



### INTENT

#### **Our Vision – ‘We care’**

**We care about every child. Every child in our care deserves an equal chance of success.**

#### **The best for every child**

**Staff have a clear vision for the Early Years at Trewirgie Infants and Nursery School**

**Knowledgeable staff and a purposeful, engaging environment enable the children to develop a love of learning and a firm foundation for the next stage in their education. Through our child centred approach we encourage the children to be**

- Confident and independent thinkers and ‘doers’ – selecting their own resources and making decisions about how to solve real problems
- Resilient – learning through trial and error and using mistakes as a learning tool
- Passionate, engaged and excited about the world they live in
- Creative – to think critically, planning, designing and making, to guide their own thinking, to utilise their range of skills through their play
- Risk Takers – challenging themselves to experience new things
- Curious – to wonder, question and explore
- Educated and respectful citizens – developing a sense of place and an understanding of their community – focusing on their immediate surroundings - home, school and Redruth
- Confident communicators – communication and language development at the heart of our curriculum providing children with a language rich environment where they can develop their confidence and skills in expressing themselves and speak and listen in a range of situations.
- Parents as partners – using Class Dojo as a means of sharing with parents what the children are learning and experiencing, developing strong home-school links and involving parents in their child’s learning.
- Good readers – with sound phonic knowledge through ‘good’ teaching and an ability to read books that closely match their reading development.
- Confident writers, with access to regular and high quality opportunities to write across the provision and across the curriculum.
- Independent subitisers – identifying amounts in the environment without the need to count them, subitising amounts 1 to 5 with ease.

#### **The curriculum we want our children to learn – ‘We help’**

Staff use and refer to the Development Matters document (2021) to gain an understanding of progression and expectation in all seven areas of the EY curriculum within the Nursery and Reception cohort. This document is used alongside the new EYFS Framework to help shape the curriculum. Learning opportunities will reflect the needs of the individual children and staff will use a ‘Feeding Forward’ sheet to ensure that observations inform future planning and provision enhancements. The Leuven scale for engagement and well being is considered by all staff when planning, carrying out activities and interacting with the children.

Staff conduct a thorough baseline during the first four weeks of school, alongside the statutory RBA baseline, using regular observations and focusing primarily on the Prime Areas of the Framework.

Medium term plans will consider child interests as well as key skills that children will be learning in all areas of the Framework. Weekly plans are used to ensure consistency between the three classes yet considering the needs of the

individuals in each class. Our continuous provision enhancements are planned for to support child interest, next steps for key children and to support learning taking place.

### IMPLEMENTATION – We help...

#### Transition

##### Smooth transitions into Nursery

- Children are able to start at different times throughout the year.
- Door step/home visits conducted by two staff and information sheets are completed alongside the family.
- Tours of the setting are available to all families
- Children have a staggered start to entry – a settling session is offered first before the child starts fully
- Families provide a family photo that can be displayed at the setting and referred to by the practitioners and children throughout the year.

##### Smooth transition from Nursery to Reception

- Welcome card sent out with admission forms and Starting School booklet in April with all information regarding starting school
- Stay and Play dates in June, tours of the provision offered in June and July
- Door step/home visits offered in June – two staff to attend and an ‘all about the child’ booklet completed with the families
- Nurseries contacted and Key staff spoken to regarding friendships and attainment in the areas of learning
- Additional Stay and Play sessions are organised for children who need them – Children with additional needs are given the opportunity to come and play within the provision after school where they can meet key adults and get to the setting without the bustle of a normal day.
- Families are given a scrapbook to complete with their child during the Summer break. This is filled with photos and pictures of what the child likes and does. This scrapbook remains in the Reception classes for the year. It is used as a way of getting to know each child and for them to build confidence in talking to staff and peers.

#### Transition arrangements for 2022/2023

| Date  | Start time | Which children    | Finish time                  |
|---|------------|-------------------|------------------------------|
| Monday 5 <sup>th</sup> Sept   | From 8:50  | surname A- L only | 12pm<br>No lunch             |
| <b>Mrs Montgomery-Smith invites all Parents and Carers to meet in the main school hall from 9am to answer any queries and questions and find out more about the Reception school day.</b> |            |                   |                              |
| Tuesday 6 <sup>th</sup> Sept  | From 8:50  | surname M - Z     | 12pm<br>No lunch             |
| <b>Mrs Montgomery-Smith invites all Parents and Carers to meet in the main school hall from 9am to answer any queries and questions and find out more about the Reception school day.</b> |            |                   |                              |
| Wednesday 7 <sup>th</sup> Sept  | From 8:50  | All children      | 12pm<br>No lunch             |
| Thursday 8 <sup>th</sup> Sept   | From 8:50  | All children      | 1pm<br>Stay for lunch        |
| Friday 9 <sup>th</sup> Sept   | From 8:50  | All children      | 3:15pm<br>all day with lunch |

In Nursery Mrs Kaasjager has invited parents of new children to visit for a tour and a chance to talk to staff, complete an 'all about me' information sheet and discuss dates and times for their child to start. Each child is different. Children are able to attend some familiarisation sessions before starting nursery fully to ensure that staff get to know them and they get to know the setting and develop the confidence to come more regularly.

## **Partnership with parents and carers**

- At Trewirgie Infants' School Nursery and Reception staff use Class Dojo as a way of communicating with parents and sharing photos and information regarding how their child is getting on. This is in addition to emails and face to face contact. Parents and carers will be informed about the learning that is taking place, stories we are reading or learning, maths concepts we are covering and how parents and carers can help and support at home.
- Parents will be encouraged to send their own proud moments of their children via their child's portfolio on Class Dojo. This will enable staff to secure the home/school link and involve parents in their child's learning. These proud moments are shared with the children during carpet times using the interactive whiteboard, enabling the children to talk to others about themselves.
- Meetings to inform families about how we teach phonics and reading and writing as well as our approach to maths learning will be arranged for the first half of the Autumn term. Parents can also be invited to watch these sessions in person or via a video clip sent home.
- A meeting with parents will be scheduled for October, once baselines have been completed, to inform parents and carers about how their child has settled, friendships they have made, strengths we have noticed as well as any difficulties the children may be having and how we are supporting them accordingly. There will be two more opportunities through the year for families to meet with teachers regarding their child's attainment and development.
- Families will be invited to attend a showcase at least three times a year where children can share their learning with them.

## **Assessment – checking what the children have learnt**

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

- The Statutory RBA baseline is completed within the first 6 weeks alongside our own baseline, focusing on the Prime Areas primarily and using observations by staff to inform us of whether the children are 'on track' and working within the Development Matters stage or 'not on track' and what support they need as a result. The three classes moderate their findings and welcome moderation with other schools within the MAT to ensure accurate judgements. Progress meetings with members of SLT enable staff to discuss their assessments of each child and what they need in order to move their learning forward. Our baseline findings shape the learning opportunities on offer and identify our key priorities for the cohort.
- During our weekly PPA sessions teachers plan for baseline activities to ensure that we gain an extensive knowledge of what the children are able to do and what they need support with. Staff take notes from their observations and attach these to a whole class baseline sheet. These notes help the teachers to develop an understanding and form an accurate picture of the individual children.
- At nursery the staff focus on the Prime areas and complete a baseline within the first 4 weeks of the child starting. This timeframe may be extended depending on the number of sessions a child attends each week.
- Our baseline findings are entered onto Insight once they are complete. The children will either be 'on track' or 'not on track', considering all areas of the new Early Years framework.

## **Ongoing assessment**

- All staff notice what children can do and what they know during adult led sessions as well as during their own choice activities during Independent Learning. These are noted, added to our 'feeding forward' sheets to inform our planning, used to inform and change interventions regularly, discussed during weekly team meetings and, when appropriate, uploaded onto Tapestry as a way of keeping track of what we have noticed, developing a detailed picture of the whole child. The Early Years team use this information to decide whether the children are 'on track' or 'not yet on track' at termly points in the year, using their secure understanding of what each child should be able to know and do to inform their judgments. This is added to Insight. However, we do not wait for these termly pupil progress opportunities if there are children who are considered to be 'not yet on track'. These children are identified quickly and support is put in place, when needed, to enable them to succeed.

## **Our pedagogy – how we help the children to learn**

### **This is a mixture of different approaches....**

- Whole class sessions take place for RWI (in the first term only), Drawing Club, Maths and 'carpet time' sessions linked to a topic input.
- Small group sessions support the letter formation and Word Time input linked to the RWI session in the first term and our life skills and Wild Tribe sessions are delivered to small groups.
- Independent Learning opportunities will take place for at least 45 minutes twice a day in Reception. Staff will support play, model new learning and extend knowledge and understanding during this time. We use a 'wait, watch, wonder' approach in Reception and the 'OWL' approach (Observe, Wait, Listen) in our nursery to appropriately interact to develop language and thinking skills. 1:1 opportunities for SEN support, interventions and speech and language support will take place throughout the day, when appropriate.

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

- In Reception an assessment of the children's prior phonic knowledge is carried out within the first two weeks. During this time the children will be introduced to the picture clue linked to each letter sound. Five pictures a day are introduced and children are encouraged to recognise these at pace, throughout the day.
- Daily RWI sessions are taught as a whole class, focusing on the rapid recall of all Set 1 sounds. A daily 20 minute speed sound lesson ensures that sounds are learnt quickly. Children have an opportunity to practise letter formation in small groups during this session.
- Sounds are displayed and referred to throughout the day. Regular 'pinny time' ensures that regular practice takes place and Fred Talk games encourage the development of oral blending skills. RWI assessments take place every half term and children are grouped from this point if necessary.
- All staff that deliver RWI teaching in Reception class have been trained to deliver RWI.
- RWI is quality controlled and coached by school's reading lead (Taryn Montgomery-Smith) and through development days delivered by the Kernow English Hub and RWI staff. Our English Hub link supports the reading lead termly to ensure that consistency and fidelity are maintained throughout the school.
- Nursery staff focus on phase 1 phonics activities, planning regular opportunities throughout the week where children can develop their 'pre-reading' skills. During the Summer term RWI sounds are introduced, looking at the pictures that accompany each letter sound. The children are encouraged to instantly recognise these pictures and this is continued when the children transition into Reception.
- Talk for Writing texts are identified on the whole school long term plan and selected to ensure language progression from Nursery and a balance of text types throughout the year. Story maps and school agreed actions are used to learn each text. Talk for Writing time is planned for daily. Time is given to imitate and innovate each text. Story maps and action photos are displayed in reading areas to encourage children to practise them during Independent Learning sessions.
- This year the nursery staff are using the Wellcomm program as a way of assessing the children's language skills, using this information as a way of targeting specific needs for individual children and the cohort as a whole. The nursery teacher assesses each child using the program and delivers cohort interventions alongside nursery staff who will take ownership of individual interventions. Reception staff will continue with Wellcomm and support the children who need this by introducing whole class initiatives and 1:1 intervention.

## Approaches to develop early language skills and a love of reading for pleasure

- All Reception teaching staff have taken part in Drawing Club training with Greg Bottrill and introduce Drawing Club after the first three settling weeks are complete. This involves introducing the children to key stories and popular culture cartoon clips which inspire the children to mark make in small groups. The children are introduced to key vocabulary linked to each text and cartoon, along with actions which encourage the children to remember each word or phrase. Teachers model drawing linked to characters and settings within each text, adding maths and phonics concepts accordingly. Children are invited to join Drawing Club in a small group session to draw their own interpretation each day. The vocabulary introduced each day will be used by staff during Independent Learning opportunities. Once established the children will be able to take part in whole class Drawing Club sessions, all working and drawing at the same time and having time to discuss their mark making and creative ideas with an adult as well as their peers. Drawing Club enables the children to develop their pencil grip, mark making skills and incorporate phonics, writing and maths into their creations. Communication and Language skills are developed by encouraging each child
- Teachers will encourage the children to create a story, scribed by an adult and performed on a 'stage' to the whole class or in small groups. This reflects Helicopter stories, encouraging the children to be creative and imaginative. Stories are kept in a whole class Helicopter story book where progress in language is evident as the year goes on.
- Our medium term planning will identify the stories, rhymes and songs that will be introduced to the children. These will be linked to our over-arching seasonal topics wherever possible. This will be communicated to parents and carers via email or Class Dojo. Parents will be invited in during each term to take part in 'showcase' afternoons which will demonstrate what the children have been learning.
- Read Write Inc role play boxes allow the children to practise what they have learnt and encourage class mates to participate. These have been popular during Independent Learning.
- Our Learning Journey display board will document the children's learning throughout a topic. Once complete, this information will be transferred to our Learning Journey floorbook and revisited with the children throughout the year. Retrieval opportunities will be planned at points during the topic to allow children to demonstrate what they know and remember.
- Floorbooks will be kept for Maths and RE also.

## Approaches to building early mathematical skills

- 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:

Cardinality and Counting

Comparison

Composition

Pattern

Shape and Space

Measures

- All teaching staff have undertaken training with Karen Wilding based on developing early maths skills through subitising and the development of the children's noticing skills. This is threaded through daily routines – self registration using tens frames, voting station for stories to be read – using tens frames, calendar – using vocabulary linked to time, visual timetable – what will be happening next, snack time opportunities – linked to setting out enough places and cups and tidy up time – sorting, classifying and matching 2 and 3D shapes.
- In our nursery children are encouraged to self register using 5 frames, develop their noticing skills using real life opportunities inside and outside, tidy up time, use of daily calendar to find out what will be happening and when, encouraging children to use mathematical language to talk about what they see.

- In Reception maths talk is encouraged throughout the day and the children's subitising skills are developed first, throughout the first term. This enables the children to see amounts up to 4 instantly without the need to rely on counting.
- Stories will be used as a way of encouraging maths talk and introducing maths concepts using manipulatives and real life contexts as a way of making maths memorable.
- Maths learning will be documented on the maths display board in each classroom. Once complete, this will be transferred to the maths floorbook. This floorbook will be revisited by the children, encouraging them to talk about the maths learning that has taken place.
- Maths will be linked to our topics where possible.
- White Rose, the NCETM documents, learning trajectories and NRich articles are consulted when planning for maths sessions each week.
- Reception children will have a daily maths session for up to 20 minutes followed by opportunities within the provision to apply their learning. Small group tasks will be planned for when appropriate.

### **Approaches to all other Early Years teaching and learning opportunities**

- Continuous Provision is planned for each week using assessment for the 7 areas of learning.
- Staff observations are added to our Feeding Forward sheet which enables teachers to plan for interests and needs each week during their PPA session.
- 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. Children are encouraged to explore the provision across all three classrooms, as each one offers a different aspect of the provision to the children, for example, creative aspects, small world and construction and role play.
- Adults are directed, using a daily plan, 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 want to and will 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. Sustained shared thinking is used in order to learn collaboratively with the children. Staff 'watch, wait and wonder' when supporting in the provision.
- Questioning is key to moving learning forwards.
- Independence and the development of skills for life is very important to us. The Reception children take part in a Life Skills sessions weekly. These are linked to skills we feel are important for the children to develop during their time in Reception. These skills include putting their coat, shoes and socks on independently, using a knife and fork to cut their school dinner, using scissors, brushing their teeth, looking after their environment, caring for a pet, learning how to self regulate when faced with a challenge. These skills are planned for across each term and revisited throughout the year.
- Weekly Wild Tribe sessions in our Wild Tribe areas enable the Reception children to explore their immediate school environment and use tools to hone their fine motor and build their self confidence. The sessions encourage exploration, creativity, social interactions and self regulation.

### **PSED**

- Reference to the Leuven Scales of well being and engagement will be made when observing, planning and reflecting on activities and provision
- TIS approach – trained practitioners work closely with children identified as needing support to regulate and recognise emotions they are feeling. Three children attending the Reception setting have experienced loss of a parent and 1:1 TIS sessions with a TIS practitioner will support these children to name their emotions.
- The Jigsaw scheme is adapted and used weekly to provide sessions that support PSED development within Reception

- Self care is encouraged and supported throughout the Early Years. Children are encouraged to become independent at dressing and undressing themselves as well as toileting. Resources and equipment support the children to do so – waterproofs accessible and easy to source, hand washing facilities at child height, access to spare clothes when needed. Children who require nappy changes at Nursery are encouraged to use a step to help them independently onto the changing table. In Reception children requiring a nappy change will be taken to the changing equipment and encouraged to help to set up the table alongside a member of staff.
- Oral health – statutory this year. Children will be involved in a range of activities throughout the year that will enhance their understanding of the importance of oral health. Parents will be involved in this in order for messages to be shared with families.
- Nursery use the Healthy Under 5s initiative to encourage children to understand and make healthy choices

### **Communication & Language**

- All about me books created as a transition aid – used throughout the year to encourage communication between children as well as between adults and child.
- Family photos used in the Nursery setting as a transition aid and referred to throughout the year to encourage children to talk about themselves.
- Makaton is used at key times in the Early Years – snack time, story time, during song and rhyme time to encourage children to use this for basic phrases and key words.
- Core songs and rhymes are planned across the Early Years. Makaton is used alongside these.
- Story time is planned for each day using familiar texts as well as introducing a range of unfamiliar texts and texts from the Reading Spine.
- Talk for Writing is used to encourage storytelling and the acquisition of language
- Drawing Club – as mentioned previously

### **Physical**

- Mark Making Matters CPD from ABC Does
- Fine and Gross motor provision – inside and outside opportunities – enhanced weekly
- Dough Disco – Autumn term – to build fine motor strength needed for a secure pencil grip
- Write Dance – Autumn term – moving and mark making to music, smaller groups for mark making
- Provision inside and outside to promote development of physical skills – large equipment on offer, climbing, swinging, balancing, ball skills, balance bikes, scooters, bikes with pedals, digging, pouring, stepping, jumping, pinching,

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

- Children with an EHCP have an SEN TA to support their learning. These TAs work closely with the class teacher to ensure that targeted support linked to their EHCP is completed regularly and in line with the teacher's daily plan.
- A speech and language TA will work with children who have a communication need in the afternoons each week.
- PP children are closely monitored by all staff in EYFS. They will receive High Quality Teaching as well as additional intervention if needed. Targets are identified on Provision Map and are reviewed regularly.
- Class TAs will carry out daily RWI intervention with those children who are in the lowest 20% of the cohort. This work is supported by teachers who plan opportunities for the children to practise and succeed in the provision.

### **Development of staff expertise**

- TMS is the EYFS Lead.
- KN successfully completed her NQT year in EYFS in 21-22, although has taught for several years as an unqualified teacher.
- TMS has attended an EYFS briefing led by Ofsted inspectors.
- TMS is also a Reception class teacher and meets with the Reception team daily, reviewing practice regularly in line with the needs of the children.

- TMS meets with MK (nursery teacher) at least once a week to ensure that the provision meets the needs of the children and any queries are dealt with.
- All staff, as well as the lead, have taken part in the NEW EYFS Framework training courses.
- All teachers have undertaken Drawing Club training from Greg Bottrill during the Autumn Term.
- TMS has worked with subject leads to ensure curriculum documents reflect the requirements of the new EY framework and the progression of skills from EY into KS1 for all curriculum areas.
- Research into the development of Helicopter stories using staff prior knowledge and experience as well as referring to Trisha Lee's book Princesses, Dragons and Helicopter Stories.
- KN has created a staff CPD board within the setting which can be accessed by all staff at any time. This will be updated as training is completed or new initiatives or programs are introduced.

### **Leadership of Early Years**

- TMS has been the EY lead at school since January 2020. Her role has been to raise standards in the Early Years.
- TMS has worked as part of the SLT to create a SDP which outlines the priorities in Early Years this year.
- Data and assessments are monitored closely by TMS to ensure consistency across all three classes. Regular discussions and moderation takes place and anomalies are discussed with the team.
- TMS attends all TPAT moderation opportunities and attends regular TPAT Early Years meetings.
- TMS conducts performance management meetings and sets targets for all Early Years Teaching Assistants. These are monitored and reviewed throughout the year through informal discussion, learning walk observations and formal meetings.

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

- A review of the transition from Reception to Year 1 is to be carried out by TMS and KM (Y1 lead) for 22-23.
- EYFS Team to be aware of the Y1 National Curriculum expectations to allow where appropriate transitional approaches. Year 1 expectations will form part of the activity planning in the Summer term.
- Year 1 team to be aware of the Reception revised ELG expectations and the ways in which they learn.
- Year 1 team to spend time in the EY classes during the Summer Term to ensure practice is mirrored to aid the settling process.

### **IMPACT- We succeed...**

The Reception cohort will achieve a GLD % that is in line or better than schools in Cornwall and in line with schools nationally. Our prediction is at least 75% of the cohort will achieve the Good Level of Development by the end of the year.

Our children will finish their Reception year as confident communicators who are able to talk about and remember their learning across the curriculum.

Our children will be able to read and write independently and confidently.

Our children will have a love of reading for pleasure and will welcome the opportunity to talk about books they enjoy.

Our children will show curiosity about the world they live in and be familiar with some local landmarks and historical features that make Redruth a unique place to live.

Our children will demonstrate our school ethos in their everyday lives, caring for and helping themselves and others and succeeding at what they set out to do – understanding that perseverance will help them to succeed.

Our children will move into their Year 1 class with confidence and resilience.