



A.S.P.I.R.E. Achieve Succeed Persevere Inspire Respect Enjoy

Learning Together, Learning for Life.



HENRY GREEN PRIMARY

EYFS Policy

2022-2024



Approved and Agreed by the Governing Body:

Signed (Chair of Governors)

J. C. Withnell

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Review Date: May 2024

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This policy covers many of the articles from the UN Convention on the Rights of the Child. Some key ones are listed below.

Article 3

All organisations concerned with children should work towards what is best for each child.

Article 6

Children have the right to live a full life. Governments should ensure that children survive and develop healthily.

Article 28

(right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 31

(leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

I	Inclusive	All children's interests, beliefs and backgrounds are considered and planned for within our curriculum, topics and enhanced provision. Adaptions are made through the year to reflect changing children's interests and to provide challenge and support for all.
D	Deep Learning	Children have meaningful and exciting opportunities to consolidate their learning through child-initiated play, quality interaction with adults and carefully planned resources in the environment both inside and outside. Opportunities for children to find connections and relate to other learning is built into the planning in order to deepen learning when possible.
E	Engaging	Enhanced provision and topics are relevant and reflect the children's interests. Purposeful and hands-on activities are embedded throughout the year to give all children the opportunity to engage in experiences that they may not have had the opportunity for in their lives.
A	Authentic	Children are valued and listened to. Real life experiences are at the heart of the curriculum to give purpose to each topic being explored. Children's experiences and achievements from home and at school are shared and celebrated.
S	Schema building	Key skills are taught and revisited through enhanced provision, quality interactions with adults, and during group learning. These prime areas of learning underpin the entire curriculum and children leave EYFS with the confidence to continue to build upon what they already know.
INTENT		An inclusive environment, rich in learning that develops independent, inquisitive and happy learners. A curriculum that respects and celebrates children's cultures and diversity. A strong foundation of learning that can be built upon as children progress through the school providing them with the skills and knowledge so they make the very best progress to succeed and thrive in life.

Policy aims

That children access a broad and balanced curriculum that gives them the wide range of knowledge and skills needed for good progress through school and life. We ensure quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind. Every child is included and supported through equality of opportunity and anti-discriminatory practice.

Our practice across EYFS

Our curriculum follows the Statutory framework for the Early Years Foundation Stage (2021) [EYFS framework March 2021.pdf](#) which is based around seven Areas of Learning and three Characteristics of Effective Learning:

Prime areas of learning include:

Communication and Language (Listening, Attention and Understanding / Speaking)

Personal, Social and Emotional Development (Self-Regulation / Managing Self / Building Relationships)

Physical Development (Gross Motor Skills / Fine Motor Skills)

Specific areas of learning include:

Literacy (Comprehension / Word Reading / Writing)

Mathematics (Number / Numerical Patterns)

Understanding the World (Past & Present / People, Culture & Communities / The Natural World)

Expressive Arts and Design (Creating with Materials / Being Imaginative and Expressive)

The Characteristics of Effective Learning include:

Active learning, Creating and thinking critically, playing and exploring.

Structure and organisation

The EYFS at Henry Green consists of:

-Two 30 space Reception classes (Full time 8.40am-3.20pm)

-Two 26 space Nursery classes (3hrs per day: Either 8.30am-11.30am OR 12.20pm-3.20pm)

Key worker

Each child in Nursery is assigned a key worker. A key worker has special responsibilities for working with a smaller number of children, giving them the reassurance to feel safe and cared for and building relationships with their parents. A key worker will help the child to become familiar with Nursery and to feel confident and safe within it. They will also talk to parents to make sure that the needs of the child are being met appropriately, and that records of development are updated and that these are shared with parents at open days and other professionals as necessary. In Reception, the class teacher & nursery nurse are jointly the key workers for the children in their class.

Planning

Teachers plan activities and experiences that enable children to develop and learn effectively. In order to do this from the beginning of the school year, we focus strongly on the 3 prime areas. Any observed needs and children's interests, which vary from cohort to cohort, are considered and catered for. We have a topic-based curriculum with a different theme each half term. However, this is flexible and we respond to children's individual needs and interests, so that mini-topics can be included within our curriculum.

Nursery	
Topic	Intent
Autumn 1: All about me	Children learn about their own identity, what makes them special.
Autumn 2: Celebrations in our community	To know that everyone is different and have a better understanding of the cultures and beliefs within our community.
Spring 1: Traditional tales	Children will have a bank of rich vocabulary and story knowledge that they can draw upon in all aspects of their learning.
Spring 2: Superheroes	Inspiring children to know that they can do anything, tackle challenges and help others.
Summer 1: How plants grow	To know where some food comes from and how to look after living things. To be able to talk about what they see and make predictions.
Summer 2: Moving on	Prepare children for upcoming changes and how to deal with change.



and Journeys

Reception

Topic	Intent
Autumn 1: All about us	Children understand what makes them the same and different to others, how we share and work together.
Autumn 2: Night and day	Children will understand that different things happen at different times of the day and night. Daily Routines
Spring 1: Traditional tales	Children will have a wider bank of rich vocabulary and story knowledge that they can draw upon in all aspects of their learning including writing and storytelling.
Spring 2: People that help us	Giving children something to aspire to and to know which people in the community can help us.
Summer 1: How animals grow	To understand lifecycles and be able to make comparisons and talk about change. To have the experience of caring for an animal.
Summer 2: Moving on, journeys and adventures	Prepare children for upcoming changes as they move to year 1 and how to deal with change.

PSED

This is a prime area that underpins all learning in EYFS, the discrete teaching of PSED skills is taught through the **'Jigsaw scheme'**, in which we explore key aspects through practical activity, discussion and reflection time.

Children are exposed to learning about their brains and how they work through **'Mind up'** time, in which they will explore the 3 areas of the brain: the wise owl (Pre-frontal cortex) that helps us to learn, the elephant (Hippocampus) that helps us to remember and the barking dog (Amygdala) that alerts us of danger. Children then move on to taking regular **'brain breaks'** through the day to recharge and refocus, and practice mindfulness techniques, including deep breathing for times when they feel overwhelmed. These key mindfulness techniques are an important strategy to developing self-regulation.

A heavy emphasis on child wellbeing and emotions are prominent throughout EYFS, and children are introduced to the **'Zones of regulation'** to identify and express their feelings. In nursery, a zones of regulation poster is shared, and children are encouraged to point, show with their face or describe the emotions they are feeling. In Reception, children are assigned individual coloured cards that they can show a teacher when they feel out of the green zone.

Communication and language

Communication and language are at the heart of learning in EYFS. We ensure best practice for enhancing and developing our children's language and communication skills by following the **ECAT (Every child a talker) scheme**. Staff are ECAT trained and model language at a level appropriate to each child's communication ability, the EYFS areas are also rich in vocabulary linked to the topics being learnt. In the autumn term, children in Reception are assessed using the **'NELI' (Nuffield early language intervention)** screening. Following the screening, children who are working below the expected level for speech and communication then undergo a 20 week intervention to support and develop their speaking and communication skills. These children are then re-tested at the end of the programme and further intervention can be continued into year 1 if required.

Physical development

Children in EYFS have access to a large outside area on a daily basis, equipped with climbing and sports equipment. Being active is promoted through games, planned activities and free exploration outside. All EYFS children attend a weekly PE lesson with our school sports coach, following the '**PE passport**' scheme, where they have further opportunity to develop sports skills, co-ordination, balance and movement. Children have a school water bottle and may access this freely through the day to keep hydrated and all children under 5 are offered free milk and over 5's have the option to purchase milk. All children are offered free fruit or vegetables on a daily basis at 'snack' time. Hand washing and personal hygiene are promoted and children are supported to become independent when using the toilet, feeding and dressing themselves.

English

English is taught through reading and writing. We plan and teach using elements of the **CLPE (Centre of Literacy for Primary Education) Power of Reading scheme of work**. The scheme aims to raise the literacy achievement of all children by using high quality texts to support the children's learning. A core text is studied for 2 weeks to allow children to become deeply familiar with it, and each core text links to a wider topic for the half term. We also have one topic each year that has a non-fiction focus, and a set of high-quality class novels that are read through the year for enjoyment at the end of the day during DEAR (Drop Everything And Read) time. Children have the opportunity to take a library book home every week to read for pleasure, and all Reception children will take reading books home to share with their families. Children in Nursery will mark make in their learning books once a week. Through the year they will begin to learn how to write their name and some initial sounds and words correctly. In Reception, children will practice letter formation linked to their phonics and will write at least once a week in their English book, starting with their name, initial sounds, CVC words, short then longer sentences.

Phonics

We teach children phonics every day using the **Read, Write, Inc.** scheme by Ruth Miskin. When children first start in Nursery, we teach 'early reading' and 'pre-phonics' skills outlined in the RWI Nursery handbook to prepare children to be ready to learn formal phonics. In the summer term, we begin to learn phonics sounds. Children in Reception will begin to formally take part in RWI phonics lessons in the autumn term shortly after they start school. This is an opportunity to revise the sounds that we introduced in Nursery and extend their understanding of how they can be used in reading and writing. Children will continue to practice and develop their early reading at home through use of the RWI blending books, ditties and book bag books matched to the sounds that they have been taught.

Maths

We plan and teach using elements of the **Primary Advantage (PA) Maths** scheme of work. The programme is aimed at deepening the children's mathematical knowledge by using resources to give children a secure foundation of the relevant skills needed to progress through their school life. Children in both Nursery and Reception will undertake practical maths learning through adult led activities, group learning and carefully planned provision for child-initiated play. In reception, children develop their mathematical knowledge through written tasks at least once a week in their maths books alongside continued practical and independent learning experiences in our vocabulary rich environment.

Understanding the world



Our half termly topics lend themselves to deeper exploration of science, history and geography, which is carefully planned for in the environment and adult led learning. Scientific exploration is carried out through practical activities, carefully planned provision, real life experiences and observation including videos. History and geography are closely linked to children's own lives and experiences, focussing on the local area and their homes. We take advantage of our school's wonderful green spaces, and regularly take all EYFS children outside to experience the wonders of nature, learn how to care for our environment and explore the key aspects of sustainability.

Religious education

We follow the statutory '**Barking and Dagenham agreed syllabus for Religious education 2020**' to underpin our teaching of Religious education in Reception. All cultures and beliefs are celebrated, valued and appreciated and we invite parents to contribute to these special times of year. In Nursery, we introduce all children to local religions, beliefs and cultures in our 'Celebrations in our community' topic. Our Religious education learning is enhanced with the use of practical activities, artefacts, real life experiences, non-fiction books, music, dance and videos.

Expressive arts

Throughout every topic in EYFS, there are opportunities to develop the children's creative skills and forms of expression. In Reception, children take part in music lessons following the '**Charanga**' scheme. Opportunities for art, design and technology are planned for daily within the continuous provision for children to access independently once the required skills have been taught through adult led activities. Children take part in singing every day and are involved in musical exploration with instruments and listen to a variety of music linked to our topics. During PE sessions and group time, children learn to express their bodies through movement, drama, roleplay and dance.

Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

It is important that the teaching and learning reflects the understanding that children within the EYFS should be given uninterrupted time to work in depth (sustained shared thinking). There should be a balance between adult-led and child-initiated interactions with a greater proportion of child initiated learning initially in Nursery moving towards an increased amount of adult-led activities as children mature. However, this balance needs to reflect the individual needs of our children and more adult led activities will be appropriate for some children as they make the transition from Reception into Year 1.

To encourage children to become active, confident learners, teachers plan for children to learn in a variety of different ways, for example: a multisensory approach, through creative and imaginative play and through conversation and questioning. Routines and a rhythm to the day are also vital tools in enabling children to gain confidence and independence.

Expectation for exceeding pupils

Staff consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan challenging and enjoyable experiences. Children who are exceeding the



expected level for their age will be extended through questioning, consolidation, independent challenges and small group work planned against the ELGs or year 1 national curriculum if appropriate. Our aim for children in EYFS is for our children to reach a good level of development across all areas of learning, and where a child is exceeding in one specific area, will use this strength to plan and challenge relevant and interesting activities to strengthen other areas of learning.

Expectations for pupils with SEND and different starting points

Staff consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan challenging and enjoyable experiences. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. In EYFS, transition cards, visuals and Makaton are used to support understanding and communication. Speech and Language screening is carried out for all pupils and interventions are planned for those who need them using the Nuffield Early Language Intervention (NELI). External referrals to the speech and language service and other services is done by the school SENDCo when appropriate.

Expectations for pupils with EAL

Staff consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan challenging and enjoyable experiences. The nature of EYFS is very supportive of language development, the use of visuals, Makaton, transition card, real life objects and practical experiences. Parents are encouraged to continue to use and celebrate their home language alongside the teaching of English in school. The ECAT strategies that we use throughout EYFS support children who are learning English, and the NELI programme in Reception quickly identifies children who would benefit from extra support with spoken English and understanding. Parents and staff are also included when assessing children with EAL to ensure EAL needs are correctly identified.

Behaviour

Positive praise, encouragement and a sense of justice and democracy are promoted throughout EYFS. We follow a colour system to celebrate **positive behaviour** and reward children who display our school values **A.S.P.I.R.E** (Achieve, Succeed, Persevere, Inspire, Respect, Enjoy). Children start each day on 'good green', and move up to 'proud purple' and 'brilliant blue', each week a child is chosen and given a commendation and certificate to show that they have consistently demonstrated the school values. This is shared and celebrated with the wider school and parents on the weekly newsletter.

When children require a consequence for their behaviours that do not follow the school values, they will move through yellow, orange and red. If a child reaches yellow, the teacher will have a conversation with the child to support and encourage the child to follow the school values and practice mindful techniques. In more extreme cases, some reflection time and further support may be required from our learning mentors, SENCO or the EYFS phase leader.



Expectations for pupil workbooks/ record of evidence (See Appendix 1 for Nursery and Reception expectations)

In Nursery, children each have a pink, unruled 'learning book' to undertake written English and maths adult directed learning tasks. One piece of written work will be completed per week in this book following the settling period in the autumn term. In Reception, children have a yellow, half wide ruled 'English' book and a blue, large squared 'Maths' book, at least 1 piece of written work must be carried out in each per week. Children will also complete letter formation workbooks in line with the RWI scheme on a weekly basis throughout the year.

Observations

The EYFS staff (teachers and support staff) use designated iPads to collect evidence via a secure app called "**Evidence me**". This evidence is in photograph form with summary information linked to areas of learning. These observations are used to inform teacher judgements, particularly across the prime areas and characteristics of learning. All EYFS staff contribute to the collection of photograph and incidental evidence, parents are also encouraged to send home learning and achievements at home using the Evidence me app.

Floor books

Samples of child-initiated learning, including drawings, writing, comments, photographs and works of art should be added to the topic 'floor book'. This 'floor book' must be a celebration of every child's learning during the topic and shared with the children regularly to reflect on and revisit past learning.

Parent partnership

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents/carers. Parents/carers are kept up to date with their child's progress and development. They have access to their child's online profile on **Evidence me** at all times and will instantly be notified of updates to their child's profile via email. The EYFS profile helps to provide parents/carers with a well-rounded picture of their child's knowledge, understanding and abilities. In Nursery, each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents/carers in guiding their child's development at home. The key person (through the class teacher and /or SENDCo) also helps families to engage with more specialist support, if appropriate. Each half term, the EYFS team provide tailored training in different areas to help parent support their child, they are also invited to 'stay and learn' with their child to see this learning in action (providing it is safe to do so, following government guidelines following covid-19).

Assessment

All children in EYFS are assessed against the 17 strands within the 7 areas of learning outlined in the **Statutory framework for EYFS (March 2021)**. These assessments are primarily teacher judgements and supported with evidence gathered throughout the year from learning books and observations. Data is to be recorded on the school's data tracker, 'Pupil Asset' at the following assessment points during the academic year.



Expected levels:

Nursery	
Baseline (End Autumn 1)	0-3 Meeting
Autumn 2	3-4 Beginning
Spring 2	3-4 Emerging
Summer 2	3-4 Meeting
Reception	
Baseline (End Autumn 1)	3-4 Meeting
Autumn 2	Reception Beginning
Spring 2	Reception Emerging
Summer 2	Reception Meeting (ELG)

Reception age children must also be assessed using the statutory ‘**Reception baseline assessment**’ (RBA) in English and Maths within 6 weeks of starting Reception. If a child joins Reception within the academic year at a later date and they have not been assessed on the RBA at another setting, they must complete the RBA within 6 weeks of joining the school. The statutory guidance must be adhered to when conducting the RBA and materials used to support the assessment process must only be used to conduct the RBA. At Henry Green, the class teacher is responsible for conducting the RBA with each child (unless due to extenuating circumstances a child has been approved for disapplication) and parents must be informed that the RBA is taking place. Parents must be given a copy of their child’s results following the RBA if they are requested.

At the end of the Reception year, the statutory assessment ‘**Early Years Foundation Stage Profile**’ is to be completed for all children including those with Special educational needs. Each child is reported to be either ‘Emerging’ or ‘Meeting’ the Early learning goals (ELG’s) across the 7 areas of development. These scores are completed and passed to the local authority no later than 30th June of the academic year that the child reaches the age of 5. The Profile must reflect the teachers’ own knowledge and professional judgement of a child but can take account of any other adults whom the teacher judges, can offer a useful contribution. Prior to submission the Reception teachers meet the Early Years Lead to moderate the results. Children who are agreed to be ‘Meeting’ the ELGs in all areas (Not including: Understanding the world and Expressive arts and design) are concluded to have reached a good level of development (GLD). The outcomes of the EYFSP must be shared with both parents and year 1 teachers at the end of the academic year.

Statutory policies and procedures in EYFS

All statutory EYFS policies and procedures including safeguarding and welfare, are in place and adhered to according to the whole schools’ policies.

Appendix 1: EYFS 2021/22 Assessment and learning expectations – Nursery

Autumn term
School readiness checklist and 'All about me' completed during 1-1 meeting with parents.
Autumn 1 - 1 focussed observation on Evidence me – 20 minutes per child, interacting throughout, 6-10 photographs/videos. Prime areas of learning short observations: PSED, CLL, PD at least 1 per strand – gathering evidence for baseline. Photos, comments and videos (evidence of baseline to inform judgements)
Nursery baseline practical assessments for specific areas (Reading, Writing, Maths) recorded results
Teacher assessment on pupil asset baseline end of Autumn 1 Expectation: 0-3 meeting
Learning books 1 piece written learning per week – groups 2 children 1 adult led practical maths per week – groups 4 children
Early reading skills taught daily (pre-phonics) 5-10 minute carpet sessions in key worker groups (covering 7 areas of learning) DEAR time daily (Class novels to be included and rotated every 2 weeks/read 4 times)
Teacher assessment on pupil asset end of Autumn 2 Expectation: 3-4 beginning
Evidence me: <ul style="list-style-type: none"> - Wow moments and big finishes or special events - Home learning communication with parents - SEND children evidence where writing/maths books are not appropriate
Floor book of topic learning each half term - to include samples of children's work, scribed comments/observations, jigsaw PSHE, photographs etc. (Replaces individual learning journals)



Spring term
Spring 1 - 1 focussed observation on Evidence me – 20 minutes per child, interacting throughout 6-10 photographs/videos.
Teacher assessment on pupil asset end of Spring 2 Expectation: 3-4 emerging
1 piece written learning per week – ability groups 2-3 children 1 adult led practical maths per week – ability groups 4 children Name writing daily all children
Early reading skills taught daily (pre-phonics) Spring 2 – HA RWI intervention group
10 minute carpet sessions in key worker groups (covering 7 areas of learning) DEAR time daily (Class novels to be included and rotated every 2 weeks/read 4 times)
Evidence me: <ul style="list-style-type: none"> - Wow moments and big finishes or special events - Home learning communication with parents - SEND children evidence where writing/maths books are not appropriate
Floor book of topic learning each half term - to include samples of children's work, scribed comments/observations, jigsaw PSHE, photographs etc. (Replaces individual learning journals)

Summer term
<p>Summer1 - 1 focussed observation on Evidence me – 20 minutes per child, interacting throughout 6-10 photographs/videos.</p>
<p>Teacher assessment on pupil asset end of Summer 2 Expectation: 3-4 meeting</p> <p>School readiness checklist updated to be handed over to Reception</p>
<p>Phonics RWI whole class 1 sounds per week RWI HA intervention group</p>
<p>10 minute carpet sessions as a whole class (covering 7 areas of learning) DEAR time daily (Class novels to be included and rotated every 2 weeks/read 4 times)</p>
<p>1 piece written learning per week – ability groups 4 children 1 adult led written maths per week – ability groups 4 children Name writing daily all children Writing and Number interventions (targeted groups)</p>
<p>Evidence me:</p> <ul style="list-style-type: none"> - Wow moments and big finishes or special events - Home learning communication with parents - SEND children evidence where writing/maths books are not appropriate
<p>Floor book of topic learning each half term - to include samples of children's work, scribed comments/observations, jigsaw PSHE, photographs etc. (Replaces individual learning journals)</p>

EYFS 2021/22 Assessment and learning expectations – Reception

Autumn term
<p>New starters – school readiness checklist completed during 1-1 meeting with parents.</p> <p>Nursery starters – School readiness checklist updated and handed up to Reception as part of transition/handover arrangements.</p>
<p>Autumn 1 - 1 focussed observation on Evidence me – 20 minutes per child, interacting throughout, 6-10 photographs/videos.</p> <p>Prime areas of learning short observations - at least 1 per strand: PSED, CLL, PD – gathering evidence for baseline. Photos, comments and videos (evidence of baseline to inform judgements)</p>
<p>Reception baseline (National) to be delivered by teachers during the first 6 weeks of term.</p> <p>Week 1 – Part time children settling (no assessments) Focussed observations.</p> <p>Week 2 – Maths session 1 Week 3 – Maths session 2</p> <p>Week 4 – Literacy session 1 Week 5 – Literacy session 2</p> <p>Week 6 – Catch up on unfinished sessions Week 7 – (Deadline for all to be completed)</p>
<p>Teacher assessment on pupil asset baseline end of Autumn 1</p> <p>Expectation: 3-4 meeting</p>
<p>10 minute carpet sessions daily (English, Maths, Topic)</p> <p>DEAR time daily (Class novels to be included and rotated every 2 weeks/read 4 times)</p>
<p>Maths and writing books</p> <p>1 piece per week in each</p> <p>Name writing daily / Number formation (all children)</p> <p>Reading at least once a week in school</p>
<p>RWI taught as a class from Set 1 daily</p> <p>Phonics letter formation folder</p>
<p>Teacher assessment on pupil asset end of Autumn 2</p> <p>Expectation: Reception beginning</p>
<p>Evidence me:</p> <ul style="list-style-type: none"> - Wow moments and big finishes or special events - Home learning communication with parents - SEND children evidence where writing/maths books are not appropriate



Spring term
Spring 1- 1 focussed observation on Evidence me – 20 minutes per child, interacting throughout 6-10 photographs/videos.
Teacher assessment on pupil asset end of Spring 2 Expectation: Reception emerging
10-15 minute carpet sessions daily (English, Maths, Topic) DEAR time daily (Class novels to be included and rotated every 2 weeks/read 4 times)
Maths and writing books, children in ability groups with group targets 2 pieces per week in each Reading at least once a week in school Writing and Number interventions (targeted groups)
RWI in ability groups across the year group Phonics letter formation folder
Evidence me: <ul style="list-style-type: none"> - Wow moments and big finishes or special events - Home learning communication with parents - SEND children evidence where writing/maths books are not appropriate
Floor book of topic learning each half term - to include samples of children's work, scribed comments/observations, jigsaw PSHE, photographs etc. (Replaces individual learning journals)
Spring 1 – 20 week programme of NELI interventions to begin
Floor book of topic learning each half term - to include samples of children's work, scribed comments/observations, jigsaw PSHE, photographs etc. (Replaces individual learning journals)
Autumn 2 NELI initial assessment on all children.

Summer term
Summer 1 - 1 focussed observation on Evidence me – 20 minutes per child, interacting throughout 6-10 photographs/videos.
Teacher assessment on pupil asset end of Summer 2 Expectation: Reception meeting EYFSP completed (National) ELGs
RWI in ability groups across the year group Phonics letter formation folder
15 minute carpet sessions daily (English, Maths, Topic) DEAR time daily (Class novels to be included and rotated every 2 weeks/read 4 times)
Maths and writing books, children in ability groups with group targets 2 pieces per week in each Whole class Maths and English carousel every day AM Reading at least once a week in school Writing and Number interventions (targeted groups)
Evidence me: <ul style="list-style-type: none"> - Wow moments and big finishes or special events - Home learning communication with parents - SEND children evidence where writing/maths books are not appropriate
Floor book of topic learning each half term - to include samples of children's work, scribed comments/observations, jigsaw PSHE, photographs etc. (Replaces individual learning journals)
Spring 1 – 20 week programme of NELI interventions continue Summer 2 – NELI re-assessment