent writing. This is to show the journey from teaching points and how they are applied in their independent writing.
- Mathematic Books are be blue A4 large squared and are called “My **Marvellous Maths** Journey” They begin as a photographic and observation journey, moving into showing recorded maths as the children progress through the year. Evidence can be recorded in the maths book or on see saw.
- In Reception the Writing and Number books are split into the three terms by using a crib sheet at the top of the page for each term showing the term date. Inside the front cover, the Early Learning Goal objectives are stuck in.
- During independent learning, the teacher and practitioners have focus activities - either Maths, phonics or Literacy based. These adult-led activities have objectives.
- Independent learning time must be referred to as **‘busy/ learning time’** so that children are clear that they are learning and not just playing or choosing.
- Large class floor “Talk about Book” is used to keep class evidence to prompt and encourage discussions with the children about their learning and experiences.

Assessments and Additional Evidence & Next Steps

- Each child has a A4 ring binder file where evidence can be kept. This file starts with the baseline assessment. Worksheets or paintings, pictures, or photos, can be kept in this as additional evidence to support teachers to make an accurate judgement for assessment.
- Baselines are completed by the end of term 1. Summative assessments are completed in line with school assessment dates.
- Each term a Gap and Strength analysis is completed and this is used to inform planning for continuous provision in both the indoor and outdoor area.

Timetables for Reception

Every day includes:

- Little Wandle Phonics and phonics “focus groups”, maths, literacy, “themed learning” and reading sessions.

There are also timetabled sessions for:

- Handwriting, PE, RE, PSHE Scarf session, music, dough gym or funky fingers.

Planning

- Planning has themes. This ensures progressive curriculum coverage. Curriculum knowledge organisers are uploaded on the website for parents.
- Weekly annotated plans must be kept in a planning file for Reception. MTP and objectives are added at the start of each term and annotated.

Texts for Writing

- In Reception, at the start of each term, a new theme is introduced. Practitioners will use a selection of texts from The Write Stuff/Little Wandle book list to support and develop opportunities for writing.
- These texts are on the overview to ensure that they are progressive and that all children have an opportunity to hear a wide variety of books to support early language development.

Phonics

- In Reception phonics will be taught every day from term one.
- Phonics follow the Little Wandle Programme
 - Taught at least once every day with a scoop group for those who need additional reinforcement.
 - Each session lasts approximately 20 minutes and a “scoop group” is provided for those children who are not keeping pace.
 - Keep up sessions are used to support children who need additional support with agreement from school reading lead.

Displays in the Classroom

- Displays will include child’s voice, photos and children’s work.
- Next steps for pencil grip are displayed in the classrooms. This is to enable all practitioners to be fully aware of where the children are in their learning and what they need to work on next.

Reception displays should include

- Key vocabulary
- Number
- Writing/ mark making/ funky fingers/ pencil grip
- Child interest
- Phonics
- Understanding of the world
- Creative
- Daily Routine/ timetable

Mathematics

This display must be an aid to learning. It includes what the children are learning about, provides examples of their work, statements or explanations of the work and includes the children's voice.

Literacy

This must celebrate children's mark-making at different levels, story-telling and other examples linked to their learning. Photos and child voice should also be added.

Outdoor Learning environment

- The outdoors must be planned for every day so that learning outdoors is meaningful and purposeful. Adults must use skilful questioning and scaffolding, challenging children's learning when outdoors.

Curriculum

The curriculum is coherently planned and sequenced and builds on the knowledge the children have. Opportunities to develop language and vocabulary must be planned for.

- Weekly planning is completed by the Practitioners to ensure high quality provision for all areas of learning. Planning must link to children's needs and ensure progression across the year.
- In Reception mathematics and literacy planning details the learning objectives, whole-class inputs, focus activities and enhanced provision.