

Early Years Foundation Stage

Our Typical Day...

Each day begins with a welcome carpet session where we talk about the calendar and check in how everyone is feeling, we then have a short phonics session before our planned provision begins. Children and adults are engaged in activities that are themed around their identified needs.

Short focussed groups are planned for phonics and maths and immediately follow a shared input. These sessions are planned with care, meeting the needs of all children, using prior knowledge of the children's learning experiences and guidance from the [EYFS document Development Matters 2020](#)

Continuous Provision is organised indoors and outdoors to develop children's skills in personal interaction and exploration and are linked to current assessment data. Resources are carefully selected to meet the development needs of the children in order to enhance potential for new learning and consolidate prior learning. Resources are enhanced to reflect children's interests or to discover knowledge around a key theme. Continuous provision transcends all areas of learning and provides children with the opportunity to demonstrate the three characteristics of effective learning. Children are given the freedom to make independent choices and are encouraged to be active learners and take control of their own learning.



"Young children learn from those they trust and with those who foster enthusiasm for learning."
Trevarthen 2002



Welcome	Phonics Whole class and small group work	Exploring Continuous Provision	Story Time & Lunch	Mathematics Whole class and small group work	Exploring Continuous Provision	Story & End of the day
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Assessment

Within continuous provision our assessment is threefold:

1. Observation

Throughout continuous provision observation forms a fundamental aspect of the pedagogy of EYFS at St. Marys' C of E Academy.

" Young children demonstrate language, mathematics, science and creativity, physicality - sometimes all within one activity - and the task of the practitioner is to make sense of what is seen, to recognise any significant steps in learning that may have taken place and to identify where help and support are needed to make further progress" Jan Dubiel 2014

Observation and responding to children's thinking informs our planning of experiences and opportunities, how we create our environment for thinking, the strategies the adults use to extend learning (modelling, scaffolding, questioning, discussion, shared sustained thinking) and how we capitalise knowledge of the children's interests to ensure high levels of engagement. Adults record moments when a child does or says something that demonstrates progress, knowledge acquisition or skill in a particular area.

2. The Leuven Scales

Alongside the use of observation as an assessment tool we also rely on the pioneering work of Professor Ferre Laevers (1980) to understand how focussed and comfortable the children are in our setting. The scales of well being and involvement act as a measure of deep learning and the effectiveness of the learning environment. This has an empowering impact on our planning and can help to develop the huge potential of the children. The 5-point scale measures wellbeing (feeling at ease, being spontaneous and free of emotional tensions and is crucial to good mental health. It is linked to self-confidence, a good degree of self esteem and resilience.) Involvement refers to being intensely engaged in activities and is a necessary condition for deep level learning and development.

3. Summative Assessments

In addition to the continuous cycle of observation and formative assessments which inform each child's next steps, summative assessments are carried out for phonics development, number development and the stage of development of each child's stage of development for each of the 7 areas of learning. These take place termly and inform planning and subsequent teaching and learning.



3. The Role of the Adult

Research shows that progress will be significantly enhanced by the effective support and role models of adults within a high quality learning environment.

Taking time to observe play, noticing what children are absorbed in is a skill that our team constantly develops and discusses. After reflecting on the key learning for the child we can facilitate a provocation or response to allow the child to further pursue their own thinking. The provocation/response allows further time for us to capture what the child's thinking is prior to interacting with them and then developing a plan for building or extending the child's thinking.

The role of the adult is particularly important during continuous provision which is based on the work of Marion Dowling and her book on supporting sustained shared thinking (2005)

Within our classrooms interactions between children and adults will look like this:

- Tuning in to what is happening or what a child is thinking.
- Showing genuine interest.
- Respecting children's own decisions and choices
- Inviting children to elaborate
- Recapping on what has happened so far
- Offering personal experience
- Clarifying ideas
- Reminding
- Using specific praise
- Offering an alternative viewpoint
- Speculating "I wonder if..."

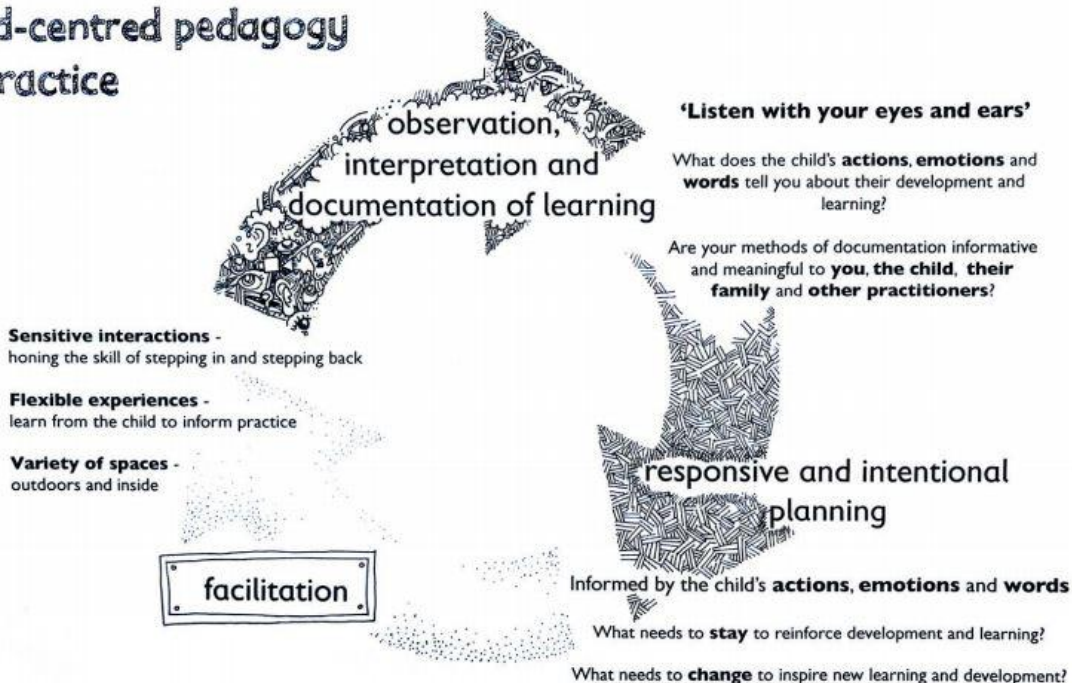
The role of the adult is a delicate balance of supporting, enriching and proposing on the one hand, and keeping back to give the children space and time to build their own ideas on the other.

The definition of teaching in the Early Years as stated by OFSTED (2015)

Teaching should not be taken to imply a 'top down' or formal way of working. It is a broad term which covers the many ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating, and modeling language, showing, explaining, demonstrating, exploring ideas, encouraging, question, recalling, providing a narrative for what they are doing, facilitating and setting challenges.

It takes into account the equipment they provide and the attention to the physical environment as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners know, understand and can do, as well as take account of their interests and dispositions to learning, and use this information to plan children's next step in learning and monitor their progress.

child-centred pedagogy in practice



(Realising the Ambition National Practice Guidance for Early Years Scotland)



4. The Role of the Environment

The importance of each adult to support progression is crucial; however, we equally understand that in times when a child is on their own independent learning journey the environment plays a significant role in development.

“When it comes to what we have and where we have it, nothing should be left to chance”

Alister Bryce-Clegg (2015)

Each area of the classroom is informed by assessment. As the needs of the children change, as they grow and develop, so does their learning space.

Using resources that are open ended encourage creativity, imagination and higher order thinking skills. For example, outside role play is deconstructed with access to logs, planks, sheets and tyres. These resources can become anything and have unlimited potential.

Our timetable allows for long uninterrupted periods of continuous provision that allow the children time to reach a deep level of involvement as they engage, play, investigate and talk.

To support cognitive development our learning environment is rich in opportunities for children to engage with concepts and foster skills for learning, such as reasoning, creativity and problem solving. The choice of experiences on offer reflect an environment of open-ended possibilities in which children can feel intrinsically motivated to explore and investigate through play - including taking calculated risks and learning from mistakes.

Learning takes us in all sorts of magical directions but here is a general overview of the year.

Autumn 1 Getting to know you...	Autumn 2 Can an owl sleep on a star?	Spring 1 Can a penguin love?	Spring 2 What the Ladybird heard?	Summer 1 What lives under the sea?	Summer 2 Down on the farm?
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5. Key Information:

Uniforms

There is a complete and up to date uniform list on our school website www.smpsac.org



Our supplier Birds of Dereham has a link on our website so you are able to order your school sweatshirt, cardigans and other items from them. They can be delivered to the school or for a delivery fee, to your home address.

PE will take place on Wednesday. We will gradually build up to changing into our full PE kit over the first few months of the year.

Please ensure your child has a spare set of clothes, waterproofs and wellies, PE kit, bookbag and water bottle in school everyday.

Lunches

Our school meals are made fresh on site by our own catering team. There are copies of the school menu on the St Mary's Website so you are able to order meals for the week or half term if you wish. We currently use an online booking system called Pupil Asset which allows you to book lunches online.

All reception aged pupils are entitled to Universal Infant Free School Meals, for more information please go to the GOV.UK website.

Should you have any queries or problems with regards to school meals, or if your child has any specific dietary needs, our Catering Manager will only be too happy to talk to you. You can contact them via the Academy Office.