

# IMPACT

## Assessment and feedback - monitoring the impact of teaching, learning and the curriculum

The main purpose of feedback and assessment in our school is to help teachers and pupils in the next steps in learning. Feedback should always have impact on the pupil and assessments are not just a data exercise – they are purposeful and useful. It is the ‘so what?’ that matters in all our assessment practices. Pupils are also involved in assessment of their own learning both formatively and summatively.

### Feedback on Learning

At Tankersley, we believe that feedback to pupils is key; it celebrates work and informs our children as to what they need to do next in order to improve. Pupils are given verbal feedback on their work whenever possible in a direct way. Usually, this will happen when the pupils are working during the lesson as this can have the best impact. We also give feedback in other ways as follows (see marking policy for detail).

**Teacher and pupil feedback** – In English teacher and pupil will often assess against each element of the objective in the success outcomes as a part of the lesson using a tick. The focus in Maths incorporates a learning line so that the teacher is clear how much progress the pupil feels that they have made in the sequence of work.

**Teacher feedback (Blue pen)** teacher will give feedback which is succinct, short and clear relating to the lesson objective.

**Pupil Polishing -responding to teacher feedback (Green pen)** - pupils respond to a target given by the teacher either verbally or written. Pupils address misconceptions and next steps using green pen (time should be given for this to allow for consolidation and progress).

**Pupil Peer and self-assessment (Red pen)** – pupils peer assess and self-assess against their learning objective using red pen. (Pencil in KS1.)

**Same Day Intervention (Purple pen KS2)** - where a pupil works 1:1 or in a small group with a teacher for post teaching to re learn and address misconceptions.

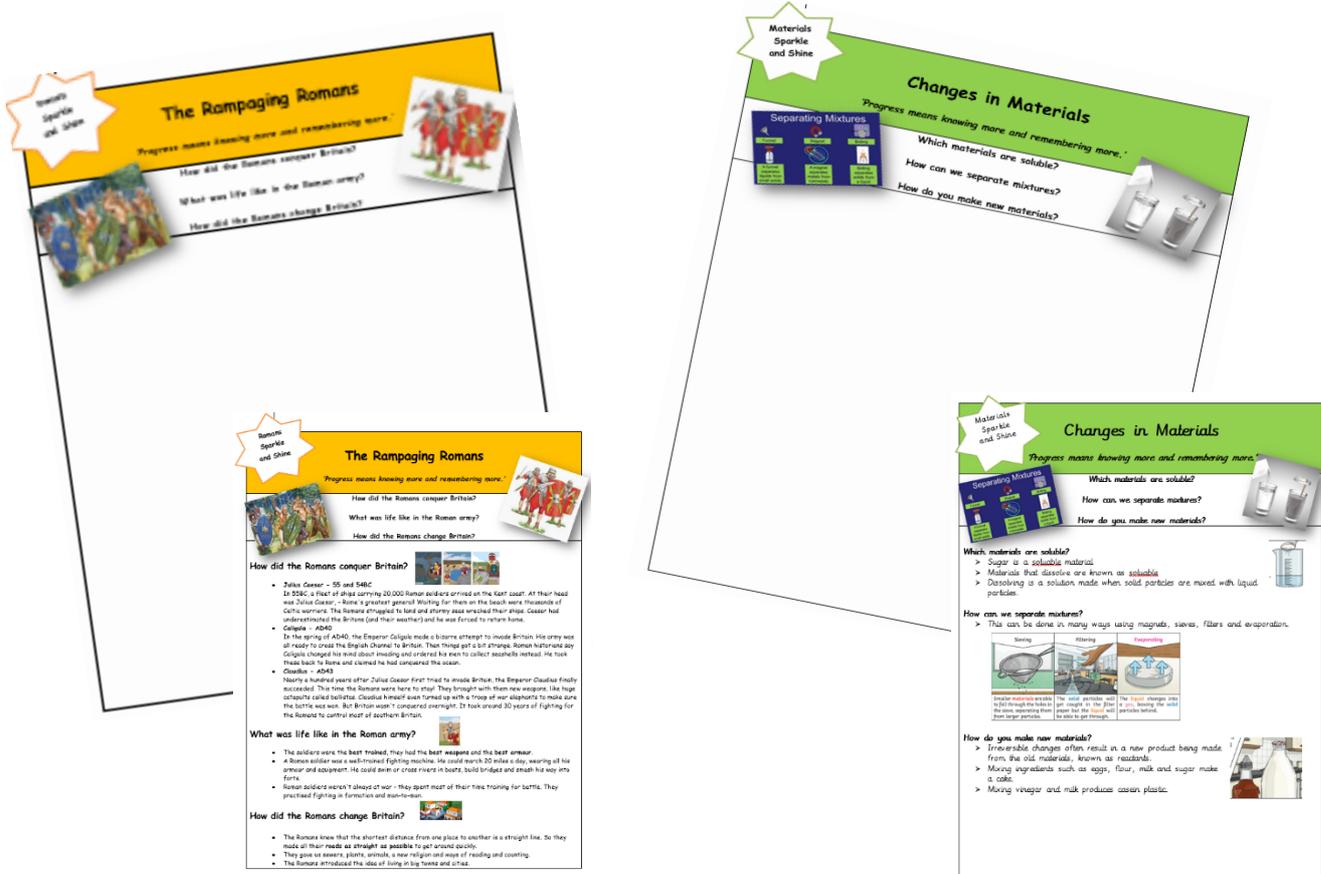
**We give opportunities for pupils to review and explain their learning:**

- Explaining and reasoning boxes in maths books are used so that pupils can demonstrate their depth of understanding around mathematical concepts. Our pupils can explain their learning more articulately and retain key knowledge.

Age related learning jigsaws in Reading, Writing, SPAG and Maths also support awareness of their learning objectives and learning journey throughout the year for parents. These subject jigsaws are in the home learning journals.

# Knowledge books, Vocabulary Glossaries and Pupil Sparkle Reviews

At Tankersley, our pupils reflect on their learning across the curriculum and showcase the progress they have made. In Y4, 5 and 6 we use our end of sequence 'Sparkle and Shine' sheets to demonstrate our depth of knowledge and understanding. Pupils are encouraged to sparkle and shine with their knowledge about the topics they have studied along with reflection using the key vocabulary learned from their glossaries. This supports retention of important knowledge and also helps teachers to assess the impact and to close gaps in knowledge where appropriate.



# Summative assessments to support gaps and planning

We assess pupils across all subjects. In Maths and English (Reading and SPAG) using the National Curriculum objectives and the Cornerstones summative assessment tests as well as the White Rose Maths Mastery tests. These summative tests are used to give teachers a picture of how well the pupils in the year group have performed to support in informing next steps. Evidence from gap analysis of these tests, observations, records of work and discussions with the pupils are then used to inform where pupils are and their next steps

Standards for Writing are moderated termly by year group teachers in school. We also engage in moderation exercises with other colleagues in other schools.

Pre- Key Stage standards are used to assess pupils who are working on statements and outcomes which are below age related expectations.

Sample Writing grid:-

Writing Moderation				Name				
Working at the expected standard								
Text type and date								
The pupil can:								
write effectively for a range of <b>purposes and audiences</b> , selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)								
in narratives, describe <b>settings, characters and atmosphere</b>								
<b>integrate dialogue</b> to convey character and advance the action								
select <b>vocabulary and grammatical structures</b> that reflect what the writing requires, doing this mostly appropriately (e.g. using <b>contracted forms</b> in dialogues in narrative; using <b>passive verbs</b> to affect how information is presented; using <b>modal verbs</b> to suggest degrees of possibility)								

Sample Cornerstones summative tests for Reading, SPAG:-

Which **punctuation mark** should be used in the place indicated by the arrow?

“Are we nearly there yet?” the children asked excitedly from the  
 ↑  
 back of the car.

- full stop
- comma
- question mark
- exclamation mark

The plan was **straightforward**.

Which word is the closest in meaning to *straightforward*?

Tick **one**.

- uncomplicated
- complex
- intelligent
- inspiring

Maths White Rose Assessment –sample

16  $3\frac{3}{4} + 2\frac{3}{8} =$

Louisa uses these digit cards to complete a calculation.



Her answer is a multiple of 3 but not a multiple of 6

Complete Louisa's calculation.

$$\square + \square \times \square$$

What is the answer to Louisa's calculation?

**Gap analysis**

Outcomes from assessments are used to analyse attainment and progress for our pupils. Gap analysis reports from termly summative assessment tests are used to help teachers to make informed and professional decisions about gaps in learning and to tailor teaching to meet the needs of all the pupils in their classes.

Sample Gap analysis grid:-

Arithmetic		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18
Maximum Mark		1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	2	1
Average Mark		0.96	0.88	1.00	0.88	1.00	0.54	1.00	0.50	0.84	0.96	0.73	1.58	0.38	0.35	0.96	0.65	1.35	0.35
Number of Students with question correct		25	23	26	23	26	14	26	13	21	25	19	19	10	9	25	17	14	9
% of Students with question correct		96	88	100	88	100	54	100	50	81	96	73	73	38	35	96	65	54	35

Reasoning		Q1(a)	Q1(b)	Q2	Q3	Q4	Q5	Q6	Q7	Q8(a)	Q8(b)	Q9(a)	Q9(b)	Q9(c)	Q10(a)	Q10(b)	Q11(a)	Q11(b)	Q12
Maximum Mark		1	1	2	1	1	2	2	2	1	1	1	1	1	1	1	1	1	2
Average Mark		0.96	0.96	1.85	0.85	0.88	1.85	1.35	1.08	0.62	0.69	0.77	0.81	0.58	0.77	0.88	0.81	0.58	0.73
Number of Students with question correct		25	25	23	22	23	22	12	7	16	18	20	21	15	20	23	21	15	6
% of Students with question correct		96	96	88	85	88	85	46	27	62	69	77	81	58	77	88	81	58	23

Question number	Question focus	Programme of study year	Marks available	Question number	Percent achieving full marks
15	identification of main and subordinate clauses	Y3	1	15	25%
		<b>Total Y3</b>	<b>7</b>		<b>45%</b>
16	understanding the use of commas after fronted adverbials	Y4	1	16	50%
17	standard verb forms (e.g. I did/I done, We were/was, He was/were isn't/ain't)	Y4	1	17	93%
18	understanding the use of commas after fronted adverbials	Y4	1	18	75%
19	use of possessive pronouns and knowledge of the term	Y4	1	19	43%
20	use of possessive pronouns and knowledge of the term	Y4	1	20	57%
21	use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel	Y4	1	21	79%
22	use of determiners and knowledge of the term	Y4	1	22	11%
		<b>cohesion</b>			
23	appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Y4	1	23	14%
24	identification of the pronoun and knowledge of the term	Y4	1	24	11%
		<b>Total Y4</b>	<b>9</b>		<b>45%</b>

## Other subjects

Assessment grids are kept for all other subjects and children are assessed against the key performance indicators. Each pupil is deemed working towards, working at the expected standard or working within the greater depth standard in the statements by the end of the year for each subject. This information is collated using OTRACK.

Sample assessment grid:-

Class 2				Spring End of T...				Great Fire of Londo...				POS 2				Saved			
POS 2 KPI I can explain what London was like in 1666.				POS 2 KPI I can sequence the main events of the Fire of London.				POS 2 KPI I understand why the fire spread so quickly											
J	+				+				+										
!	+				+				+										
!	+				+				+										
!	+				+				+										
ead	+				+				+										
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!	+				+				+										

**Pupil Achievement Meetings** - take place every term with the head teacher. The teacher from each class formally analyses the data and produces a simple year group matrices for Reading, Writing, SPaG and Maths to ensure that all pupils (including those in significant groups such as disadvantaged, EAL, vulnerable, SEND or more able) at Tankersley are making appropriate progress and to identify any pupils for specific interventions.

Sample Maths, Reading, Writing and SPaG assessment grids:

**Prior Attainment Mapping Grid**  
Year 6 (All Pupils)  
Report Description:  
This report groups pupils from the Baseline End of KS1 to the Spring End of Term.

No Data No Data	Reading			
	Outside POS	WT	AT	GD
WTS Level 17/2			90.8% (1/2)	90.8% (1/2)
EKS Level 2/3		29.8% (1/4)	75.8% (2/4)	
GD5 Level 2/3			55.8% (1/3)	45.1% (1/3)
			90.8% (1/2)	90.8% (1/2)

Summary	
Less than Expected Progress	3.7% (1/27)
Expected Progress (Target Group)	3.7% (1/27)
Expected Progress	59.3% (16/27)
More than Expected Progress	33.3% (9/27)

# Subject in the Spotlight

The subjects, in our Creative Curriculum, are monitored and evaluated over a two year, rolling programme. Each subject has an opportunity to be a focus in the spotlight.

**Subject – Support and Impact timetable– 2 Year Subject Rolling Programme – This timetable is to be used in conjunction with Monitoring Cycle and Yearly plan to support quality of learning and subject leadership.)**

	2020/21						2021/22					
	1-6wk	1-6wk	1-6wk	1-6wk								
<b>English – Writing/SPAG</b>	Book Enquiry	Book Enquiry	Book Enquiry	Book Enquiry	Paired Enquiry	Book Enquiry	Paired enquiry	Corridor display	Book Enquiry	Book Enquiry	Book Enquiry	Book Enquiry
<b>Reading</b>	Paired enquiry	Book Enquiry	Book Enquiry	Book Enquiry	Book Enquiry	Book Enquiry	Book Enquiry	Book Enquiry	Book Enquiry	Book Enquiry	Book Enquiry	Paired Enquiry
<b>Maths</b>	Book Enquiry	Book Enquiry	Paired Enquiry	Book Enquiry	Book Enquiry	Book Enquiry	Book Enquiry	Book Enquiry	Paired enquiry	Book Enquiry	Book Enquiry	Book Enquiry
<b>Science</b>	Subject Leader DD											
<b>Computing</b>				Subject Leader DD								
<b>P.E.</b>					Subject Leader DD							
<b>Geography</b>	Corridor display		Subject Leader DD									Corridor display
<b>History</b>		Subject Leader DD										
<b>Religious Education</b>					Corridor display	Subject Leader DD						
<b>Art and Design</b>							Subject Leader DD					
<b>Design Technology</b>								Subject Leader DD				
<b>Music</b>							Subject Leader DD					
<b>French</b>											Subject Leader DD	
<b>PSHE</b>									Subject Leader DD			

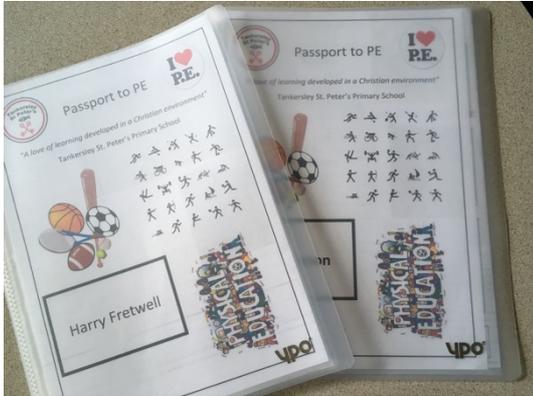
There is planned time for subject deep dives in each subject by the Leadership team and Subject Lead. The Creative Curriculum is documented mainly in our ‘Creative Curriculum Books’. We have a common subject or theme for the corridor display boards each term linked to whichever subject is in the spotlight. Over a two year, rolling programme, each subject has an opportunity to be a focus in the spotlight for display.

The subject lead can use the displays and books as an assessment tool, to monitor progress and coverage within the subject. When the display is changed, ready for the next terms spotlight display, photos of the displays and/or the work from the display is added into the relevant subject portfolios.



## PE and Sports passports

All the Pupils have a PE passport which they take with them through their time in school.



Pupils have the opportunity to fill in their passport once a term, reflecting on a PE lesson, competition, trip or school club. The writing is linked with a photograph or a drawing. It is not only a piece of evidence but also a memory book to keep when they leave school to encourage them to enjoy a healthy and active lifestyle.

## Computing passports

Pupils keep examples of computing work in a book which they take with them through school to showcase examples of work they have done in areas such as coding and programming as well as other computing work. Purple Mash Folders for each pupil in each class are set up on the network so they can be passed up year on year.

## Monitoring of the Curriculum and learning

The Head teacher and Senior Leaders have the responsibility for the leadership of the curriculum and delegate responsibility to key staff:

- The Senior Leadership Team co-ordinate the work of the subject leaders through the school Developing Excellence Plan (DEP) and ensure that the curriculum has progression and appropriate coverage. Half termly SLT action planning and weekly meetings support development and monitoring of the curriculum.
- The head teacher and senior leadership team ensure that achievement – attainment and progress in each subject is tracked and that there is appropriate challenge, support and intervention.
- The Governors monitor the success of the curriculum at committee level and at whole Governing Body meetings through the termly Head teacher's report which includes end of year evaluations of action plans.
- Teachers make amendments to planning in order to optimise learning opportunities when they arise and to cater for all learners in the class at that time. Teaching staff are encouraged to enthuse the pupils and broaden their experiences through the 'WOW' factor e.g. off-site visits, visitors into school and shared experiences of the wider school community. Pupils' achievements are celebrated regularly in the school through displays in classrooms and shared

areas and in school worship where pupils are encouraged to share their knowledge with the rest of the school.

The Head teacher, Senior Leaders and Subject Leaders are responsible for overseeing the quality of the curriculum and this is monitored well through: -

- Formal lesson observations - SLT
- Peer enquiries to improve and share good practice.
- Monitoring planning to ensure curriculum and key skills coverage.
- Carrying out book scrutiny alongside planning and to ensure cross-curricular links are optimised.
- Learning walks throughout school.
- Professional development of staff.
- Regular reviews of the curriculum through pupil discussion and open dialogue.
- Making changes to curriculum where necessary.
- Reviewing and monitoring subject action plans.
- Speaking with the pupils about their learning – pupil questionnaires.
- Sending out curriculum information to parents in a newsletter or on the school website.
- Staff coaching.

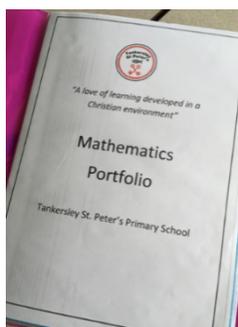
## Subject Lead work

**Subject Action Plans** are written by subject leads over the 2-year subject in the spotlight cycle and are evaluated termly. Subject portfolios are continuously updated to show examples of work and progression across the subject in school. The portfolios show examples of work in the subject from each year group as well as progression across different aspects of the curriculum. Staff refer to the portfolios as well as pupils' books for continuity and coverage. This helps the subject leader to identify any gaps within the curriculum and learning across each year group.

Outcomes from subject assessments are collated on OTRACK. From this, each subject leader evaluates and adds to their subject action plan. This helps to identify any trends such as which year groups, which aspects of the subject are successful and which need to improve. This information is then fed back to the staff. (For example, in Science, one of the findings may be that there needs to be more investigation in Physical Processes.)

The Subject Action Plan is used to feed back into the school improvement plan for the following year. The leadership team identify which subjects or aspects of subjects should be developed and when within the 2-year cycle overview.

Portfolio: -



## The Curriculum and working in partnership with parents

We have a range of strategies that keep our parents involved with their child's progress in school as well as our curriculum. Our interactive school website is also a great source of information.

### **Meetings with parents**

During the Autumn and Spring terms, we offer parents an appointment to meet their child's teacher to discuss their child's achievement, progress and attainment in all areas of learning. During the summer term, we give all parents a formal report of their child's progress and achievements during the year. In this report we also identify target areas for the next school year. Parents are given the opportunity to discuss their child's report with the class teacher. In reports for pupils in Year 2 and Year 6, we also provide details of teacher assessments and the results achieved in the national SATS tests. In Y1, parents receive information about the phonics screening and in Y4 outcomes of the multiplication times table check.

### **Pupils with SEND – parental input**

We have a good relationship with all parents of our SEND Pupils and work closely in partnership with them to ensure that their child has full access to our curriculum and that they are making good progress to keep up with peers. Every term, SEND review meetings are held with parents and teachers where individual targets for all SEND Pupils are identified in the pupil's School Focused Plan (SFP). At Tankersley St Peters, we believe it is vital that the teacher, parent, SENCO and child work together on setting targets in learning to support the child in achieving the best outcomes.

### **EYFS**

We offer parents of pupils in EYFS the opportunity to discuss the results of the Foundation Stage Profile and their child's personal 'Learning journey booklet' which is shared with their child's teacher. We encourage our EYFS parents to contribute to this learning journey

### **Workshops and Newsletters**

At Tankersley, we also offer a number of different workshops across the year for parents in key areas of the curriculum. These include Phonics and Reading, Mathematics, Science, Internet Safety, PHSE and SRE. We have a reading afternoon tea for our parents where we invite them into school to read with their child in class and to receive other updates on our reading curriculum. Our parents are actively encouraged to support their child at home in curriculum led projects.

We also keep parents involved and informed about the curriculum through year group newsletters.

# EYFS - Curriculum Intent, Implementation and Impact

## Intent

At Tankersley St Peters the early years child is at the centre of our practice. This is reflected by the value that we place on pupils' individual ideas and interests. Teaching is based on both observations of what pupils know, do, say and apply and interactions with pupils during child initiated play and planned activities. Teachers assess when to encourage, show, demonstrate, explain, question and model, according to pupils' needs and play contexts. Practitioners know when to step in and step back in order to facilitate and further children's learning

Integral to these interactions with pupils are effective open ended questioning, adult and peer modelling of concepts, language and learning behaviours. Teachers plan in meaningful enquiry questions to support pupils' acquisition of key knowledge, skills and understanding. We provide narratives for pupils' learning, giving them the freedom to explore concepts and feelings in a stimulating and challenging setting. Whole school teaching policy strategies are used with development of Word Conscious classrooms and vocabulary, Kagan structures, peer and self-assessment, reflection on a range of learning and adult focus activities linked to LO's and criteria marking.

Pupils in EYFS have access to a broad and balanced, indoor and outdoor curriculum where activities are always planned to meet the range of pupils' holistic learning needs. There is careful differentiation by activity and outcome, based on a child's stage and development in a variety of learning areas.

Our Creative curriculum is hooked upon an open ended enquiry question. Practitioners seek to establish pupils' prior knowledge and interests to determine the sequence and pathways of learning. As part of this process, pupils' home learning experiences are interwoven using a range of strategies such as 'home school chatterbox', 'proud clouds', 'wow moments' and parental drop in sessions.

Development Matters, Characteristics of Effective Learning and pupils' interests/home learning provide the basis for planning a sequenced curriculum throughout FS1 and FS2. Planning is tiered and knowledge and skills are built upon both within and between F1 into F2. Our curriculum provides pupils with the continuous provision (*e.g. sand, water, mark making areas*) and enhanced environments linked to our EYFS curriculum. Our provision encourages problem solving along with ambitious use of vocabulary and rich group interactions (*e.g. sustained shared thinking.*)

Strong characteristics of effective learning are embedded and demonstrated through the Prime and Specific learning areas of our curriculum, providing practitioners with a holistic view of every child. We encourage pupils to recall and reflect so that they can learn from experiences, make new links and develop their intrinsic motivation. For example, as pupils take greater ownership of their own learning journeys, they regularly take part in self and peer reflection through 'Feeling fans' in F1 and building to self and peer assessment faces in F2. This in turn leads pupils to be more focused on their own learning needs, whilst developing resilience, independence and a lifelong love of thinking and learning. Pupils have the opportunity to reflect on prior learning so practitioners can check what knowledge and skills pupils have retained.

Early reading skills are integral to our practice - The teaching of phonics starts in our F1 nursery and reading is very well embedded in the EYFS curriculum. This is a key part of the school day for all our EYFS pupils in school. At Tankersley it is our intention that all of our pupils will be competent fluent readers by the end of KS1 so the pupils have a daily 'read write inc' phonics session where they learn all of the complex 44 sounds in the English language and then use these to read phonetically decodable books. We are resolute in our intention that all pupils will learn to read and any pupils who need support in this will get additional help through our catch up *Read Write Inc* programme.

### **Implementation**

The seven areas of learning are covered in the implementation of our EYFS planning:

- Long term planning - This is a one year cycle of themes or topics for F1 and F2, taking account of the 7 areas of learning within the development matters outcomes, predictable interests, visits/visitors and parental involvement/workshops.
- Medium term planning - This half termly planning is organised under the seven areas and activity ideas are noted. It highlights R.E, Global and British Value links.
- Short term planning - This includes weekly objective planning and takes account of Eaz Mag observation tracking for every child. It shows adult input, regular activities, daily focus and learning intentions. It also covers continuous and enhanced planning, based on pupils' interests and next steps. Within this there are regular provocations to challenge and stimulate pupils' imagination and thinking.

Any interventions planned are based on an individual or small group of pupils' needs. Pupils may need extra support to fulfil their potential and some of the interventions include the *Time To Talk*, *Welcom* and *Music Interaction* programmes, 1:1 Speech Therapy and Fine motor or Maths, Writing and Reading groups.

### **Parental and community involvement**

As part of our policy we encourage excellent relationships with parents as partners. We have a number of initiatives to ensure parents are at the centre of their child's early years education. This includes

- Various termly workshops – mathematics, phonics etc, RE based
- Weekly stay and play library
- School concerts and performances- F1 and F2 Nativity
- Transition events for new starters and home visits
- Reading afternoon tea
- Drop in sessions
- Trips and visits / Enhancements – parental support
- Communication – via our EYFS blog twitter and newsletter.

Our EYFS curriculum offer; intent and implementation can be found displayed in the F1 and F2 classrooms as well as on the school website.

### **Impact**

Regular assessments of children's learning are made in EYFS and these are used to inform planning and next steps.

Assessments take the form of:

- Informal observations that are made by practitioners and parents/carers across the seven areas of learning.
- Focussed assessments which are planned for and conducted to assess prime and specific areas of learning.

Informal and more formal assessments of children's progress in reading, writing and mathematics. All children are assessed on entry to F1 and F2 and then on leaving the Foundation Stage. See below for more information about baseline assessments in FS2.

The assessment of the learning and development of each child takes place through child initiated long and short observations (including Learning Stories), discussions, photographs, children's recordings and writing, record keeping and planned assessments. These are compiled into each child's 'Learning Adventure' Journals throughout the year. Our EMAG system is integral to this and Learning Adventure Journals are shared with parents/carers on Parent's Evenings, and throughout the year. Children regularly self and peer assess their own and others' learning.

Assessments against Development Matters and the Characteristics of Effective Learning are brought together in the Profile document at the end of FS1 and FS2. Children are assessed whether their learning is at the expected level, below the expected level (emerging) or exceeding the expected level for a child at the end of their time in the Foundation Stage. The records of these assessments are shared with the children and their parents/carers in an appropriate way to help evaluate progress and identify next steps. They are also shared with the LA and the Year One class teacher as part of the transition to KS1.

Children will be defined as having reached a Good Level of Development at the end of the EYFS if they achieve at least the expected level in the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and the early learning goals in the specific areas of mathematics and literacy. The characteristics of effective learning are central to how children learn and progress/achievement in these are also recorded and reported upon.

## **7 Areas of Learning both in and outdoors**

### **Personal, Social and Emotional Development**

There are three aspects of the PSED area of learning: Making Relationships, Self Confidence and Self Awareness and Managing Feelings and Behaviour. These aspects are threads running through daily life in the Early Years setting. They involve developing children's dispositions, social skills and resilience. Teaching and learning methods include circle time, in the moment problem solving, adult/peer modelling, sharing of experiences through imaginative play, stories and oral activities. The children enjoy watching video clips as part of their '1 Decision' learning programme, which allows them to consider the consequences of good and bad behaviour choices. Anti-bullying, safeguarding and reflecting diversity are part of our learning in PSED.

### **Communication and Language**

There are three aspects of the Communication and Language area of learning: Listening and Attention, Understanding and Speaking. These aspects are integral to all interactions and sustained shared thinking throughout the EYFS. They involve active listening, understanding and speaking skills in a range of contexts and for different purposes. The children have plenty of daily opportunities to practise and apply these skills in their play. Teaching and learning methods include 'Show and Tell' with question and answer sessions and adult/peer modelling. Role play and interest led exploration is encouraged to develop vocabulary, understanding and acquisition of deeper knowledge.

## **Physical Development**

There are two aspects of the Physical Development area of learning: Moving and Handling and Health and Self Care. Fine and gross motor skills are developed and practised in a variety of ways: Funky Fingers challenge stations, cutting and threading activities, outdoor obstacle and climbing, chasing games, bikes and ball activities. In F2 the children experience a weekly apparatus/gymnastics, games or dance session in the school hall and all children are made aware of the physical effects of exercise. In terms of Health and Self Care, independence skills are regularly practised, such as attending to own toileting, hygiene and dressing needs. Children are taught about ways to keep healthy and safe through practical activities and '1 Decision' learning.

## **Mathematics**

There are currently two aspects of Mathematics: Numbers and Shape, Space and Measure. Maths for mastery involves employing approaches that help the children to develop a deep and secure knowledge and understanding of mathematics at each stage of their learning. Maths occurs in all of our daily routines such as self-registration for attendance, dinner choices, snack station, calendar, visual timetables and birthday charts. Teaching and learning approaches allow children to explore mathematical concepts and number facts in a range of contexts. These involve whole class and group teaching as well as many practical and problem solving opportunities. These allow the children to make links, understand concepts and represent their learning in many different ways. We have a fun and engaging approach to mathematics, based upon Early Years Mastery (alongside White Rose), which is part of a sequenced and developmentally appropriate approach to learning. Children's embedded concepts, knowledge and skills can be demonstrated and applied through their play. In terms of Shape, Space and Measure, the children use the environment and a range of resources to observe, continue, create and extend their learning in relation to patterns, measures; time, weight, length/height, capacity and money. We understand the close link between mathematical concept acquisition and language. We cater for this by providing the children with high quality visuals and/or labels throughout the indoor and outdoor provision. The importance that we place on early mathematical foundations, is reflected in the parent/carer workshops offered throughout the year. These include an early Years Maths Mastery family information session, an afternoon 'Maths Everywhere' workshop for our pupils, their families, feeder nurseries, playgroups and child minders.

## **Literacy**

There are two aspects of Literacy: Reading and Writing. Early phonics teaching begins with awareness and discrimination between sounds heard and builds up to children understanding the letter/sound symbolic relationship (looking at a letter and knowing which sound it represents). All of this learning is part of our Read Write Inc. programme along with the skills that are practised to read tricky words using visual memory, context/picture cues. Alongside this, children are given plenty of opportunities to listen to a range of fiction, non-fiction and poetry books. They have an author focus each term which is highlighted through the F1 and 2 'Book/s of the Week' tables in the provision. A lifelong love of reading is instilled through lending libraries, peer and parent reading workshops and themed reading areas in the provision. We understand the close link between oral literacy and early mark making. Children's experiences and motivations to record through drawing and writing are highly valued in all areas of the continuous provision. Provocations are used to stimulate curiosity, purposes and audiences for children's writing. Helicopter Stories provide a vehicle for children to develop their writer's voice and enjoy acting their stories out in class. This has a powerful effect on children's understanding of story structure, imagination and confidence as they realise they are authors, actors and writers. We understand the importance of children being able to recite a range of rhymes such as those used in our 'Poetry Basket' smart board selection. These give children the greatest chance of becoming fluent and confident readers in the future.

## **Understanding the World**

There are three aspects of Understanding the World; People and Communities, The World and Technology. The children's prior knowledge is brainstormed in response to enquiry questions such as 'How do people celebrate?' 'Who helps to keep us safe?' From this, Children's learning and predictable interests are planned. We know that first hand experiences allow children to develop their critical thinking; making links, acquiring new knowledge and being intrinsically motivated.

### People and Communities

Children experience a range of learning opportunities linked firstly to themselves, their families and wider community religions, traditions and cultures. In F1 the children look at toys now and compare them to toys in the past. In F2 children's concept of chronology is deepened in the context of personal family timelines; looking at how babies' clothing has changed over time.

These include exploration of celebrations in Christianity (including termly church visits), Hinduism and Chinese New Year. The children are encouraged to consider the similarities and differences between festivals and cultures through tasting foods, dancing, watching videos and experiencing related fiction and non-fiction books. The Christian Nativity story is brought to life through performances for the school and parents. This is further enhanced by the F1 and 2 trip along with parent/carers to Chatsworth House Farmyard. The children actively participate in the retelling of the Nativity story, with real animals, costumes and a very supportive audience. F2 children experience a community Diwali workshop where a culmination of their learning is presented alongside community members. During Chinese New Year, F1 children enjoy being peer tutored by their F2 friends. This involves food tasting, watching the F2 Chinese Dragon dance, listening to them singing a Mandarin New Year Song and looking at the children's Chinese writing. The F1 children also listen to an information session planned by the F2 pupils.

Another aspect of our British Values learning is finding out about Remembrance Day; having grandparents to talk about and show medals from the World Wars, poppy art work and poetry, watching video footage of the cenotaph and parade and taking part in the 2 minute silence.

### The World

Children are encouraged to observe, predict, explain and conclude during their interactions with the environment. This involves seasonal activities such as planting a range of vegetables and observing growth, creating Winter bird feeders, looking at the effect of temperature changes on ice and testing/choosing suitable materials for a warm and waterproof coat. Map drawing is woven into everyday provision through fiction/non-fiction resources. Children enjoy locality studies, widening out to holiday destinations and further afield to the Arctic and the Tropical Rainforests. They have opportunities to talk about similarities and differences between weather, plants and animals in different places. We explore further by considering outer space, researching planets of interest and space travel.

The Zoolab Rainforest creature workshop brings the children's learning to life with hands on sensory exploration. This new knowledge prepares the children for investigation of mini beasts and focused learning about their life cycles.

We understand the close links between STEM learning and practical experiences. Our F1 and 2 Makerspace trolleys allow children to explore simple circuits whilst developing their critical thinking and problem solving. A Makerspace ambassador from KS 2 supports FS 2 children each week and the children's learning is further enhanced at a parent/carer Makerspace after school workshop, which runs on a rota system.

### Technology

Children have the opportunity to experience a range of technology, including computers, smart boards, I- pads, Alexa, B bots and everyday technology (mobile phones, digital camera, remote control car). On the computers children can access Mini Mash, 2 Simple, word processing and google searches. Similarly the smart board is used as an interactive learning resource for children and a teaching and

learning tool. The i-pads are readily available with a range of age appropriate apps to access and the children can use Alexa to research their questions and develop their knowledge. We understand the importance of programming and give the children daily opportunities to use B Bots. Parents and carers are consulted to find out about their child's use of ICT at home. Internet safety is woven throughout the children's ICT learning and particularly addressed during Internet Safety week where F1 and 2 children's learning is displayed as part of a whole school approach.

### **Expressive Arts and Design**

There are two aspects of Expressive Arts and Design: Exploring and using media and materials and Being Imaginative. The children enjoy child initiated learning where they can choose their form of expression to reflect their own thoughts, feelings and ideas in creative ways. The continuous and enhanced provision allows children to use materials and tools independently, to work on their own projects of interest. Small world resources include figures, wooden artefacts, fairy/elf doors and natural items as well as animals and different settings. Role play areas are set up in F1 and 2 as part of wider topics and in response to children's interests. Role play is also a powerful teaching tool that is employed across the curriculum to stimulate children's curiosity, creative thinking and imaginations. As well as percussion instruments in the EYFS setting, F1 and 2 children experience a weekly music session led by a specialist music teacher. Often this learning leads to performances. The children also experience dance in different forms (Diwali and Chinese Dragon dancing, creative movement). Adult focus activities provide the children with new knowledge, skills and understanding highlighting different elements of the art and design curriculum. These include malleable activities (clay, play dough, plasticine and gloop), modelling (box modelling and construction kits), drawing and painting (chalks, pencils, crayons, felt tips, charcoal).

### **Characteristics of Effective Learning**

Characteristics of Effective Learning are a fundamental aspect of the Early Years Foundation Stage Curriculum. Characteristics of Effective Learning advocate that in planning and guiding children's activities, practitioners must reflect on the different ways that children learn, and then reflect these in their practice. A child's individual learning characteristic will determine the way they respond to both the teaching and learning taking place in the environment. The three characteristics of effective teaching and learning are embedded in our EYFS practice:

- **Playing and exploring** - children investigate and experience things, and 'have a go';
- **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

In the F1 and F2 classrooms there are displays where children's learning is shown, which demonstrates evidence of the characteristics of effective learning.

### **Electronic tracker for EYFS - EMAG**

Records and assessments are kept using the EMAG system. Observational assessments are done using the iPad; this includes the use of pictures to evidence children's learning. In addition, assessments of children's achievements made against Development Matters and the Characteristics of Effective Learning are entered into the EMAG tracker. These are then used to monitor and evaluate individual

learning, identify problems, target underachievement and therefore the tracker supports us to deliver a curriculum that is specific to the child's needs. It is also used to assist the completion of the Profile document.

### Reception Baseline

At the start of FS2, practitioners make baseline assessments of each child against the assessment statements that cover the Characteristics of Effective Learning, all three Prime Areas (PSED, C&L, PD) and the Specific Areas (Literacy and Maths). Children must be assessed using this on-entry assessment within 6 weeks of entering school to ensure that children are assessed at the optimum time.

