

Teaching and Learning Handbook

Early Years Foundation Stage

Keyworth and Bessemer

Gem Federation



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Inductions

Parents make a crucial difference to children's outcomes. Each unique family must be welcomed and listened to. Partnerships with parents can be truly effective when parents and practitioners work together.

Reception

Enrolment Pack

- Your enrolment pack will contain information about your child's transition into Reception
- It will contain any links needed in order to buy uniform, join activities clubs or complete enrolment forms etc...
- These will be sent electronically via the office.

Meet and Greet Sessions

- Reception parents and children are invited into school to meet their class teachers ready for the transition in September.
- Teachers will complete an information sheet, in order to collect further information from the parent to support their child transitioning into Reception.
- Teachers will discuss any concerns or questions from parents and go through the start of year.
- Teachers to ensure that they get a clear understanding of the child's medical or social needs.
- If a child has an on-going medical condition such as sickle cell anaemia or requires an Epi-pen or asthma pump please introduce parents and child to the SEN Leader to arrange a meeting to discuss a care plan.

Reception Stay and Play Sessions

- Reception children are invited into the Reception setting after school to play with the resources. This gives children an opportunity to familiarise themselves with the setting before starting in September.

Reception Parents Meeting

- Reception lead will hold a meeting with prospective parents to explain a typical day in the life of a Reception child and discuss the expectations and routines applicable to the Reception class.

Nursery and Little Stars

Home visits

- Children who are due to start in Nursery/Little Stars will be contacted by the school office in order to receive a home visit prior to them turning 3 and term (Nursery), turning 2 years old (Little Stars)
- Practitioners will home visit children and complete a home visit information sheet, in order to support their child's transition into the setting.
- Practitioners use completed home visit information sheet to plan start dates for children.
- During home visits, practitioners will explain a typical day in the setting and discuss any concerns or questions from parents.
- Practitioners to ensure that they get a clear understanding of the child's medical or social needs.
- Practitioners will pass on details of on-going medical needs to SEN Leader to arrange care plan meetings where necessary.
- Practitioners must ask parents about prior childcare/nursery or school experience and request transition notes where available.
- On request and by appointment only, parents are permitted to visit the provision to further understand what their child will be doing throughout the day.

The Indoor and Outdoor Learning Environment

How it is used

The learning environment in Early years should be carefully planned out to support children's play and exploration. The **seven areas of learning** must be evident within the indoor and outdoor environment and be organised into learning zones.

Throughout the day, children are encouraged to engage in activities, to be independent and to make choices. The learning environment should be safe, stimulating and well-resourced, encouraging children to pursue their own interests, practise and extend learning and make links between subjects.

Play both indoors and outdoors, makes a powerful contribution to children's wellbeing development and learning. Play and self-initiated activities are ideal opportunities to build **Characteristics of Effective Learning**.

The seven areas of learning and statutory ELG's are:

Areas of Learning	What this may look like within the physical environment
<u>Communication and Language</u> Listening and Attention and Understanding Speaking	Reading area Quiet area for focused group work Role play area Listening station Small world
<u>Personal Social Emotional Development</u> Self-Regulation Managing Self Building Relationships	Role Play area
<u>Physical Development</u> Gross Motor Skills Fine Motor Skills	Outdoor apparatus Outdoor equipment Writing area Fine motor area Construction area

	Sand pit/ mud kitchen
<u>Literacy</u> Comprehension Word Reading Writing	Writing area Phonics area Reading corner Writing trollies outdoor
<u>Mathematics</u> Number Numerical Patterns	Maths area Water tray
<u>Understanding of the World</u> Past and Present People Culture and Communities The Natural World	Reading corner Area designated to topic Messy Play area
<u>Expressive Arts and Design</u> Creating with Materials Being Imaginative and Expressive	Creative table Art easels DT table Role play Music station

Non-Negotiables in the EYFS environment

- Environments must be free of clutter and provide a safe space for children to play and to move around freely.
- Any damaged resources must be thrown away. (See Action Plan)
- Learning areas should be well resourced, labelled and contain resources for the children to access independently.
- Mathematical and writing opportunities should be incorporated into each area (where possible)
- Each learning area must be developmentally appropriate, to the children's age/stage of development and be inviting in order to stimulate children's thinking and curiosity.
- Key vocabulary should be displayed where necessary to support learning.
- Where possible, resources must be open ended to promote creativity and critical thinking.
- Children's resources and books must avoid stereotypical depictions of gender, sexual orientation and race.
- Children should have access to outdoor provision throughout the day.
- Children's resources should be in line with the continuous progression map.

Displays

The following should be displayed in each classroom;

Reception

- Phonics/Sounds wall - *This should reflect the sounds/aspects that have been taught throughout the week/term.*
- Tricky word wall -*This can build throughout the year but must only contain the words the children have been exposed to. These must be from our Federation phonics scheme. (Tricky words are the same as common exception words.)*
- Literacy working wall- *A vocabulary display for topic related vocabulary e.g. character names, adjectives etc, key texts, writing models*
- A published display - *This should match a topic that has been taught and changed regularly.*
- Maths learning Wall -*The Maths wall/display should reflect the aspect of maths the children are learning currently in class. Mathematical vocabulary, models, children's work or pictures of children using Maths in the environment, should be present on the display.*
- Behaviour System -*Whole school behaviour system (In Reception) and 'Golden Rules' (In EYFS) must be displayed in the classroom. Golden Rules are decided by classes but must be under the following's headings: Be Safe, Be Responsible, Be Respectful.*
- Medical Information - *Photos of children with allergies to be displayed (inside cupboard door for GDPR purposes)*
- Timetables and groups - *E.g. Reception timetable, Phonics Groups – to be displayed, contextual information, medium term plans*
- Visual Timetable- *To be displayed and accessible to all children*

Nursery and little stars

- Literacy learning wall- *A vocabulary display for topic related vocabulary e.g. character names, adjectives etc, key texts, writing models, alphabet frieze (little stars without the letters)*
- A published display - *This should match a topic that has been taught and changed regularly.*
- Maths learning Wall -*Numbers*
- PSED display- *Display should provide visual prompts for children based on the needs of the class.*

- PSED calm quiet area- A space for children to regulate their emotions, take a breath with visual strategies and resources to use. This should be modelled and positioned appropriately within the classroom.
- Behaviour System -*Whole school behaviour system (In Reception) and 'Golden Rules' (In EYFS) must be displayed in the classroom. Golden Rules are decided by classes but must be under the following's headings: Be Safe, Be Responsible, Be Respectful.*
- Medical Information - *Photos of children with allergies to be displayed (inside cupboard door for GDPR purposes)*
- Timetables and groups - *E.g. Reception timetable, Phonics Groups – to be displayed, contextual information, medium term plans*
- Visual Timetable- *To be displayed and accessible to all children*

Planning for the areas of learning

During weekly planning meetings, staff must discuss and plan key provision for both inside and outside learning areas. Provision must build on, consolidate or give opportunities to make links to children's previous learning. Planning will also support all adults with setting up provision.

The adult's role within the environment.

- To build warm trusting relationships with children.
- Tune in, observe and wonder. *E.g. What might the child be thinking and learning about right now?*
- To support learning skilfully, in a variety of ways. E.g. Adults to observe play, to gain an understanding about how they may later build on this experience. Offer support for the learning, i.e. to help consolidate idea or refine skills or extend the learning through introducing a new idea or resource.
- Adults to find opportunities for sustained shared thinking.





Areas of Learning and Development	Birth to 5 Matters Aspects
Prime Areas	
Personal, Social and Emotional Development	Making Relationships Sense of Self Understanding Feelings
Physical Development	Moving and handling Health and Self-care
Communication and Language	Listening and Attention Understanding Speaking
Specific Areas	
Literacy	Reading Writing
Mathematics	Mathematics
Understanding the World	People and Communities
	The World
	Technology
Expressive Arts and Design	Creating with Materials
	Being Imaginative and Expressive

‘Children develop and learn in different ways. Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development’.

Prime Areas of Learning

Prime Areas of Learning		
Communication and Language	Children are encouraged to	Implementation
CL involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.	<ul style="list-style-type: none"> Communicate thoughts, ideas and feelings and build up relationships with adults and each other Follow instructions involving several ideas or actions Answer how and why questions about their experiences and respond to stories and events Talk, listen and be listened to 	<ul style="list-style-type: none"> Planned lessons and questioning Child initiated learning opportunities Therapies- Speech and Language plans Positive approaches to behaviour. Communication groups Circle times Daily routines

	<ul style="list-style-type: none"> Engage through storytelling, songs, games, rhymes, poems, puppet sessions, role play and child-initiated activities Talk to connect ideas, explain what is happening and anticipate what might happen next Recall and relive past experiences Question why things happen and give explanations 	<ul style="list-style-type: none"> Attention and Listening group
Physical Development	Children are encouraged to	Implementation
PD involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food	<ul style="list-style-type: none"> Improve fine manipulative and coordination skills through handling a wide range of equipment, materials and tools Move confidently and imaginatively with increasing control and coordination Show awareness of space and others Use a range of small and large equipment, and to improve the skills of running, jumping, balancing and climbing with increasing confidence and control Explore the outside facilities in the setting or locality Talk about ways to keep healthy and safe, including the importance of physical exercise and a balanced diet Become independent with self-care, in dressing themselves and in matters of personal hygiene 	<ul style="list-style-type: none"> Once a week explicitly taught skill-based movement lesson Daily opportunities to be active, using a range of different equipment and apparatus Planned opportunities for fine and gross motor control. Embedding movements into all areas of the curriculum Targeted support for development delay A commitment to decrease sedentary behaviour i.e. not sitting for extended periods of time, queuing, not engaging in any activity for long periods
Personal, Social and Emotional Development	Children are encouraged to	Implementation
Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.	<ul style="list-style-type: none"> Develop confidence and self-esteem Express themselves verbally Recognise and delight in their achievement and the talents of others Learn to cope with new experiences and change Form positive relationships with adults and peers Develop important social skills (negotiation, cooperation, listening, self-control, consideration and respect) and attitudes of fairness and honesty Work independently and as part of a group Concentrate for sustained periods of time Treat living things and property with care, respect and concern and to be sensitive to the needs and feelings of others Take turns and to share space, equipment and adult attention 	<ul style="list-style-type: none"> Building trusting, positive and secure relationships with adults Fair and responsible behaviour system Explicit teaching through Topic around children's positive self-image and relationships with others. Commitment to explore and investigate all kinds of families, celebrating differences in nationalities, ethnicities and race. A commitment to talk about race as a first step in countering racism. Ensuring children can see themselves and their families reflected in the environment. Practitioners working with children with SEND

		acknowledging and valuing what each child can do through a strengths-based perspective on disability. <ul style="list-style-type: none"> • Supporting children to manage their relationships within the setting.
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Specific Areas

Literacy – Reading – Phonics.

The systematic synthetic phonics scheme followed by Bessemer and Keyworth, is based upon Letters and Sounds.

Explicit phonics teaching takes places from Nursery to Year 1 but is used throughout the school for children/classes that need to support in reading.

	Frequency per week
Nursery	Daily through games/rhymes/singing (Phase 1 x3 times per week)
Reception	Daily explicit sound and word building skills

Phonics- Nursery and Little Stars

The Pre-Phonics Stage Aspect 1- 7

Prior to beginning to learn letter sounds (e.g. sound/letter correspondences), there are certain prerequisite skills that need to be developed, including:

Aspect 1. General sound discrimination – environmental sounds

Aspect 2. General sound discrimination- instrumental sounds

Aspect 3. General sound discrimination- body percussion

Aspect 4. Rhythm and Rhyme

Aspect 5. Alliteration

Aspect 6. Voice sounds

Aspect 7. Oral blending and segmenting

Whilst there is considerable overlap between these aspects, the overarching aim is for children to experience regular, planned opportunities to listen carefully and talk extensively about what they hear, see and do.

Each year group must teach aspects/sounds in the Systematic Synthetic Phonic order. See below

Gem Federation Phonics Scheme Order



Nursery

Autumn 1 Phase 1	
Aspect 1.	
WK 1 -2	Sounds in the environment (indoors)
WK 3-4	Sounds in the environment (outdoors)
WK 5-6	Wild animal sounds
WK 7-8	Farm animal sounds

Autumn 2 Phase 1	
Aspect 2.	
WK 1 -2	Instrumental Sounds- Which Instrument?
WK 3-4	Instrumental sounds- adjusting volume
Aspect 3.	
WK 5	Body Percussion- Action Songs
WK 6	Body Percussion Listen to the Music Follow the Sound
WK 7	Body Percussion Noisy Neighbour

Spring 1 Phase 1	
Aspect 4. *(Book talk and story groups for younger children)	
WK 1 -2	Rhythm and Rhyme- Rhyming Books
WK 3-4	Learning Songs and Rhymes
WK 5-6	Rhyming Soup- Listen to the Beat
WK 7-8	Rhyming Pairs Odd one out

Spring 2 Phase 1	
Aspect 5.	
WK 1 -2	Alliteration- matching sounds to children's names/ sounds all around
WK 3-4	Alliteration- Making Voice Sounds – Mouth movement
Aspect 6.	
WK 5-6	Voice Sounds -Metal Mike
WK 7-8	Voice sounds watch my sounds

Reception

Autumn 1 Phase 2			
Wk 1	1a	RBA Assessment settling	
Wk 2	1a	RBA / Aspect 7 s, a, t, p, i, n	
Wk 3	1a	s, a, t, p	is
Wk 4	1a	i, n, m, d,	i, a
Wk 5	1a	2 sessions recap of sounds above	to the into
Wk 6	1b	g, o, c, k,	of
Wk 7	1b	e, u, r,	no
Wk 8	1b	Revisit sounds and tricky words	

Autumn 2 Phase 2			
Wk 1	1b	Revisit sounds and tricky words previously taught	
Wk 2	1b	h, b, f/ff, /ll	go
Wk 3	1b	i, v, w, x	as
Wk 4	1b	y, z/zz, qu, ss	has
Wk 5	1b	Revisit and Regroup	his

Autumn 2 Phase 3			
Wk 6	2a	ch, sh, th	my, you
Wk 7	2a	ng, ai, ee,	was, all

Spring 1 Phase 3			
Wk 1	2b	igh, oa, ar,	are, her
Wk 2	2b	oo, oo, or	they, we
Wk 3	2b	ur, ow, oi,	he, she,
Wk 4	2b	ear, air,	we, me, be
Wk 5	2b	er, ow	sure/pure, your, by
Wk 6	2b		push, pull/full, put

Spring 2 Phase 4 (phase 3 with blends) * Adjacent consonants with short vowels			
Wk 1	3	CVCC	have, like
Wk 2	3	CCVC	come/some, here
Wk 3	3	CCVCC	do, so
Wk 4	3	CCVCC	there, little
Wk 5	3	CCCVCC Compound words – (2 syllables only)	house, out
Wk 6	3	Revisit	what, said

Summer 1 Phase 4 (phase 3 with blends) * Adjacent consonants with long vowels			
Wk 1	4	CCVC – snail sleek	children, one, says
Wk 2	4	CVCC – moons point	when, today, love
Wk 3	4	CCVCC – spoons, screech agreed	as, our, school

Non-negotiables when teaching Phonics

- Follow the planning overviews.
- Revision of previous sounds
- Explicit teaching of new sound. I.e. Reading/recognising the new sound in words, giving children the opportunity to orally segment and blend words containing the sound.

- Giving children time to write words/sentences containing the new sound as well as practicing writing sounds/tricky words they have already been taught.
- Tricky Words are taught using a stand-alone lesson. When learning tricky words ensure the teaching is focussed on the tricky part of the word. E.g is. /s/ making Z sound.

For more information about phonics teaching across EYFS see the Core Handbook.

Literacy – Reading

Little Stars

- Every day the class teacher shares a high-quality text with the whole class
- A home reading book is given to the children once a week. This can be a reading corner book. Parents are given the opportunity to share books with their children at home.
- Little Stars staff to record which books are being given to which children to ensure books returned but no individual reading record is needed.
- A reading corner must be prominent in the classroom with a variety of board books.
- Little Stars to have 6 core books to be shared across the year. Several copies of these texts are available for children as part of the Core Book initiative.

Nursery

- Every day the class teacher shares a high-quality text with the whole class
- Once the children are settled and baselines have been completed (around week 4) children will begin weekly book chat sessions in small groups with the teacher or TA.
- Children not on track will have daily reads with their sharing book.
- Nursery children start by taking home a sharing book. During the year children move to Reception, they will begin to take home The BIG Cat Phonics scheme Lilac, books, in addition to their sharing book.
- All Nursery children to have an individual reading record.

- Nursery to have 6 Core texts to be shared across the year. Several copies of these texts are available for Nursery children as part of the Core Book initiative.

Reception

- Every day the class teacher shares a high-quality text with the whole class
- Once a week each child will have read with the class teacher. Extra individual/1-1 reads/ group reads for children who are working below expectations and are targeted children. (Lowest 20%) **See guidance and timetable on supported reads for all children.**

Skill	Activity	Who?	Frequency
Comprehension	Book chat	Not on track	Daily in small groups
Word reading	1:1	Not on track	Daily
Word reading	1:1	On track	Weekly
Comprehension and word reading	Big Cat book chat	Independent high ability readers	Summer term

- Children to take home a high quality (sharing book) plus a levelled reading book which is just behind the sounds they have been taught in phonics.
- Each child to have an individual reading record that is monitored by the class teacher. Parental Expectations for the year group should be included in the front cover. Parents should be reminded of the expectations if they are not following policy.
- Reading books and records should be brought to school every day and be placed in the class reading box.
- Reading corners must be organised and inviting. See environment reading checklist.
- There must be high quality reading opportunities within the environment.

Example of Reading Strategies to be used in EYFS and beyond- See Reading strategies document



Duck Hand
Sounding out



Eagle Eye
Look at the picture and use the beginning letter

Home Reading Rewards

Each child in Nursey- Year 6 will receive a reading record and take part in the whole school home reading reward scheme as follows:

Number of reads	Prize
5	Bronze sticker
10	Silver sticker
15	Gold sticker
20	Bronze sticker
25	Silver sticker
30	Gold sticker
35	Bronze sticker
40	Silver sticker
45	Gold sticker
50	Certificate presented in class
55	Bronze sticker
60	Silver sticker
65	Gold sticker
70	Bronze sticker
75	Silver sticker
80	Gold sticker
85	Bronze sticker
90	Silver sticker
95	Gold sticker
100	Certificate presented in assembly

Expectations for home reading EYFS

- Children are given a levelled reading book to read at home.
- All children are expected to read at home daily.
- It is recommended that parents are encouraged to read a reading book with their child more than once, for decoding, understanding and fluency.
- Parents/carers are expected to record each home read in the reading diary and sign the reading record to earn rewards for the frequency of their reading.

Date	Book Title	Teacher Guidance	Rewards	Parent to sign

- Reading records should be marked weekly and used for assessment.
- When teachers are completing individual reads with the children they when appropriate can complete the Teacher Guidance section of the reading record, giving next steps or advice as to what the children need to work on. Teachers are expected to use a green pen to record the teachers read every week.
- Sharing Books and Home Readers should be recorded in reading diary to ensure they are returned.
- If books are returned to school damaged an email must be sent to the office to request a letter home. Each damaged book is £5 charge for parents. Teachers must communicate this to the parents.
- Children should be given reading books that are appropriately matched to their Phonics level to ensure good progress in reading.
- If children are not reading daily at home and reading records are not being signed, teachers need to follow the three-step process and then refer these parents to SLT.
 1. Write a reminder into the reading diary
 2. Speak to the parent face to face about reading at home
 3. Phone the parent and speak to them about reading at home
 4. Refer to a member of SLT

Literacy- Writing

At the Gem federation writing across Early Years evolves from Phonics primarily. All aspects are elicited through a topic and high-quality books. We use as much drama, song, role-play and creativity to ignite imaginations and inspiration.

Little Stars and Nursery Writing

Writing in Little Stars and Nursery is planned for in the continuous provision where mark making opportunities are available across the setting in a variety of ways.

Children should have daily access to;

- Tools for mark making
- Access to different textures for making marks E.g. playdough, paper, screen, sand, shaving foam etc.
- Gross motor resources. For example, apparatus for climbing and balancing, brushes for sweeping, spades for shovelling, large portable equipment such as crates, tyres etc.
- Fine motor resources. For example, beads for threading, scissors, hairbrushes, pegs, construction toys etc.

Nursery teacher to;

- Encourage (when ready during the summer term) groups of children to practice name writing ready for Reception.
- To build in focus activities (from Summer) to promote mark making (in line with children learning Aspect 7 phonics s,a,t,p,i,n)

Handwriting in Nursery:

- Model using the set letter patten when children begin to form recognisable letters.

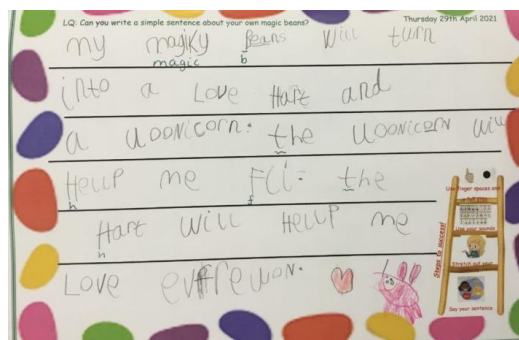


Handwriting in Reception:

- Handwriting will be taught explicitly as a discrete 5-10-minute lesson per day.
- Teachers will teach handwriting using the Letter Families. See Handwriting Progress document.
- Teachers to model using the letter patten when writing graphemes.

Reception Writing


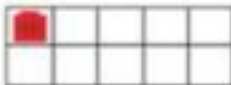



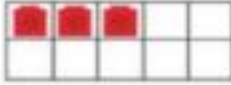

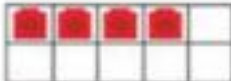
- Self-initiated writing opportunities must be available in Reception in each area.
- Writing lessons are taught x3 per week in Reception
- X1 Writing session per week leads to a guided write with the class teacher or TA.
- Guided writes are recorded in Literacy books/folders.
- Guided writes are marked and given a next step.
- X2 writing sessions per week are modelled by class teacher and then left out in the environment for children to access independently.
- Children should have 1 examples of independent writing per half term starting in Autumn 2. This is recorded in children's books/folders.
- All writing lessons must have an engaging purpose. Guided writes must start with a hook to encourage children to want to write and write for a purpose.



Maths

Early years follow the Mastery approach in maths based on the White Rose Scheme of Work. Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically.

In order for the children to master fundamental mathematical concepts and develop their mathematical fluency, where possible, we employ the CPA approach and offer real-life contexts for their mathematical learning.

Concrete	Pictorial	Abstract
		1
		2
		3
		4

Concrete is the 'doing' stage, using concrete objects to solve problems.

Pictorial is the 'seeing' stage, using representations of the objects involved in maths problems.

Abstract is the 'symbolic' stage, where children are able to use abstract symbols to model and solve maths problems.

Manipulatives

Support children with learning to move from the concrete to the abstract.

Where possible manipulatives must be;

- Modelled and used in whole class teaching sessions.
- Available for children to use within the provision.

The Six Areas of Mathematical Learning in the EYFS:

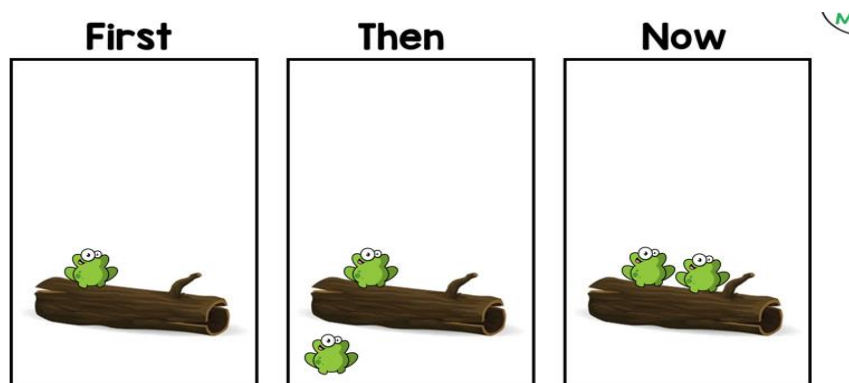
- Cardinality and Counting
- Comparison
- Composition
- Pattern
- Shape and Space
- Measures

EYFS teachers to follow the structure of White Rose planning which includes the six areas of mathematical learning.

The White Rose Reception year is divided into 10 phases. Each Phase lasts roughly 3 weeks allowing time for flexibility and consolidation.

Maths Talk and Vocabulary

Providing opportunities for children to talk about maths is vital. Mathematical vocabulary should be modelled by all adults in the classroom. Vocabulary should be taught and explained giving children the tools to describe their calculations.



Maths Talk- Look and explain

Reasoning

Reasoning in maths helps children to be able to explain their thinking, therefore making it easier for them to understand what is happening in the maths they are doing. It helps them to think about how to solve a problem, explain how they solved it and to think about what they could do differently. In Reception and Nursery, some examples of reasoning are:

- true and false statements. E.g. adding one to a number always makes it smaller (children to say true or false)
- spotting incorrect maths. E.g. 1, 2, 3, 4, 6, 5, 7, 8, 9, 10
- explaining how we know something or how we worked it out

Fluency

As with much of mathematics, the key to fluency is in making connections. In Reception and Nursery, we aim to teach so that children have a deep understanding of number.

Representing Numbers

We want to develop children's number sense so that they understand the number rather than just recognising the numeral. Children need to understand that numbers can be represented in many ways, not just as a written numeral. We use many different objects and pictures to show that numbers can be represented in lots of ways.

Some ways to represent five 5:



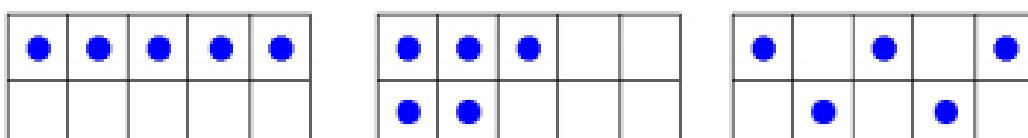
Children sometimes need lots of practise to recognise numbers in different forms.

Counting (The 5 Counting Principals)

When counting, children need to understand...

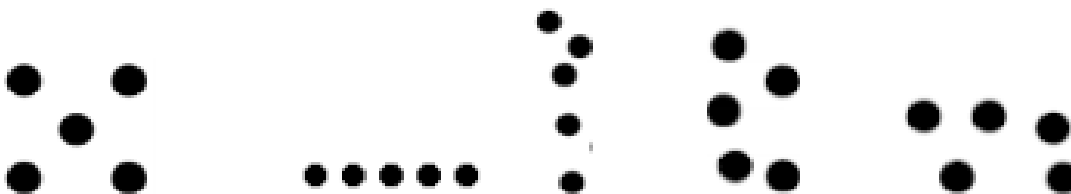
- **One to One Principal** - That we need to say one number for each object counted (touch counting).
- **Stable Order Principal** - That the numbers we count have to be said in a certain order.

- **Cardinal Principal** - Children understand that the number name assigned to the final object in a group is the total number within that group.
- **The Abstraction Principal** – Children understanding that anything can be counted. Even things that cannot be touched. E.g. movements, jumps etc.
- **Order Irrelevance Principal** – The order we count a group of objects in is irrelevant. When children first start to use numbers, they often do not understand that if we move objects into another arrangement the total stays the same. We practise this with many different types of objects but a useful tool is using a tens frame to be able to move counters around.



Recognising amounts (Subitising)

Another skill that is very important is recognising small amounts without the need to count them. Initially this should be by using concrete objects such as those shown above but as children progress, allowing them to see groups of dots in different arrangements helps them to mentally 'see' how many objects are there without needing to count. This is a very important skill when children begin to add and subtract. Using dice is a good way to practise this skill before moving onto objects in different arrangements.



Problem Solving

Problem solving in maths allows children to use their maths skills in lots of contexts and in situations that are new to them. It allows them to seek

solutions, spot patterns and think about the best way to do things rather than blindly following maths procedures. In Reception, problem solving might include:

- spotting, following and creating patterns
- estimating amounts of objects
- predicting how many times they can do something in a minute
- sharing objects between different groups – particularly when the amount of groups change and the amount of objects stays the same
- finding different ways to partition numbers e.g. 5 could be $5+0$, $4+1$, $3+2$ etc

Assessment in EYFS

The Statutory Reception Baseline Assessment (RBA)

- The new statutory Baseline Assessment (RBA) for Reception should be completed within the first 6 weeks of the children being in school.
- The RBA will be a short task-based assessment. Pupils will use practical resources to complete these tasks and teachers will record the results on a laptop, computer or tablet.
- This assessment does not replace the baseline assessment completed within the first 2 weeks of the children being in school.
- Parents are notified that the assessment will take place at the beginning of the Autumn term.
- If you have new starters throughout the year the children must complete the RBA assessment.

Baseline Assessment

- A school baseline assessment for all EYFS children should be completed in the first 6 weeks of the children being in school.
- Teachers are also able to use the information collected from the previous year to inform the current baseline assessment. This includes not carrying out a long observation if the child has come up 'on track'.
- All new children to the setting need an initial long observation.
- Teachers must consider which activities will promote independent skills from all areas of learning. **For baseline activities see Southwark's baseline activity pack 'Teddy Goes to School'.**
- From the long observation teachers assess whether each child is 'on track' or 'not on track' for their age and stage of development.
- If children are 'not on track', evidence will need to continue to be collected on Tapestry.
- Baseline data must be uploaded onto Scholar Pack.

Assessment - Curriculum

Rationale

- Assessment is noticing what the children can do and what the children know. It is not about lots of data and evidence.
- Effective assessment requires practitioners to understand child development and professional dialogue between practitioners.
- Practitioners need to be clear about what it is they want the children to learn and be able to do.
- Assessment and observations should not take practitioners away from the children for long periods of time
- The aim of Early Years is not to achieve the ELG it's about children accessing a broad and balanced meaningful curriculum that supports all children but most particularly those that are less advantaged.
- The curriculum is about securing learning.

Curriculum Tools

Educational Programmes

- This document is a legal requirement that outlines the specific activities and experiences children must be provided with within each area of learning.

Birth to 5 Matters

- All plans are created using the documents Birth to 5 Matters, the Educational Programmes and ELGs as a way to ensure the curriculum is building throughout each year group and each term.

Medium Term Plans

- There is a medium-term Topic Web for each half term topic.
- The topic is a vehicle in which to deliver and engage children in the curriculum.
- Teachers are able to divert away from the curriculum topic theme if they are following a particular interest of the children in their class, however the key objectives on the medium-term plan will still need to be taught.

- The medium-term plans should contain key texts, an outline of what teachers are delivering each half term in each area and key vocabulary.
- Teachers should update Tapestry every half term (cycle) to decide whether the children are still 'on track' or 'not on track'.

Tools to collect assessment

Scholar Pack

Tapestry

Floor book for Curriculum

Observations and collecting evidence

- Each child will start the school year will have a baseline (as outlined above in assessment) that will determine the amount of evidence collected.
- Weekly professional dialogues between teachers, TA's and staff working in EYFS are paramount to ensure correct ongoing assessment takes place.
- Child/children that are 'not on track' will be the focus for assessment.
- Teachers will also collect evidence of the curriculum being delivered and children's learning in the floor book.
- Floor books will include photos, quotes (using vocabulary taught), evidence of children's work (of all abilities) and evidence of children engaging in provision (in all areas of learning).
- Floor books will introduce topic with a cover page. (See crib sheet)

Tapestry crib sheet:

- Observations are uploaded to Tapestry using a focus cycle.
- When the cycle of observations is complete the practitioner will look at all the observations and assess the child to see whether they are on track/ not on track according to the Birth to 5 Matters guidance. Little Stars and Nursery will only focus on the prime areas- PD, PSED, CL and Reception will focus on all 7 areas of learning.
- Once baselines are complete each child will have a turn on the focus cycle every term.

- If children are not on track/ at risk, they will have more observations covering these areas of learning.
- On track children in Reception, Nursery and Little Stars will have a long observation for their baseline (either from the baseline when they start or from the previous years end of year assessment). Video evidence can be used throughout the year to evidence whether the children are still on track.

The observations of children not on track need to include:

- Context- where has the observation taken place and the length of time that the child was engaged in the activity.
- Write exactly what they were doing, with details about resources they used.
- Direct quotes from the child.
- Photographs or video.
- Examples of work.
- Spotting something new: A new skill they've learnt, an emerging interest, a new challenge they're facing, something that they're struggling with

(Bessemer) Once the observations are complete click onto the observation and click on 'Add to journal' for the parents/ carers to be able to view them.

Intervention groups

- Targeted intervention groups will be carried out and will meet the needs of the children.
- The Early Years Leaders must liaise with Inclusion lead to ensure interventions are necessary and relevant.
- Children will be targeted using data and teacher assessment.
- Interventions that we currently offer are:
 - Fine motor skills/Write Dance
 - Daily readers
 - Enrichment Intervention/listening adult (PP children)

Monitoring cycles

To ensure consistently high standards SLT and Early Years leaders will carry out regular monitoring, which includes:

- Lesson Observations
- Curriculum Book Literacy book/folder scrutiny
- Learning walks
- Environment Audits
- Reading Book monitoring
- Pupil Progress Meeting / Tracker Updates
- Performance Management

Behaviour

In Nursery and Reception, Golden Rules are displayed. These are decided by classes but must be under the following headings: Be Safe, Be Responsible, Be Respectful.

The ethos of our EYFS is to promote/model positive behaviour throughout the setting. Positive behaviour can be promoted in the following ways:

Promoting positive behaviour

- Always notice and describe the positive behaviours.
- Be specific with praise, praise a skill. E.g. The skill of being helpful rather than the skill of tidying up.
- Explain the consequences of behaviours e.g. we may fall over if we run inside.
- Use visual aids and objects of reference as appropriate.
 - Approach calmly and with an open mind - Walk over and get down to the child's level.
 - Be prepared to give follow-up support - Keep an eye out for what happens next and give further support if needed.
- Provide strategies to support turn-taking e.g. using a sand-timer.
- Share information with parents/carers about their children's behaviour both in the nursery and at home.
- Communicate and model positive behaviour, children take more notice of what we do rather than what we say.

- Provide planned opportunities to discuss behaviour and feelings e.g. at circle time.
- Create an environment that minimises conflict e.g. ensure there are enough resources.
- Encouraging children to participate in a wide range of group activities to enable them to develop their social skills

Rewards

- Individual positive behaviours (relating to the Golden Rules) are praised by moving children's pictures onto a class reward chart I.e. Traffic lights/Sunshine.
- Treasure chests are awarded for whole class rewards.
In Reception, treasure chests are counted during assembly and Bessy Bear/ Lenny Lion is given as a reward.
- Writing, Reading, Maths and Star of the week certificates are presented during assembly.


Emotion coaching

Emotion coaching is teaching children about feelings and supporting them through co-regulation in order to support their self-regulation and manage their feelings and behaviour. Through effective emotional literacy children can develop non-aggressive strategies to enable them to develop an effective relationships and friendships. They need to be given opportunities to express their feelings constructively and clearly.

Managing unwanted behaviours

Use the 4 steps of emotion coaching:

- Step 1 🔍 Recognise the child's feelings and empathise with them e.g. *I can see you look angry because your face looks a bit cross.*
- Step 2 🗨️ Validate the feelings and label them e.g. *it's ok to feel angry, sometimes I feel angry when....*
- Step 3 ☑️ Set limits on behaviour (if needed) e.g. *It's ok to feel like that but it's not ok to behave like that.* If they have disrupted an activity, knocked equipment out of the way or broken something encourage them to tidy this away or put it back to how it was. With support, if needed

- Step 4  Problem-solve with the child e.g. *What can you do to make a repair? Let's decide what you will do next time you feel like this.*

In Reception, if children are displaying repeated unwanted behaviours, their individual pictures will be moved on the class reward chart. Various opportunities are given for children to go back to the starting position by changing their unwanted behaviour.

In Nursery and Reception, if children are displaying repeated unwanted behaviours, children will be removed from their chosen activity and will either have time in or time out depending on the situation.

Continued repeated behaviours will be monitored using the Federations ABC chart to establish any patterns in the behaviour. This will be discussed with the team, the parent and the phase leader.

For more information, see Behaviour Policy EYFS

Home/ School Communication

Parent workshops

- Take place throughout the year.
- Parent workshops include:
 - Phonics
 - Reading/ Reading diaries
 - Maths

Newsletters

- A half termly newsletter informs parents of current topics, trips or issues related to the key phase.

Celebration Days

- To take place every term as an opportunity for parents or carers to come in and to join in with their children's learning.
- Celebration Day evaluation forms to be filled out by parents.

Website

- The school website is updated regularly.


- Each year group has a page. The class teacher's update this every half term. It should contain photos of trips, children working, children's work and links to support learning.
- Previous year group pages have been archived and saved on the website so that you can have a look at what was done last year.
- All letters and class newsletters are uploaded to the website so that the parents are kept informed. Please ensure all letters are sent to the office so that this is kept up to date.

Safeguarding

Please ensure you read the Safeguarding Policy and Medicine Policy and ensure you are all aware of safeguarding procedures and designated persons, if you are not sure see the Head teacher.

- Non-prescription medication is NOT ALLOWED to be administered.
- Only prescribed medication is allowed to be administered and it must have the child's name, dosage and expiry date clearly visible.
- Such medication is to be kept in the fridge in the main school office.
- Every member of staff must read and sign that they have read 'Keeping Children Safe in Education.'
- Questions to consider:
 - Does a child have an Epi-pen? Asthma pump? Allergy?
 - Is every adult that comes into contact with this child aware?
 - Do any children have a care plan? Have you seen it? Have you made others aware of it?
 - Do any children require a designated person to be their intimate carer?
- We have a care of duty to all children, please do not ever leave a child in soiled or wet clothing, please change them as soon as you realise. (See Southwark's Incontinence Policy)

Health and Safety

 Keyworth Primary School Part of The Gem Federation					
Early Years Risk Assessment					
Hazard/ Activity	Persons at Risk	How	Control Measures	Residual Risk rating	Comments Actions
Outdoors					
Children falling off/being hurt when using outdoor apparatus	Children	Injury from falls	<ul style="list-style-type: none"> • Staff to check apparatus daily to ensure it is safe to use. • Staff to complete weekly Health and safety checks and send to office. • Children briefed on safe use of apparatus. • Staff to monitor apparatus and its safe use during play/lunch times. • Apparatus to only be accessible to use if 2 or more members of staff are outside. • All staff to monitor and ensure children are using the apparatus safely. • Children who are unable to follow the rules will be asked to leave apparatus. • Apparatus is appropriate for the age of the children. • Staff to ensure children are dressed appropriately to use equipment. I.e. no jewelry, appropriate footwear only, no role play costumes or other items in hand. • Staff know where first aid items are kept, who the first aiders are and what to do in the event of an accident/emergency. 		
Misuse of play	Children	Injuries	<ul style="list-style-type: none"> • Playground area is checked daily for rubbish, standing water, 		

All teachers to fill in a weekly Health and Safety check to report any Health and Safety issues. See Early Years Risk Assessment to establish control measures that are in place to minimise risk.

Nappy Changing/Intimate Care within the setting.

Intimate care may be defined as any activity required to meet the personal care needs of each individual child. Parents have a responsibility to advise staff of the intimate care needs of their child, and staff have a responsibility to work in partnership with children and parents

See Intimate Care Policy.