

**Carterhatch**



**Infant School**

*The best start in life for all our  
children*

*– no excuses – no compromise*

Carterhatch  
Infant School



**Carterhatch Infant School**

The best start in life for all our children-no excuses, no compromise

# ***Early Years Foundation Stage Policy – including Teaching & Learning***

<i>Reviewed</i>	<i>May 2023</i>
<i>Review due</i>	<i>May 2025</i>

## Teaching and Learning Policy

At Carterhatch Infant School teaching and learning is a process of co-operative teamwork. The involvement of all staff, parents, governors and others in our community is actively sought and valued. We aim to enable our children to respond positively to the opportunities and challenges of a rapidly changing world.

Children work best in a stimulating learning environment, where they feel safe and valued. This helps develop confidence, independence and mutual respect. Children should have access to high quality resources, with shared responsibility for their management and be involved in planning aspects of their own learning, including knowing how they learn.

Children progress when learning is enjoyable, creative and challenging (but achievable).

There is no single recipe for improving teaching and learning in a school; however this policy outlines some of the key elements which are key to raising standards in teaching and learning.

Our School Vision	Our Values for our Community	Carterhatch Drivers	Learning Friends
<b>The best start in life for all our children – no excuses, no compromise</b>	<p><b>Kindness</b> – making our world a happier place</p> <p><b>Resilience</b> – helping us stay strong when things get tough</p> <p><b>Perseverance</b> – keep trying</p> <p><b>Being brave and challenge yourself</b> – because you can.....</p>	<p><b>Health and Wellbeing</b> (emotional and physical)</p> <p><b>Communication and Life Skills</b> (learning for all)</p> <p><b>Environments</b> (local and global)</p> <p><b>Reading</b></p>	<div>Kindness Kai</div>  <div>Resilience Ruby</div>  <div>Perseverance Polly</div>  <div>Challenge Chico</div> 

## Carterhatch Curriculum Drivers

These areas drive our curriculum and why we feel they are important to our children:

**Health and Well-Being (emotional and physical)**  
**Communication and Life Skills (learning for all)**  
**Environment (local and global)**  
**Reading**

### **Health and Well-Being (emotional and physical)**

*Educating children about physical health and mental wellbeing is providing them with the knowledge that they need to make good decisions about their own health and wellbeing, now and in the future.*

*Physical health and mental wellbeing are interlinked, and it is important that our children begin to understand that good physical health contributes to good mental wellbeing, and vice versa.*

*Staff promote and support children with self-awareness and the ability to self-regulate, and strategies for doing so. Our aim is to enable children to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. We believe an integrated whole-school, approach to the teaching and promotion of health and wellbeing, has a potential positive impact on mental and physical well-being, behaviour and attainment.*

### **Communication and Life Skills**

*The importance of communication is undeniable. We believe that language and effective communication has the potential to unlock opportunities. It allows children to participate in and contribute to all aspects of their lives, whether it is verbal or non-verbal. Communication is at the heart of our curriculum and is intrinsic to all learning opportunities. As a school we value non-verbal communication in the same way as verbal communication ensuring all of our school community have a voice and are understood.*

### **Vocabulary (Linked with our communication driver)**

*We know that vocabulary development and the ability to read fluently are key to life-long success and this is our intent for every child. Vocabulary development is at the heart of our curriculum. Staff ensure that vocabulary is modeled and repeated in order to support long-term memory and cultural capital. Vocabulary progression maps in all subjects supports children's understanding and retention of vocabulary. Along with experiences/visits, this helps enhance children's background knowledge of the world when thinking about cultural capital, enhancing their life skills and helping them to make sense of the world they live in.*

### **Learning for All/Life Skills**

*For children, it's important to start learning different life skills from the youngest age possible so they have plenty of experiences of them before they reach adulthood. For example,*

- How to take care of themselves physically.*
- How to stay safe.*
- How to communicate effectively.*
- How to maintain good relationships.*
- How to self-regulate.*
- How to manage their money.*
- How to solve problems that occur in everyday life.*
- How to think critically.*
- How to stay organised.*

*These skills are essential for survival, self-sufficiency and productivity in everyday life and are integral to our curriculum.*

*We recognise that communication and life skills are the vehicles that leads towards being independent, ensuring personal safety, inclusion and increases life chances in the future.*

### **Environmental (Local and Global)**

Our aim is for our children to become interested in caring for and improving the environment. This will help their well-being and make them more aware and conscious of environmental problems that are having an impact on the world we live in.

### **Reading**

Reading has a lifelong positive impact on a child, improving their health and well-being, creativity and educational outcomes. Our aim is for all children, but particularly disadvantaged children, to read regularly and by choice.

## **Our Aim**

*Sir Michael Wilshaw says:-*

*“Early years provision is only as good as the quality of interaction between adults and children.”*

*“Babies and young children are experiencing and learning in the here and now, not storing up their questions until tomorrow or next week. It is in that moment of curiosity, puzzlement, effort or **interest – the ‘teachable moment’ – that the skilful adult makes a difference. By using this cycle on** a moment-by-moment basis, the adult will be always alert to individual children (observation), always thinking about what it tells us about the child’s thinking (assessment), and always ready to respond by using appropriate strategies at the right moment to support children’s well-being and learning (planning for the next moment).”*

*From National Standards document Learning, Playing and Interacting P.22 - 23*

*The aim of Early Years at Carterhatch Infant School is to provide a safe, secure learning environment in which young children feel motivated to continually strive to achieve. Thoughtful provision and curriculum planning provides children with the opportunities to develop skills and personal attributes that will equip them to become life-long learners.*

*We follow the curriculum as outlined in the statutory Early Years Foundation Stage framework. The EYFS framework determines what we teach across the early years and sets standards for the learning, development and care of children from birth to 5 years old.*

*“The early years are the best opportunity for a child’s brain to develop the connections they need to be healthy, capable, successful adults. The connections needed for many important, higher-level abilities like motivation, self-regulation, problem solving and communication are formed in these early years – or not formed. It’s much harder for these essential brain connections to be formed later in life.” First Things First (FFS) Organisation*

*The Early Years Foundation Stage (EYFS) framework gives all professionals a set of common principles and commitments to deliver quality early education experiences to all children. The guiding principles within the statutory framework drive the work we do in the early years.*

- *Unique child*
- *Positive relationships*
- *Enabling environments*
- *Learning and development*

## **Unique child**

*We believe in the uniqueness of all our children and plan to meet the individual needs of every child by:*

- *Enabling each child to become an independent learner, willing to take risks and tackle new challenges.*
- *Ensuring all children can work alongside and in collaboration with others.*
- *Enabling each child to develop their language skills so that they can communicate with others and access all areas of the curriculum.*
- *Ensuring that every child experiences and learns new concepts and ideas through a variety of well planned and appropriately resourced play-based activities.*
- *Enabling children to feel confident to experiment and explore their environment both inside and outside.*
- *Providing opportunities for children to experience and share in the awe and wonder of learning about different cultural events that will enrich their understanding of the world and its people.*
- *Giving children opportunities to experience physically challenging activities within a safe environment and to develop their physical control and spatial awareness.*
- *Enabling children to be confident to express themselves in a variety of ways that reflects their individuality.*

## **Positive Relationships**

*"A child's relationships with the adults in their life are the most important influences on their brain development. Loving relationships with responsive, dependable adults are essential to a child's healthy development. These relationships begin at home, with parents and family, but also include child care providers, teachers and other members of the community." First Things First (FTF)*

*The role of the Early Years practitioner is crucial in supporting young children in their learning. At Carterhatch Infant School we know that timely intervention in children's play moves their learning on. The practitioners' role in teaching is to:*

- *Extend and support children's play through sensitive play partnering and observation.*
- *Ensure a balance and flexibility between adult directed and child initiated activities.*
- *Interact in a meaningful way with all children, to extend and develop their language and communication skills in their play.*
- *Plan and resource a challenging and stimulating environment.*
- *Act as a positive role-model.*
- *Be consistent in their high expectations of all children and recognise all of their achievements.*
- *Share information and work closely with others who are involved in the children's education including parents, carers and practitioners from previous settings.*
- *Plan an exciting and challenging curriculum that allows all children to find their own areas of strength but to also have opportunities to develop across all areas of learning.*

*The most valuable resource in any setting is the group of adults. The adults are there to teach, they do this through observing and interacting. We ensure that our adults regularly discuss and reflect on their practice through team meetings and training so that they can spot a 'teachable moment' while the children are engaged, they know the children very well and have a sound understanding of child development. This ensures that the adults enhance and extend the learning at the appropriate level for each unique child. When children become involved in activities, the adults observe the children carefully, join them, when appropriate, and engage in quality interactions (teaching) to move the learning on. They "teach" through modelling, suggesting,*



*providing vocabulary or resources, explaining or encouraging. In this way, if a child encounters a challenge, then they will not give up. They will be supported to persevere, overcome the challenge and move forward in their learning.*

### **Working with Parents**

*We believe that for children to be successful in school then a healthy partnership between home and school needs to be fostered from the start. To achieve a successful partnership and to create an atmosphere where information can be shared we will:*

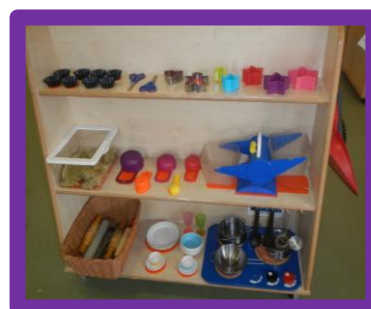
- Begin by establishing positive relationships with families during the admissions and induction procedures. This will include a meet the teacher, parent and child meeting, stay and play sessions and follow up calls with families to ensure smooth transitions in to school.*
- Provide regular opportunities to discuss children's progress during termly family meetings.*
- Encourage parents to contribute to their children's Tapestry learning journey with photos from home and sharing significant family occasions through out the year. In their child's focus week, they contribute to planning by completing and sending in focus week information sheets.*
- Workshops for areas such as fine motor skills (Nursery) phonics and maths (Reception)*
- Story cafés*
- Keep parents informed about the curriculum and their child's learning.*
- Ensure that we regularly share achievements and successes with parents.*
- Share any concerns about a child through regular, planned discussions.*

*Relationships between home and school are based on a mutual desire to help all children achieve. We ensure that we are always approachable, flexible and ready to listen to parents ideas, thoughts or concerns.*

### **Enabling Environments**

*The environment supports children to be fully engaged in purposeful play. As with the outdoor area, the indoor area allows for learning in all areas of development, but the two areas do not mirror each other. This is the ideal place for children to be calm and quiet (and we enforce this requirement firmly and consistently), pursuing activities which require small equipment and using resources that will not survive the outdoor elements.*

*It is vital that the areas are accessible, well stocked, tidy, clearly labelled (with picture and words) or shadowed and arranged to allow optimum access. We constantly review and reflect on the environment to see which areas are proving productive and which need altering. For example, although we have opportunities for mixing sand and water outside, we want the indoor sand to be dry to offer different opportunities.*



*The resources (as well as the areas) are assessed and reviewed constantly with changes made as necessary.*

*We combine the creative area and the 'writing' area. Young children combine their different types of mark-making – they make a card and write a message; they draw a picture and write a story; they create a robot and add labelled controls. In many cases, they need creative equipment and writing implements – we therefore store them all in one area, as well as providing mark-making equipment in all areas.*



*Children experience maths in almost all areas of the indoor classroom and we ensure that there is equipment (including numicon) in all areas to facilitate this. The children select and access resources themselves, they know where they are from and they know where to put them back when they have finished using them or at the end of the session.*

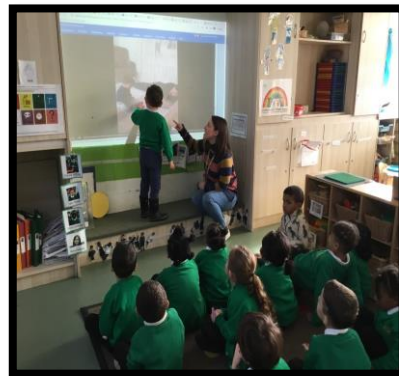


*We review our provision in terms of levels of involvement. If an area or a resource is not engaging children in purposeful play, then we remove it or change it. Areas that deliver the highest levels of involvement are the role play areas, creative area, small blocks, sand, water, playdough and small world equipment (including cars and dinosaurs). With regard to role play, we ensure that there is always a "home corner" (either indoors or outside) as this is what is familiar to the children – this is where they can practise being the adults that they know (and in doing so, develop the vital life skill of empathy). Other role play is set up as and when an interest emerges – as seen below with a vet's office.*



*We have ipads, voice recorders and interactive white boards readily available to support and record learning.*

*We ensure that our book areas are as inviting as possible. We have a sofa, cushions, puppets and props to make the experience engaging. We also have books in numerous areas of the indoor classroom – craft books in the creative area, cookery books in the role play, construction and reference books in the small world area. The children have a folder each and these are stored in low units so that they can take theirs out and look at them whenever they wish.*



## **Outdoor Areas**

*Our outdoor areas are designed to support all areas of the children's development. The sand area is large and is surrounded by shelving and baskets stocked with resources. The resources available are traditional sand toys, as well as natural shells, sticks, stones, etc and cooking utensils, plates, cups, cutlery etc. to support a variety of play ideas. A water supply is essential, this allows for cooking, chemistry, cement mixing, moat filling or alchemy! There are lots of opportunities for risk – climbing area, PE equipment for the children to set up, woodwork with adult-sized hammers and saws, two-wheeler bikes. Children know how to use equipment and are encouraged to think about the risks themselves. (All our "risk assessments" have been re-written as "benefit/risk assessments" – listing all the benefits of the activities before the possible risks. This has been a rewarding exercise – leading practitioners to evaluate why we encourage certain activities, even though there may be a small risk attached).*



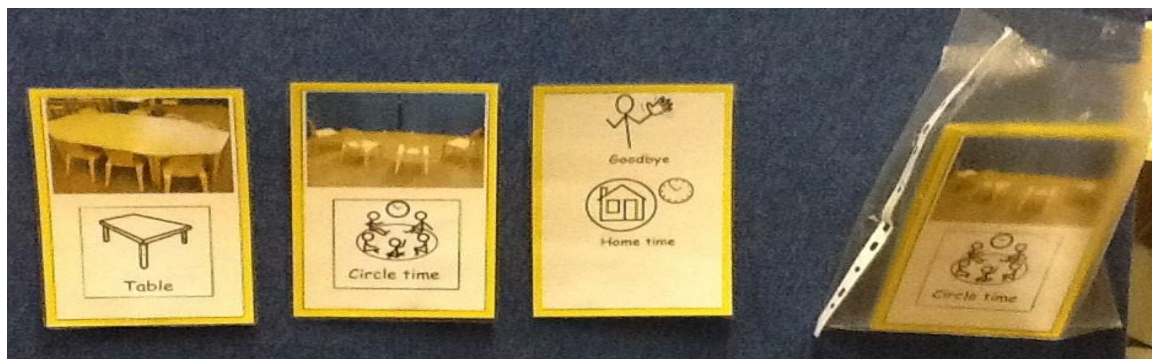


*In summary, any area or resource can be evaluated by assessing the levels of involvement that the children display. The physical environment needs to be well laid out and equipped with high quality, open-ended, varied resources. The adults are key in creating the emotional environment that supports them in this – ensuring that they feel confident and independent, ready to try new things in the knowledge that the adults will help them if necessary, without taking over. As Sugata Mitra says “Children will learn to do what children want to learn to do” so we support them by creating an enabling environment including enabling adults.*

### ***Our Classrooms also include:***

#### ***Visual Timetables***

*Visual support is helpful for all learners, but it is ESSENTIAL to support understanding of children who are learning English as an additional language and children with a special educational need.*



*Each visual has a photograph of the activity with a ‘Communication in Print’ symbol and caption underneath. Teachers go through the timetable at the start of a session. When a new activity is starting, the teacher points at the visual for that activity then starts the lesson or activity. At the end of each activity, the teacher takes the visual down and uses the Makaton sign for ‘finished’. The children observe the teacher put the visual in the ‘finished’ wallet.*

*Some children have their own personal visual schedule or ‘Now and then’ board. These are prepared and used in the same way as the whole class visual timetable.*

*The power of visual support should never be underestimated.*

**The Learning Tool Kit** is to encourage good learning behaviors. It is used to engage and remind children the importance of all these skills and how they help us with our learning.



- Glasses – Good Looking
- Chair & Carpet – Good sitting
- Ears – Good listening
- Lips – Good talking
- Medal – Do your best - Perseverance
- Magnifying glass – Keep focused
- Brain – Good thinking
- Target – Target
- Exclamation Mark
- Question Mark

**Learning Friends** - Our learning friends help promote positive attitudes to learning. They are also linked to our school values.

**Kai Kindness. Polly Perseverance**



**Ruby Resilience Chico Challenge**



As with the rest of the school, the Early Years Foundation Stage link our learning opportunities to our core values and curriculum drivers. Through a mixture of enabling environments, child initiated learning and adult led experiences, we promote and actively encourage children to be kind, resilient, to persevere and to challenge themselves.

Children's achievements are celebrated with our learning friends' certificates. The certificates are linked to the areas our learning friends are promoting – kindness, challenge, perseverance and resilience. Staff, governors and children were involved in the decision making of what our learning friends should represent and what they should be named.

## **Learning and Development**

Practitioners must consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience in all the areas of learning and development. Each time our practitioners interact with a child, they are observing, assessing, planning for, and responding to, that individual child.

Learning and teaching in the early years is planned to develop strong, curious, confident children and staff consider the three characteristics of effective learning to support this. The Three Characteristics of Effective Learning (Revised EYFS) are:

- **Playing and Exploring** – do they investigate and experience things, and ‘have a go’?
- **Learning Actively** – do they concentrate and keep on trying if they encounter difficulties, and enjoy achievements?
- **Creating and Thinking Critically** – do they have and develop their own ideas, make links between ideas, and develop strategies for doing things?

We strive to extend their joy and fascination in the world around them and develop concentration, commitment and deep involvement in activities of their choosing. Using the principles of *the Early Years Foundation Stage* we believe that effective learning involves:

- *Children initiating activities that promote learning and enable them to learn from each other.*
- *Children learning through movement and engagement of all their senses.*
- *Children having time to explore ideas and interests in depth.*
- *Children feeling secure, which helps them to become confident learners.*
- *Children learning in different ways and at different rates.*
- *Children making links in their learning.*
- *Creative and imaginative play activities that promote the development and use of language.*

*Through our teaching children will make connections in their learning and move forward. “From birth to age 5, a child’s brain develops more than at any other time in life. And early brain development has a lasting impact on a child’s ability to learn and succeed in school and life. The quality of a child’s experiences in the first few years of life – positive or negative – helps shape how their brain develops.” First Things First Association (FTF)*

### **Learning through play**

*We follow the principles of the Early Years Foundation Stage and believe that young children learn best through a combination of activities and play based experiences that they have initiated themselves:*

*‘Play is essential for children’s development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults.’ (QCA Curriculum Guidance for the Foundation Stage)*

*We know that rich play promotes confidence and well-being and through quality play, in a secure environment with effective adult support, children can develop a wide range of skills and attitudes. Quality play allows children to take risks, make mistakes, express fears or relive anxious experiences within a safe environment and help them make sense of their world. They will learn to be alone, be alongside others and to work cooperatively with their peers as they practise and*

embed ideas, concepts, skills and attitudes. Practitioners must stimulate children's play, responding to their emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning. We work in this way because when children show high levels of involvement, that is when there is progress and development occurring – when the brain is at its most active. High level involvement occurs most often when children are able to pursue their own interests in an enabling environment, supported by skilful staff as well as being able to explore and use ideas and skills taught in adult led sessions.

### **Direct teaching**

In Nursery, at the end of a session, children will take part in short focused group teaching where they may either work as a class or in a small group focusing on an area of learning identified as a need for that class. They may include early phonics, rhyme time, counting and speaking and listening games.

In Reception there is a daily phonics session, daily Maths session, daily literacy (Core Book) session and a guided reading (DSR). Children will also work on an adult focus activity for maths and writing, through the week.

In Reception's Spring term, we move away from having focus children, to weekly or fortnightly focus activities linked to the current teaching and learning taking place in our literacy (Phonics/ Core Book) and maths sessions. We still greatly value the child-initiated learning, and opportunities for this continue to take place throughout the day in the 'free-flow' Explore and Learn sessions.

### **Curriculum**

We strongly believe that through our curriculum, the children are given the autonomy to guide their own ideas and learning, as well having high quality, adult led teaching experiences. These opportunities allow them time to talk to adults and peers about how they are feeling and the experiences they have had in and out of school.

The expectations of the Early Years Foundation Stage framework is supported by our curriculum. There are three prime areas which underpin all learning and a further four specific areas of the curriculum.

#### **The Prime Areas of Learning and Development**

1. Personal, Social and Emotional Development
2. Communication and Language
3. Physical Development

#### **The Specific Areas of Learning and Development**

4. Literacy
5. Mathematics
6. Understanding of the World
7. Expressive Arts and Design

### **Experiences and Visits**

Research has shown that when learning can be related to real life, it gives it meaning and purpose, and therefore it is remembered. Our curriculum includes visitors, theme days, events in school, trips (our much loved visit to the seaside) and use of the local area.



## **Forest School**

*Our Forest School allows children to develop themselves through healthy engagement with risk, problem solving and self-discovery, all within a natural environment with a hands-on approach.*

## **Special Educational Needs**

*In order to support those with additional learning needs, teachers refer to personal support plans and EHCPs which outlines specific strategies, targets and outcomes that can further support teaching and learning. Children with special educational needs and disabilities access a tailored curriculum that focuses on preparation for adulthood, communication, social skills and relationships, within the National Curriculum.*

## **Long Term Memory**

*We have carefully considered and sequenced a curriculum that provides children with the opportunity to know more and remember more. Across the subjects, we have planned teaching of new knowledge in a logical step-by-step way. This helps the children to build securely on their previous knowledge. We use various retrieval cues to help our children retrieve previous learning so that they grow in confidence and gain automaticity.*

- *A short discussion at the beginning of a session – tell me what you know/remember.*
- *Teachers' thinking out loud when they model a task. This enables the children to become more familiar and build confidence with our objective 'what we want them to know' before we expect them to work independently.*
- *Introducing new content – links to previously taught content, carefully sequenced so that the children can retrieve and review it.*
- *Small, connected steps between the previous knowledge and new knowledge being taught.*
- *An opportunity to practice newly acquired skills beyond the initial learning. This leads to automaticity.*
- *Focus on language and vocabulary in a lesson and/or pre-teaching for groups of children that may need it.*

*We know that children can learn and easily unlearn things if they do not have exposure to something.*

## **Monitoring our Curriculum**

*We have regular subject review days that focus on teaching and learning. Evidence and information gained from these review days helps to monitor teaching and learning and the progress children are making, gain children's views and experiences, identify areas that are working well, changes we need to make, next steps and future professional development.*

*SLT and subject leads also have half-termly learning conversations to monitor the progression of the curriculum.*

## **Planning**

*In Nursery and Reception we carry out planned whole class sessions covering Maths, Phonics and core book teaching (which often brings in teaching opportunities for other areas of the curriculum such as Understanding the World). Our phonics teaching is based around the Little Wandle Letters and Sounds Scheme and our maths is through the White Rose teaching materials.*



*These documents support us in planning and delivering a systematic and progressive curriculum, providing our children with vital skills and knowledge needed which are then further embedded through their own individualised and independent learning.*

*In addition to these planned sessions, our daily planning includes child-initiated activities that are developed throughout the week based on the children's interests and needs.*

*Examples of planning/ teaching you may see are:*

- *Focus week sheets and observations – 6 children per week for Nursery, 3 per class for Reception (Autumn Term)*
- *WOW moments linked to Learning Journeys (Tapestry)*
- *In the moment planning (Spontaneous observations on Tapestry)*
- *It is important that the adults' input is recorded concisely. The symbol "T" indicates "adult". Adult input (teaching impact) could be "T suggests ... encourages ...models ...asks/ ponders ...helps ... offers resources, etc."*
- *Maths planning – following the White Rose teaching resources*
- *Phonics planning - Little Wandle*
- *Reception core book planning following SPIQE (including the writing focus activity)*
- *Weekly focus activity plans for maths (Reception)*
- *Long term overview plan – identifying broad themes/ topics we are following, experiences planned in, key texts being covered, parental engagement opportunities. This document is regularly revisited to ensure we are reflecting the needs of our cohorts in the experiences and teaching we are providing.*

## **Assessment**

*Refer to Assessment, Marking and Feedback Policy*

## **Transitions**

*We know that children's transition into school is the key to successful life-long learning*

*We feel transition will be successful if:-*

1. *Practitioners know each child, including their interests and needs*
2. *The school is able to meet these interests and needs*
3. *Practitioners have formed a relationship with each family*
4. *Children know the practitioners*
5. *Children are familiar and happy with their new school environment, its routines and expectations*
6. *Children have met and made friends with some of the other children who will be in their class*

*To support us in getting to know the new Nursery and Reception children, we carry out the following:*

- *Visits or phone calls to existing pre-schools for new children to the school (where applicable)*
- *Play sessions in school – New Nursery and reception children are invited with their families to join in a session after school in the summer term (Reception) as well as stay and play sessions in September (Nursery and Reception).*
- *Children from our Nursery transitioning to reception have weekly visits to the reception environment, during the summer term.*

- *Meet the Teacher sessions - We carry out 'Meet the Teacher' 1:1 sessions for all children new to the school (all nursery and new reception children).*
- *Photos of families are on display when the children come to school for the first day in Nursery and we welcome family photos for reception children too. This is just one more way to help them feel welcome and valued.*

*When children make the transition from the Early Years to Key Stage 1, staff in Reception and Year 1 will work closely together to ensure all children's needs are met. Opportunities are planned for children to spend time in their new classes before the end of the year and support for planning and provision throughout the Autumn 1 half term is continued.*

*This policy is designed to be read in conjunction with the following policies;*

- *Assessment, Marking and Feedback Policy*
- *Home Learning Policy*
- *SEND Policy*
- *Relationships, Sex and Health Education*
- *On-Line Safety Policy*

## **APPENDIX 1 - Nursery/Reception Non-negotiables**

### **Welcome to The Reception Team**

**We hope this document helps to ensure our children have a consistent approach with exceptional environments and high expectations.**

#### **Environments:**

- All staff are responsible for the upkeep of the environments. If it is messy, encourage and support children to tidy there and then, do not just leave it until the end of Explore and Learn time session.
- Outside areas for classes in Reception to be in charge of:
  - Dolphin – Woodwork, Sand and Water, Mud Kitchen and Growing
  - Panda – Creative area, Bug investigation area, Physical areas.
  - Penguin – Reading shed, Maths area, construction/ small world area
  - Whole team – regularly change large role play area.
- Nursery – share between team

If labels/ shadows are missing or tatty, initiate getting these re-done or let teachers/ year group leads know so they can get this organised. Office may help you with this.

#### **Observations :**

- We collect a small number of observations on Tapestry each half term to go along side any written/ drawn evidence collected which will be annotated and put in the child's special book. These do not need to be written up on tapestry as well, as it doubles the work load!
- It is hard to give a specific number of observations or written evidence needed to be collected as we value the staff's quality interactions and knowledge of the child as the most important evidence. Having said that, we would normally collect 4 - 5 in a focus week (see information on this below) and hope for 1 or 2 observations on Tapestry each half term there after.
- In Reception we strive to collect at least one written piece of evidence for every core book (every 2-3 weeks) where children can apply the phonic skills they are learning as well as demonstrating/ practising their learning in other areas of the curriculum e.g. poetry, designing to make, programming on the Beebots, drawing a landmark.
- Staff are to write up observations in class before and after school. No observations to be written up when children are in school. Scanning areas and interactions must be priority - the safety and teaching of the children must come first to writing up observations.

#### **Focus weeks:**

- Children have a focus week in the Autumn term for Reception and 2 across the year in Nursery.
- We give a focus week parent sheet out the Friday before their focus week so to invite families to add their own photos from home to Tapestry and to fill in any information relevant to the child's current interests and activities outside of school.

- All adults should interact with the child over the week and write these 'teachable' moments up as observations for the 'learning journey' on Tapestry (in the title you write 'FW: then the title of the obs').
- **Teachers** should fill in general developmental targets at the beginning of the week on the paper check list so all staff are aware of particular areas of learning the child needs to be supported in through their interests or gaps in learning that have been identified. Teachers should be checking on the observations being added to Tapestry as the week goes on and leading their support staff in knowing what else to be looking out for if there are things being missed or particular gaps in a child's learning.
- All staff are responsible for interacting and 'teaching' the children in this week. This is supported through following the child's interests, information from parents and previous teacher assessment.
- Adults approach them and allow the child to lead the interactions and activities and the adults are there to move the child's learning on further in whatever area of development the activity lends itself to and/or what area of learning you know the child needs more support with from class assessments.
- Staff are there to facilitate further, more in depth learning. Don't be afraid to suggest ideas! For example, if a child is never interested in the physical development area, then think of ways to encourage them there. Going on the child's interests still means that we encourage, suggest and model new things that they need to learn.
- Tapestry is also where we record any spontaneous planning with individual or groups of children (SP: Title of Observation) and 'wow' moment observations (WOW: Title of obs). Staff can link the photos and observations to the appropriate areas of Development Matters and in to the characteristics of effective learning on a child's individual profile page.

### **Focus Activities in Reception:**

- In the Spring Term, we move away from focus weeks for individual children each week, to focus activities for all, linking to key skills in maths and writing/ phonics.
- Through these activities we are able to differentiate and support the children to progress from their own starting points in the core subjects, running alongside the main teaching objectives at the time in the whole class maths and phonics/ core book sessions.

### **Files:**

- These will include Special books for collection of physical evidence such as mark making / writing, drawing, art work, photos from home and any other photos etc that are appropriate to be in there with annotation/ linked to writing.
- We carry out an independent writing piece used for assessment at the beginning of the year for baseline and then at the end of each term (4 over the year – baseline, Dec, March, July (in the year 1 books for July).

### **Working with parents:**



- Consultations to be carried out in line with Key Stage 1 – 1 per term. Teachers to encourage the parent to view their child's observations and photos on Tapestry prior to them attending the consultation so they are aware of areas of learning you may discuss.

- Children with Personal Support Plans (PSP) and/or Behaviour Support Plans – Class Teacher to meet with parents when PSP need to be reviewed. Please do not offer them a 10 minute parents consultation to do this as these meetings need to be longer and in private (not near other parents during parents consultations). If you explain that their parents consultation will be on a different day to the whole school ones in order to give them more time to talk about their child's progress in general and their PSP's.
- Termly curriculum webs to be sent out to parents. Please e-mail to Sandra (Family Support Worker) for the website.
- Year group section in newsletters – To include what the children have been learning in school. You can choose one aspect or a few.
- How to help your child section on our website – Teachers to e-mail Sharon anything they would like to add.
- Phonic workshop Reception – Spring term
- Maths workshop Reception – to start next year (23-24)
- Story café Reception – Spring and summer term
- Story café – bookies and cookies?! Nursery – Spring Term
- Fine motor skills workshop Nursery – Summer Term

### **Staff body language and positioning – use of voice and quality interactions**



- Adults should be going to the child, not calling/shouting the child to them.
- Adults voices should be kept low – we want to hear the children around the environments, not the adult.
- Adults need to keep hands out of pockets. This 'closes you off' from the children and makes you seem not interested in playing and interacting – bring gloves if it is cold!
- Be prepared to move around – if you are involved in a big activity with a child or group of children then you may find you will be with them for quite a while but if it is a shorter interaction, when the child is happy and confident to continue independently, move away and see where/who else you can support. You can always check back in and see how they are getting on/ what they have progressed to, later.
- Scanning - Adults should scan the area they are in. We want adults to be fully involved with any children they may be supporting but you also need to be aware of the position you are standing/ sitting in so that you can be regularly looking up and being aware of everything else going on around you. If you see something that needs dealing with, you need to move to that area, sort out any issues and then you can move back to the child you were working with.
- Outside areas – do not leave them empty, if you need to quickly fetch something, let another adult know so they can observe that area
- Staff should be adapting communication strategies to meet individual needs, eg using less words where appropriate (SEND), Makaton, visuals.



## Behaviour expectations and rules for the pupils



- Running only allowed in the physical end zone where the climbing frame is.
- When children are on climbing apparatus – no touch rule.
- Quiet voices to be insisted on inside (send outside if they have been reminded and they are still being too noisy).
- Tidy up the resources they are using when they have finished with them, not just left for the end of a session.
- Encourage washing hands regularly through out the day and have set washing hand times e.g. before lunch and the end of the day.
- Calm walking and quiet voices when in the corridors.
- Thinking time / 'time in' – If a child has become dysregulated or has acted in a way that goes against our behaviour expectations, try to discuss this with the child and give a warning. If carries on, try get the child/ren involved in something with an adult so that they engage in an activity and focuses their mind away from the dispute/ issue they may have had. If need be, give the child some time to calm down in a quiet area and then discuss.
- Refer to our school Behaviour Policy (Relational Response Policy) for Strategies, Rewards, Incentives, Recognition, Thinking Time and Zones of Regulation. Policy was updated as a result of our whole school 'Trauma Informed Practice' training.
- All classes to use 'Carterhatch Learning Tool Kit' to encourage good behaviour for learning. (Refer to Teaching and Learning Policy for contents).



## Consistency across classes

- Report any health and safety concerns to Sharon and your year group leader (PPL).
- Daily health and safety checks of environments/equipment whilst setting up in the morning.
- All staff to be in class by 8.30 including Development Days.
- Class team meetings at 8.30 to discuss areas/ children/ activities /resources to focus on that day (Class Teacher and LA)
- Meetings – 1 whole team meeting a week (Tuesday 8.30am for Reception, Nursery to catch up when children leave, between 3.35 and 3.45pm)
- Staff Meeting for teachers – Wednesdays.
- Planning Meeting for teachers – Monday or Thursday Reception, Wednesday Nursery

- LA's to be located at the Reception entrance or in the corridor to welcome children and reinforce behaviour coming into school. When the majority of children are in, please return to class, ensuring there is only 1 member of staff to welcome the last few.
- Nursery to always have an adult on the door and the gate whilst welcoming children in and dismissing at end of the sessions.
- Daily well being check with adults and children, "good morning, how is everyone feeling" etc
- LA's to be sat on the carpet during group sessions with children identified by the CT. LA's to be directed by the teacher in what they need to focus on and what resources they need themselves to support further e.g. this might be them having a whiteboard and pen and extra set of phonic cards to mirror class teacher or the same core book being read that day.
- From Spring term, LA's to take small groups for phonics. LA's on lunch for maths time due to changing times to fit in DSR. (Reception)
- All staff to contribute to 'Floor Books' with pieces of 'work' / photos/ children's quotes.

## Timetable



- Staff to be in class with children at all times unless agreed with Sarah and Adrienne.
- Include singing time regularly – Reception singing time one afternoon a week. Song sack in Spring term.
- Hall time – teachers and staff can use this when free on the timetable to do active phonic sessions, extra physical development skills (where needed), follow a child's interest in physical play and extend them further using different resources, 'busy bodies' later in the year, short PE session from Spring term.
- Reception whole class Phonic sessions and maths sessions to start once all children are in full time.
- DSR for some children in January and continue to add groups as children show they would cope.
- Reception Target children time – Mainly from February half term. Looking at the children who are going to struggle to achieve a good level of development due to reading, writing and/ or maths development. Use the extra support staff member to lead or cover other staff members to lead catch up sessions over the week in 'Explore and Learn' time to target children in areas they need more support with.
- In Reception, core book session 4 times a week, same book over a two – three week period
- Nursery to have a short 10-15 minute carpet sessions at the end of each session primarily promoting early phonic phase 1 skills and early mathematical skills development through stories/ songs.

## Phonics



- To be started by end of september, once all children are full time.
- We follow Little Wandle letters and sounds .
- Phase 1 activities in Nursery (and continuing these on through Reception).

- Phases 2 – 4 in Reception.
- Nursery to split the class in to two groups for carpet sessions and introduce some of the phase 1 activities to the children through-out the year.
- Reception phonics to be lead by the class teacher with learning assistants supporting as directed by the teachers. After all initial letter sounds have been taught, teachers should look at which children are struggling, who may benefit from being in a smaller group to consolidate phase 2 further while the rest of the class continue on to phases 3 and 4. \*\*catch up and Keep up groups to be run in E&L where possible (Thursdays and Fridays) for children. Likewise, there may be a group of children who are progressing at a faster pace and would benefit from moving on to the next phase quicker. Assess each year to decide where the need is greater.

## Maths



- To be started by end of sept, once all children are full time.
- In Reception they are whole class sessions lead by the class teacher. We follow White Rose Maths using some of the master the curriculum resources to support planning and implementation.
- From Spring term – children to have a group maths activity each week
- Nursery to incorporate early mathematical development in some of their daily carpet sessions each week, the same as with the early phonic skills – using White Rose Maths schemes of work.

## Core book –

- we cover a core book over a two – three week period with 4 - 5 sessions per week allowing one session per week to fit in showing photos from home/ singing/ forest school, where needed.
- See core book plans for details of the sessions.

## Individual reading –

- Reception to start in September alongside the start of phonics. Children to take home a story book initially, building up to a story book and reading scheme book when learnt enough initial sounds in LW. This will be changed when each child reads to a member of staff once a week.
- Staff to write a short comment or use the reading record stickers to support parents in knowing what they need to support their child with.
- Nursery to have a parent and child 'lending library' where children can choose story books each week to borrow and enjoy at home.

## DSR for Reception -

- To be started in January for children who seem ready.
- 1 adult to 5 or 6 children in ability level groups.
- Luiza to plan weekly.
- Adults must incorporate letter recognition and early handwriting skills in these sessions when carrying out the simple word/ sentence writing work within these sessions.

## SEND children

- We are lucky enough to have a fantastic small team of staff to support us with children with special educational needs. These inclusion staff members are there to offer support and guidance with ideas in how best to support a child in their development and to spend time supporting them

individually or in small groups. Some children will also spend some of their time in Kangaroo / Joey class.

#### **Other possible interventions used could be:**

- Busy Bodies
- Colourful Semantics
- **Nurture group provision:** Teachers to fill out an initial assessment in the Autumn term and initial concerns for children they feel would benefit from some Nurture support in Little Elephant. Support sessions to start in spring 2 term, where Jo or Ann will normally spend a couple of afternoon sessions a week down in Reception supporting identified children.
- Staff to refer to children's Personal Support Plans (PSP) and EHCP's for interventions and strategies that need to be put in place.
- Teachers to ensure everyone in your team is familiar with these so there is consistency in supporting a child's needs. Teachers to inform SENDCo if their team needs training or support with areas.

#### **Break Time/Lunch Time**

- Adults to be located in different areas (not standing together).
- Adults to position themselves to scan for health and safety reasons and supporting children with games and social interactions where needed.
- Adults can eat fruit or vegetables in front of children during breaktimes but not in class unless it is part of a communication/social intervention with children and staff or if part of the curriculum.
- In the Dining Area – please encourage quiet voices, independence with eating, cutting up/ their own food and tidying away when they have finished.

#### **Home learning:**



#### **Nursery -**

- Proud clouds once a term.
- Numicon number cards 0-10 with a list of maths ideas parents can do at home, sent out in January and subitising to 3 cards.
- Ideas to support fine motor skills sent out in January (link to a parent work shop)
- Story book lending library

#### **Reception:**

- Letter sounds – sent home each week as they are being taught through-out the year.
- Tricky words – sent out each week as they are being taught through-out the year.
- Numicon number cards 0-20 with a list of ideas of how parents can support maths at home (0-10 sent out in Autumn term, 11-20 Summer term).
- Subitising to 5 cards - January.
- Shape cards with features - April
- List of ideas of how to use the letter cards and to support general reading (Oct/ Nov)
- Story books (from Oct) and reading level books (when child is ready- link to LW asst) sent home once a week (From Autumn 2)

- Teachers email ideas from the weekly learning in school, at the end of the week linked to phonics, maths and core book on and off through out the year – sometimes paper format.
- Theme webs each term to support parents in understanding main aspect of learning to be covered.

## Staff Well-Being



- When staff are feeling overwhelmed or need to take a moment after an incident, please contact your Line Manager, SLT or the SENDCo to support if the children are not able to be covered within the team.
- At the end of the day, or when you feel ready to, please speak with SLT, the SENDCo, Family Support Worker or someone you feel best supported by to get things off of your chest.
- Try not to wait until your appraisal slot to discuss any concerns or upset. Add items to the weekly team meetings for discussion or talk to your line manager.
- If you would like to share comments or suggestions anonymously with SLT, there is a comments box located in the staffroom.
- Any concerns you have regarding the children or incidents that occur, please remember to add onto Safeguard. Remember that these may not be picked up until later on in the day, and so if you feel it needs to be address immediately, however big or small, please talk to SLT, the SENDCo or Family Support Worker.

Thank you so much for everything you do and all of your continued hard work and support of each other 😊

Team work and high expectations in the Early Years is essential but we have lots of FUN!





## APPENDIX 2 - CARTERHATCH BUS

### The Carterhatch Bus



#### What does it mean to be on the Carterhatch Bus?

*If you are on the bus and in the right seat, the following will describe the sort of person that you are:*

- You are passionate about meeting the needs of every child in your care. Passion is key to you being effective in your role. You are doggedly determined to do whatever it takes to ensure that no child is missed out or left behind. You want to make sure that every child is challenged and supported in a way that is most helpful to their learning. You keep every child in your care in your mind at all times. Because they are always in your mind, you will always be on the lookout for new things you can bring in, find or plan that will be just right for their next steps in learning.*
- You share and understand our vision and values.*
- Vision: The best start in life for all our children – no excuses – no compromise.*
- Values: Kindness, Resilience, Perseverance and Being Brave and challenging yourself.*
- You are a highly capable person, and you are, or you have the potential to be the best at what you do in the position you currently hold. You are extremely successful in what you do; you deliver good or outstanding progress for every child in your care or, more broadly, your supporting role makes a clear contribution to the outcomes of children. You have the highest expectations of yourself, of the children, of parents and carers, and of your colleagues. You are a naturally highly organised person, or you have developed strategies to ensure that you are well organised. You have good communication and team working skills with the flexibility to work well on your own or with other colleagues, parents and carers.*
- If you are a teacher, you will be an outstanding teacher or if you have less experience, you will be a good teacher who aspires to become an outstanding teacher. If you work in a supporting role, you will be an outstanding practitioner. You will be flexible and capable across a number of areas and will specialise in a specific area. If you work in the EYFS, you will deliver outstanding Early Years practice as part of a strong Early Years Practitioner Team, in Key Stage 1, you will work closely with a class teacher to provide the best teaching possible. Otherwise, you will provide outstanding support for children with additional needs, including nurturing / attachment social support need, autism, global delay, speech and language difficulties and specific learning difficulties.*

- *You understand what it's like to be a young child. For instance, if you work with 3-year olds, then you get what it means to be a 3-year old. You have an intuitive rapport with young children. They are naturally drawn to you because they know you are interested in them and that you are there to make them feel safe and to help them to be good learners. You have a good understanding of child development so that you know the sorts of environments, relationships, resources, activities, experiences, teaching and support that are needed for children to thrive across all aspects of learning. You have good, nurturing relationships with all the children in your care. Where a bond hasn't formed naturally, you go out of your way to get to know that child better, to get a good relationship going with their parents and carers, to find out what they are good at and what makes them tick, so that you are well placed to help them make the best possible progress. You will never give up with trying to have the best relationship possible with every child in your care, especially when this proves to be challenging.*
- *You are self-motivated. If you see something that needs doing, if there's a gap to be filled, you instinctively want to do something to make it right. You are driven to do the right thing and you go to great pains to ensure that your actions don't impact negatively on the children or your colleagues. You are comfortable with the freedom to experiment and innovate within a framework in order to ensure things are constantly moving in the right direction for every child. You are equally comfortable with guidance, coaching, feedback and constructive criticism from colleagues as you know this will help you to continually improve in your effectiveness in meeting every child's individual needs. You are able to support your colleagues in a similar way. You are happy to learn from mistakes and encourage the children to feel the same way about learning new things.*

*If you can relate to all of the above but you feel that you are not being successful in your role, it could be that you are on the wrong seat on the bus. Senior Leaders deliberate long and hard about where they might not have made good decisions in deploying people and they think about what they can do to improve the situation in order to get the best out of people. We will give you opportunities to work in another role and will provide support, training and coaching to enable you to become an outstanding practitioner.*

*If you don't relate to all of the above, then it's quite possible you shouldn't be on the Carterhatch Bus. There is a strong chance that you are not delivering good outcomes for the children. We will always try to be as fair as we can, offering support and opportunities for every member of staff to become the best practitioner possible. However, we also want to be honest with our colleagues and we will have discussions to support you in considering if this is, in fact, the best job for you and whether or not you might find yourself being more successful, happier and more fulfilled in another line of work or in a different school. If your performance is consistently giving cause for concern, we will support you using our Capability Procedure.*