

# BRAVE NEW WORLD

Lea community primary school

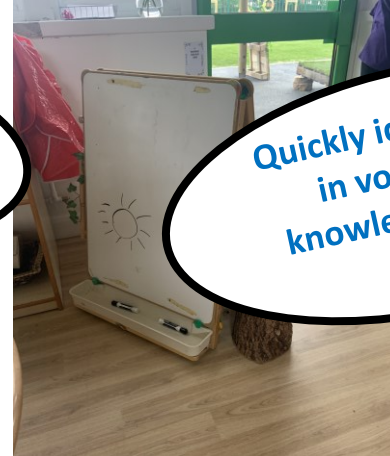
- Lea has been graded by OFSTED as good following an inspection in March 2020.
- Maintained school
- Age range 5-11 Years
- Gender: Mixed
- Number on roll: 238
- FSM: 32%
- Disadvantaged: 34%
- SEN: 12%
- EAL: 11%

## CONTEXT OF SCHOOL

# Our EYFS Team

- Names of Practitioners: Nicola Killeen and Hayley Biggs
- Reception Class 4-5 Year Olds
- Two form Entry: 59 children on roll
- We are not early adopters





How we used this information: this is how we underwent our induction process and all the information we gathered has been collated onto a shared One Drive which then we used to inform our baseline assessments

Phone calls to nurseries

Phone calls to new parents and spoke to children

Set up New Starters page on school website with up to date information

Sent out induction pack for each individual child e.g. all about me which we asked for back to help with the transition



Used this information from both nurseries and parents to best allocate children to each class

Began to use information to build up a picture and assessment of each child

Set up an online video on website to introduce staff including pastoral lead and head teacher

Held one-to-one parents conferences before start date

Note: Information stands for different types of gathered data such as SEN, ACEs, PP, Summer born, disadvantaged, EAL, AGT

# BASELINE

We asked nurseries for transition documents

We used all information gathered from induction process to guide our baseline assessment

Due to the pandemic, children started two weeks after the other year groups. Both cohorts transitioned with two half days before starting full time.

Baseline assessment started on the first day of full time learning and lasted 3 weeks.

However, due to specific individual needs e.g. SEN, EAL, ACEs this timescale was flexible and fit to each child's needs

We began our baseline with Literacy and Maths as the information we had already gathered indicated that this would be a good starting point.

We took into account that due to the pandemic, other areas such as PSED may have been impacted and therefore would take more time hence why we started with Maths and Literacy.

Our approach to baseline is to try and keep it as informal as possible with the children e.g. when assessing pencil grip we would encourage the children to write their name on the back of their sheet they have just drawn on.

For each area of learning we used Lancashire baseline tick sheets to help guide our baseline process as we had new to EYFS staff. It ensured that we covered and fully assessed all areas.

# How we used this information

- Our approach to this is very informal and we generally collect all information through provision rather than formal activities.
- We gather information for all areas of learning and COEL to give us a broad understanding of the child as a whole.
- Any evidence or information we gathered from the areas of learning the child did during the baseline period, we filed it away which was then placed at the front of their individual learning file.
- For the purpose of our school's data, we undertook a data analysis in the form of highlighting Develop Matters statements from across all the areas of learning for each child. This was then put into an Excel sheet.
- We will be undertaking this as part of our next assessment.
- During the baseline period, any children who were flagged up as needing additional support e.g. pastoral or special educational language; we referred them onto other agencies.
- Towards the end of the baseline assessment we also took into key areas that needed addressing first and used this information to plan the next sequence of learning and experiences.
- We also assessed a sample of children from both classes on the Leuven Scales to keep track of the overall wellbeing and involvement with their learning. We also roll this out throughout Key Stage 1 and Year 3 due to our enquiry-based approach in these year groups.

# HOW WE DOCUMENT THIS INFORMATION

- Every child has a paper learning journey we add to throughout the year with mainly focus task (adult led) learning and activities. We also keep hard copies of any appropriate child-initiated learning.
- For child led activities and learning we mainly use Tapestry to document and link to Development matters statements. This is also a valuable tool when assessing children's progress.
- Every term we repeat the baseline assessment task of highlighting statements from Development Matters for each child which are then added to a Excel data tracker.
- Each child has a learning square on display in the classroom. We use this to not only display learning but also for adults in the classroom to check individual targets which are pinned to the squares.
- Assess children and send home targets for parents to work on



# Timetable

Week of 5 <sup>TH</sup> OCT 2020		8:55-9:05	9:05-9:20	9:20-11:00	11:00-11:15	11:15-11:30	11:30-12:30	12:30-12:45	12:45-1:00	1:00-2:30	2:30-2:45	2:45-3:15
Notes		Week 1 Lesson Plans										
<ul style="list-style-type: none"> <li>Objects for phonics (wed)</li> <li>Coins and green fabric (jack)</li> <li>Bag (Fri phonics)</li> <li>Mini people for mermaids</li> <li>Mermaid malleable sequins beads</li> <li>Tip tap</li> <li>Dog/pet home corner</li> <li>Blue fabric, sharks, plates, ship, coins, treasure map</li> <li>Treasure boxes- sequins, boxes, glue, pictures of chests</li> <li>Painting easel- watercolours (with fish pictures) sea scape</li> </ul>	MONDAY	HR: Door HR: Yoga AN: Hand washing	Key Worker time HR: Kindness value HR: observations AN: Explorers	Focus/ Provision HR: Logo hunt input/ Baseline HR: Baseline AN: Explorers	Tidy Up/ Dojos HR: Dojos HR: Dojos AN: Explorers	Toilet and hand washing HR: Hand wash HR: Hand wash AN: Explorers	Dinner	Register/ Story time HR: Register and story HR: observations AN: Adventurers	Phonics HR: alliteration Silly soup HR: assess on initial sounds AN: recognizing letters (flashcards) 3-4	Focus/ Provision HR: Baseline HR: Baseline AN: Baseline	Tidy Up/ Dojos HR: Dojos HR: Disinfect AN: Adventurers	Story/ Home HR: Kindness input HR: Drinks AN: Adventurers
	TUESDAY	HR: Door HR: Yoga AN: Hand washing	Key Worker time HR: Responsibility HR: observations AN: Explorers	PE	Tidy Up/ Dojos HR: Dojos HR: Dojos AN: Explorers	Toilet and hand washing HR: Hand wash HR: Hand wash AN: Explorers	Dinner	Register/ Story time HR: Register Treasure chest input (creative) HR: observations AN: Adventurers	Phonics HR: alliteration eye spy HR: assess on initial sounds AN: recognizing letters (flashcards) 3-4	Tidy Up HR: Baseline HR: Baseline AN: Baseline	Tidy Up/ Dojos HR: Dojos HR: Dojos AN: Disinfect	Story/ Home HR: Dojos HR: Dojos AN: Adventurers
	WEDNESDAY	HR: Door HR: Yoga AN: Hand washing	Key Worker time HR: Courage HR: observations AN: Explorers	Focus/ Provision HR: Baseline HR: Baseline AN: Adventurers	Tidy Up/ Dojos HR: Dojos HR: Dojos AN: Adventurers	Toilet and hand washing HR: Hand wash HR: Hand wash AN: Adventurers	Dinner	Register/ Story time HR: Register and story HR: observations AN: Adventurers	Phonics HR: Feeding Metal Mike Game HR: assess on initial sounds AN: recognizing letters (flashcards) 3-4	Focus/ Provision HR: Baseline HR: Baseline AN: Explorers	Tidy Up/ Dojos HR: Dojos HR: Disinfect AN: Explorers	Story/ Home HR: Dojos HR: Dojos AN: Explorers
	THURSDAY	HR: Door HR: Yoga AN: Hand washing	Key Worker time HR: Respect HR: observations AN: Explorers	Focus/ Provision HR: Baseline HR: Baseline AN: Adventurers	Tidy Up/ Dojos HR: Dojos HR: Dojos AN: Adventurers	Toilet and hand washing HR: Hand wash HR: Hand wash AN: Explorers	Dinner	Register/ Story time HR: Register and story HR: observations AN: Adventurers	Phonics HR: Jack oral blending HR: assess CVC blending/ segmenting AN: assess CVC blending/ segmenting	Focus/ Provision HR: Baseline HR: Baseline AN: Explorers	Tidy Up/ Dojos HR: Dojos HR: Disinfect AN: Explorers	Story/ Home HR: Dojos HR: Dojos AN: Explorers
	FRIDAY	HR: Door HR: Yoga AN: Hand washing	Key Worker time HR: Empathy HR: observations AN: Explorers	Focus/ Provision HR: Baseline HR: Baseline AN: Explorers	Tidy Up/ Dojos HR: Dojos HR: Dojos AN: Explorers	Toilet and hand washing HR: Hand wash HR: Hand wash AN: Explorers	Dinner	Register/ Story time HR: Register and story HR: observations AN: Adventurers	Phonics HR: What's in the bag? HR: assess CVC blending/ segmenting AN: assess CVC blending/ segmenting	Outdoor Learning	Tidy Up/ Dojos HR: Dojos HR: Disinfect AN: Adventurers	Story/ Home HR: Dojos HR: Dojos AN: Adventurers

- From baseline assessment, we noticed that children would benefit from prolonged periods of time in continuous provision and engaging with circle time/ key worker time. This allowed them to have more opportunities engaging and interacting with other children as they missed out on this due to the pandemic.

- In our cohort, we also found that we had a lot of summer born children who struggled focusing on activities therefore we reduced whole class carpet sessions.

- Due to our low outcome with our Phonics baseline assessment, we also ensured that we built in lots of opportunities for communication and language e.g. time to talk, circle time.

- We found that after analyzing our baseline data, PSED was an area for development so we built into our curriculum opportunities for team building and collaboration e.g. forest school on a Friday afternoon.

- We found after our baseline assessment children's physical development was quite high therefore we introduced PE lessons fairly quickly.

# PLANNING PROVISION

We also block out time throughout the day to allow adults to lead focused intervention sessions with specific children which has been informed since baseline. This is individual or group interventions.

WEDNESDAY

<b>HB:</b> Door <b>HR:</b> see in <b>AN:</b> Expl.	<b>Key Worker time</b> <b>HB:</b> COEL <b>HR:</b> observations <b>AN:</b> Adventurers	<b>Focus/ Provision</b> <b>Playdough making input</b> <b>HB:</b> PPA <b>HR:</b> Indoors <b>AN:</b> Adventurers	<b>Tidy Up/ Dojos</b> <b>HB:</b> Dojos <b>HR:</b> Dojos <b>AN:</b> Adventurers	<b>Toilet and hand washing</b> <b>HB:</b> Hand wash <b>HR:</b> Hand wash <b>AN:</b> Adventurers	<b>Dinner</b>	<b>Register/ Story time</b> <b>HB:</b> Register and story <b>HR:</b> observations <b>AN:</b> Explorers	<b>Phonics</b> <b>HB:</b> Phase 2 MA <b>HR:</b> Phase 2 LA <b>AN:</b> Phase 2 HA	<b>Focus/ Provision</b> <b>Maths Input- Shapes with 4 sides</b> <b>HB:</b> Outdoors <b>HR:</b> Indoors <b>AN:</b> Explorers	<b>Tidy Up/ Dojos</b> <b>HB:</b> Dojos <b>HR:</b> Disinfect <b>AN:</b> Explorers	<b>Story/ Home</b> <b>HB:</b> Dojos <b>HR:</b> Dojos <b>AN:</b> Explorers
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The role of the adult: Our timetable highlights exactly where each adult will be throughout the day. We have a daily focus task adult led while the other adults will be modelling and observing learning in provision.

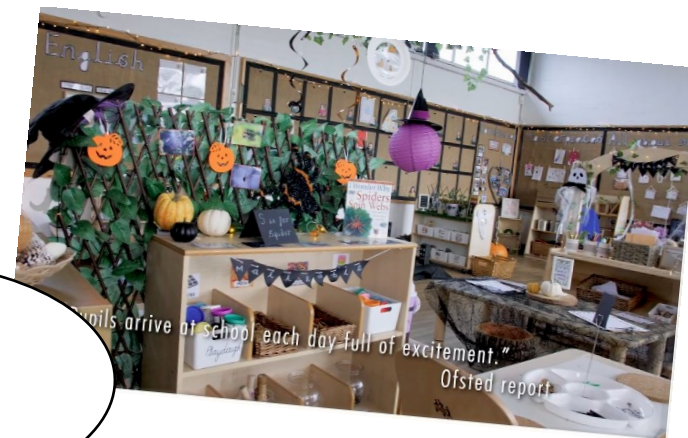
We purposely block out uninterrupted learning time for provision based on our baseline analysis.



Natural  
resources



Hessian  
display  
backing



Low level  
lighting



Open ended  
resources



Creates  
Curiosity



Natural  
theme



Meaningful  
outdoor  
provision





INTEREST LED



TOPIC LED



NEEDS LED



We enhanced the Maths area as the current cohort has shown great interest in dinosaurs but were reluctant to choose in the Maths area.



We also incorporate links to our Topic themes to enhance our areas further. For example in line with our RE learning we created a Diwali themed role play area.



From constantly assessing children's progress in Phonics, we enhance our Phonics area with activities that will extend or consolidate learning. For example, this Christmas themed blending activity.

# Topics we cover

- After conducting our initial induction phone calls and information gathering, we spent time carefully planning out key topics from the Lancashire learning grids that linked or held meaning to children's interests. This ensured that, as we began to plan and enhance our areas, we would be able to engage all children and be guided with their interests at heart to create a meaningful curriculum.
- Our topics that we cover throughout the year are also enquiry based questions which help to hook and entice children with them.
- The topics that we plan in are umbrella topics and we will also incorporate children's interests as and when they arise throughout the year.
- For example, during our Celebrations topic, even though we had an overview and a rough path for our learning journey, it soon became clear that our children's interests took the path in a slightly different direction and we were led by this to keep them engaged. We adapted our plans and incorporated our learning outcomes to suit their direction of learning they wanted to take.
- Within our classrooms, we do have a designated 'children's interest' area which is 100% child led and enhanced based on the children's needs and interests. For example, a scarecrow puppet was being played with and explored in provision which drew a lot of attention from one of the cohorts of our reception year group. Therefore in one class, a scarecrow building enhancement was introduced and was used until we felt it was no longer purposeful for the children. This child led activity might have been completely different in the other class as this would have been enhanced different to suit different interests and needs.

	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (7 weeks)	Summer 2 (6 weeks)
Topic Title	Who Am I?	How May I Help You?	Who are the real life super heroes?	What happened once upon a time?	Who lives at the bottom of the garden?	Where do the wild ones live?
Celebration /hook	Art Gallery of Portraits	Pantomime!	Visit from occupation of children's choice	Visit from an actor/ actress	Bring Yer Wellies	Pet Show
Special weeks/event	6 <sup>th</sup> Sept National read a book day 14 <sup>th</sup> Sept National coding day 14 <sup>th</sup> Sept national hygiene week 16 <sup>th</sup> Sept National teaching assistant day 20 <sup>th</sup> Sept recycling day 21 <sup>st</sup> Bike to school week 28 <sup>th</sup> Sept Healthy eating 1 <sup>st</sup> October the big draw 1 <sup>st</sup> Oct Black History 1 <sup>st</sup> National Poetry day 4 <sup>th</sup> October dyslexia awareness	31 <sup>st</sup> October Museums at night  11 <sup>th</sup> Nov Anti Bullying week  15 <sup>th</sup> Nov Geography awareness 16 <sup>th</sup> Nov road safety week  14 <sup>th</sup> Dec- Christmas jumper day	14 <sup>th</sup> March Mother's Day  30 <sup>th</sup> March World Autism day  15-21 <sup>st</sup> march Shakespeare week	Easter Sunday 4 <sup>th</sup> April 22 <sup>nd</sup> April Earth day	3 <sup>rd</sup> May Children's book week 1 <sup>st</sup> may international space day 12 <sup>th</sup> May Eid al Fitr	23 <sup>rd</sup> July Olympics June 11 <sup>th</sup> Euro football 8 <sup>th</sup> June World Oceans Day

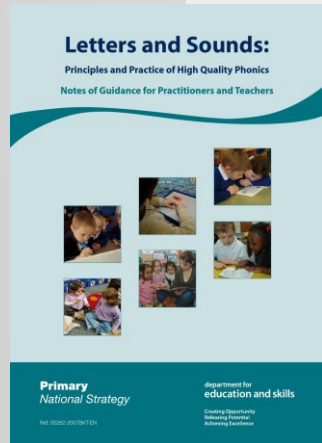
# BOOKS WE USED THIS YEAR

English Genres/text	Core Texts:	Core Texts:	Core Texts:	Core Texts:	Core Texts:	Core Texts:
	<b>Fiction:</b> <b>While We Can't Hug</b> All My Treasures When Sadness Comes to Call The Heart and the Bottle There's Only One You <b>Non-fiction:</b> <b>Body/ Emotions</b> <b>Poems/ Nursery rhymes:</b> Funny bones	<b>Fiction:</b> <b>Stuck</b> There's a monster in your book Colour monster The Nativity Story <b>Non-fiction:</b> Bonfire Night Safety (website) <b>Poems/ Nursery rhymes:</b> When Santa got stuck up the Chimney Little Donkey Twinkle, Twinkle Rainbow song	<b>Fiction:</b> <b>The Queen's Hat</b> Naughty bus You Can't Take an Elephant on the Bus Everybody's welcome <u>Superworm</u> <b>Non-fiction:</b> London People Who Help Us Series- Doctors/ Firefighters <b>Poems/ Nursery rhymes:</b> Miss Polly Had a Dolly Jack and Jill	<b>Fiction:</b> <b>Goldilocks</b> <b>Red Riding Hood</b> <b>Gingerbread man</b> <b>Suddenly</b> <b>Non-fiction:</b> Recipes ( <u>bbc-website</u> ) Porridge/ bread/ gingerbread man <b>Poems/ Nursery rhymes:</b> Revolting rhymes	<b>Fiction:</b> <b>The Very Hungry Caterpillar</b> Jack and the Beanstalk Oi Frog Ahh, spider! <b>Non-fiction:</b> 101 Facts about Spiders Planting Beans Instructions <b>Poems/ Nursery rhymes:</b> <u>Incy Wincy Spider</u> <u>Little Miss Muffet</u> Wiggly Woo The Ants Go Marching	<b>Fiction:</b> <b>Shark in the Park</b> Giraffes Can't Dance Elmer We're Going on a Bear Hunt <b>Non-fiction:</b> <u>My Encyclopedia</u> of Very Important Animals <b>Poems/ Nursery rhymes:</b> Mary had a little lamb Little Bo Peep Down in the Jungle Old Macdonald

Due to the pandemic, we also used feeling and wellbeing story books to support and guide children in response to the current climate.

# Documents to help planning

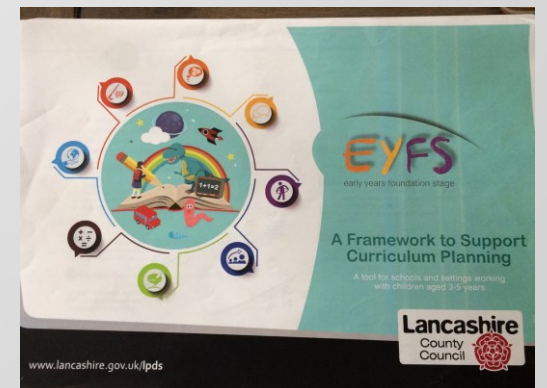
Overarching everything we do, we take a brave, creative approach to our Curriculum.



Letters and Sounds Phonics



White Rose Maths



Lancashire Key Learning Documents

# Child profile

In the following slides, we have highlighted how we gather assessments from baseline and throughout the year.

The two profile children are taken from one of the Reception cohorts with one child working at age related expectations and one below.

Child A: Raven

Gender: Female

Term of birth: Spring

Age: 5

Child B: Elijah

Gender: Male

Term of birth: Summer

Age: 4

# WRITING OBSERVATIONS

AGE RELATED



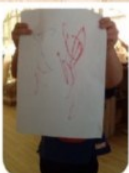
Raven said "I just need to practise my writing because then when I'm in year 6 I'll be able to write everything." She independently wrote mum on a whiteboard demonstrating a good pencil grip and recognisable letters.

OCTOBER 2020



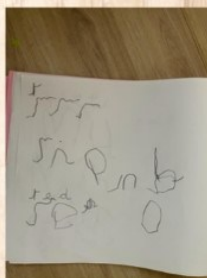
Raven decided to practise her writing. She used one of the picture prompts in the writing area to write a sentence. She independently wrote 'The cat is on the bed.'

APRIL 2021



Elijah decided to draw a picture. He said "A big megazord from power rangers". He is developing his pencil grip and gaining more control over writing tools.

OCTOBER 2020



APRIL 2021

These are observations taken from the Tapestry App which we use throughout the year to gather assessments and document progress. These observations highlighted are taken from Autumn term (after baseline) and from Spring term to demonstrate progress in the areas mentioned.

WORKING TOWARDS

PIC•COLLAGE

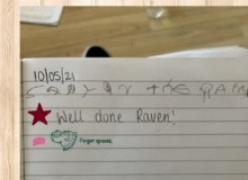
# READING OBSERVATIONS

AGE RELATED



Following our phonics session, Raven decided to practise our new sound 'm' during independent learning time. She said "He can eat m things, mmmm- mum, milk, that starts with a m! Milky Way does too!"

OCTOBER 2020



RAVEN WROTE A SENTENCE AND READ IT BACK INDEPENDENTLY.

APRIL 2020



Elijah decided to draw a picture. He said "A big megazord from power rangers". He is developing his pencil grip and gaining more control over writing tools.

OCTOBER 2020



Elijah said his favourite story was the Gruffalo.

APRIL 2020

WORKING TOWARDS

PIC•COLLAGE

# PHYSICAL DEVELOPMENT OBSERVATIONS

AGE RELATED



Raven jumped off the high apparatus and landed on her feet.

OCTOBER 2020



Raven climbed over the climbing wall confidently. She demonstrated good balancing skills and landed appropriately.

MARCH 2020



Elijah was walking along the obstacle course equipment that one of his friends had made. He demonstrated good balance and also jumped off confidently.

OCTOBER 2020



Elijah decided to make an obstacle course for his friends to play with using the large construction materials. He was able to balance along the equipment and then jump off at the end landing appropriately. He was extremely proud of himself when he had finished.

MARCH 2020

PIC•COLLAGE

# MATHS OBSERVATIONS

AGE RELATED



Raven was in the malleable area using the playdough to create poppies. She counted them and said "I've made 7 poppies". She made another. I asked her how many she had made altogether and she said 8.

OCTOBER 2020

Raven used the interactive whiteboard to play a maths game. She used her knowledge of number to order the numerals between 1-20 from smallest to biggest confidently.

APRIL 2021



Elijah was in the maths area counting the numicon. He demonstrated good 1:1 counting skills and could count up to 4 objects.

OCTOBER 2020



Elijah and his friend were playing in the playdough area for a long time. He decided to make some cupcakes. Elijah counted them independently demonstrating good 1:1 counting skills and said "I know there's 12."

APRIL 2021

WORKING TOWARDS

PIC•COLLAGE

# COMMUNICATION OBSERVATIONS

AGE RELATED



After learning all about bonfire safety rules, Raven decided to make a poster about how to stay safe on bonfire night. She said "So everyone knows always lit a firework safely. You have to do it so carefully then you go far away from it."

OCTOBER 2020



Raven built a house in the outdoor area. She explained 'it's a house for me and Elsie. Well it's a bit too small for both of us but I can make it bigger'

Early Years Foundation Stage

APRIL 2020



Elijah was playing in the water area. He used the jugs to fill the pan up with water. He said "If you drink it you'll be sick, it's a big potion!" He put in some bits of bark and said "It floats in there. That one floats, things that are heavy sink."

OCTOBER 2020



ELIJAH has been observing the caterpillars. He said 'they get bigger and bigger. They go cocoon and then a big butterfly'.

APRIL 2020

The right hand side document is a example of how we track assessments during baseline which inform our future assessments (through the Tapestry App) and planning.

## Reception Baseline Assessment - Maths (Number)

	Can rote count to...	Can count in correspondence to...	Recognises numbers 1-10.	Orders numbers 1-10.	Knows more/less when comparing	Can find the total of two groups.	Any other comments.
Ava M	X	X	X	X	X	X	
Ava T	X	X	12, 10	X	X	X	
Elijah	X	X	X	X	X	X	
Ella	X	X	2-10	X	X	X	
Elnathan	X	X	1-10	X	X	X	
Elsie	X	X	X	X	X	X	
Emilia	X	X	9, 10	X	X	X	
Eric	X	X	1-5	X	X	X	
Etta	X	X	X	X	X	X	
Exie	X	X	1, 2	X	X	X	
Francis	X	X	X	X	more less	X	
Hollie	X	X	X	X	X	X	
Isla	X	X	10	X	X	X	
Jack	X	X	X	X	more less	X	
Layla	X	X	9	X	X	X	
Lee	X	X	7	X	X	X	
Leila	X	X	X	X	X	X	
Lily	X	X	X	X	X	X	
Locklyn	X	X	X	X	X	X	
Lola	X	X	X	X	X	X	
Noah	X	X	X	X	X	X	
O'Ceann	X	X	3, 8, 4	X	X	X	
Raven	X	X	X	X	X	X	
Samuel	X	X	X	X	X	X	
Seth	X	X	X	X	X	X	
Tiana	X	X	1, 8, 9, 10	X	X	X	
Tyler	X	X	X	X	X	X	
Vincent	X	X	X	X	X	X	
Zachary	X	X	8	X	X	X	Mixed 8 + 6 up.

WORKING TOWARDS