

How staff support children's learning

Teachers prepare initial plans and all staff are encouraged to develop and adapt as required. Observations will be recorded on preformatted stickers/ planning and then used to support next steps.

Modelling, prompting and questioning will be used to develop children's thinking, knowledge and skills, and develop evaluation and reflection (SST).

Staff will work with identified focus groups to ensure challenge and support. This may need linking with year 1.

TAs and teachers will use school behaviour policy, values and attitudes to learning to ensure consistency.

All staff are responsible for ensuring the environment is stimulating and safe, and allows for children to explore and learn.

Children and staff

Session Times

Children can enter school from 8:50am. Registration is at 9am. Lunch is at midday. The afternoon session runs from 1:10pm until 3:10pm.

Early Years Provision at Bradfield Primary School (2015-2016)

Priorities

- Development of outside area – continue developing areas; possible creation of muddy kitchen; ensuring the outside classroom is used to its full potential
- Development of ICT within the classroom (working with ER)
- Staff development – if available, LEA training on SST
- Development of CoL – introduction of superheroes; in house skills development from NH on recognition and understanding of these characteristics
- Developing parent links through use of home/ school learning logs

Each day in early years is split between taught sessions and child initiated learning sessions. Time is also given to snack and tidy up times. We have a mini-break after our daily phonics sessions and funky fingers to support physical development.

In Child Initiated Learning Session teachers should be:

- Ensuring all children are safe and engaged
- Extend children's learning by suggesting other resources, improvements, etc.
- Extend children's learning with rich conversation, modelling vocabulary and quality questioning

Taught sessions use all available staff to lead groups in order to maximise the adult to child ratio and therefore the involvement of the children with that group work.

In Child Initiated Learning Session children should be:

- Able to choose how they learn independently
- Choose resources independently
- Be fully engaged
- Be purposeful
- Make use of and extend skills covered in taught sessions e.g. writing books/labels, etc.

Timetable

Taught sessions cover all six areas of the curriculum. 'Letters and Sounds' forms the basis of our phonic teacher throughout foundation and KS1. Taught sessions also teach children how to make maximum use of their environment, develop personal skills such as paired and team work and independence. RE is taught as a discrete subject using the Berkshire PAN syllabus. PE will be taught as a directed session once a week by HJ.

FS2 and KS1 links

- Timetabling allows for children to work with children of similar ability in year 1 for guided reading and phonics.
- The Christmas production is a joint venture between the three classes.
- Key Stage/whole school days are used to celebrate aspects of learning.
- Children join their school house for weekly meetings during the summer term.
- Transition morning is set up ready to move into year 1 in the summer term along with story times.
- Staff meet as a key stage to discuss both curriculums and children.

Links

Outside agency links

- School work closely with Early Years settings to ensure a smooth transition.
- School use outside agencies to support individual's needs and develop the teachers' skills.

Parental links and transition from EYFS 1 settings

- Open morning for perspective new children and their parents, including school tour, time in foundation and a talk from our HT.
- Parents' information evening once places are allocated includes how setting is run and general overview of framework.
- Visits to settings and talks with key workers.
- Linking with outside professionals who are supporting children with any additional needs (SS, SaLT, STC, OT, Ed Psych, etc). Extra meetings/visits offered if needed.
- Afternoon transition visit for children followed by a morning visit and lunch (with parents) the next week.
- During the summer holidays, children are sent a welcome letter which includes what to bring on their first day.
- Starting school pack (including sheet on children's individual likes, worries, needs, friendships, etc) is given at parents' information evening.
- Phonics workshop offered to all parents during first term.
- Tea with teacher – during this meeting we provide an overview of the year and parents have the opportunity to ask questions with NH and HT.

Focus groups

Children who are identified as having an additional need will have a SAPP, IBPP or medical plan in place. Vulnerable children will be placed on the appropriate register and other key groups such as girls and boys and summer borns will be monitored through class tracking documents, PPMs and discussions with staff champions.

Topics

After Christmas, themes are discussed with the children and fed into medium term planning. This includes discussing with the children what they know and would like to learn.

Reading and phonics

- Individual records of children are kept on children's individual and group reading.
- In phonics, children are regularly assessed and work within a group appropriate to their current stage of development (alongside KS1 classes).

Ongoing assessment

- Daily assessment is used to inform the next day's plans.
- During the year, children are introduced to their 'busy bee' targets and are encouraged to achieve these through both directed and IL work. These also support transition into year 1 where the use of targets is developed.

Summative assessment

- School are exploring the use of Target Tracker. Until this is in place, teachers use their own sheets to track progress in all 17 areas, showing level of attainment and progress made (linked to PPM meetings).
- Baseline and end of year data is sent to the LEA as is a statutory requirement.

Curriculum, Planning and Assessment

Areas of learning

The prime areas of learning are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

The specific areas of learning are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design
- RE is also taught in line with our C of E status

Characteristics of learning

Playing and exploring Active learning Creative and thinking critically

Children understand CoL through superheroes, linked to the above areas. The CoL have also been linked to the Bradfield attitudes to learning. Staff celebrate these with the children in reflection time, through display and with parents through their learning logs.