**Sennen School Early Years Curriculum Statement 2019**

**INTENT**

**Pedalogical approach:**

* Priority for children to feel happy and secure at school. Lengthy transition process, full involving parents and families.
* Welcoming approach and good communications between school and home. ‘Tapestry’ observations accessed and contributed to by parents.
* Making learning exciting: challenges within the inside and outside learning environments at school. Use of local environments and opportunities.
* Developing independence and resilience: Can do’ approach.
* Following children’s interests to stimulate learning.
* Observations of children’s activities and learning to support and extend effectively.
* Year 1 children as role-models for Reception.
* ‘Science Talk’ approach to develop curiosity, vocabulary and scientific skills (TPAT training October 2019).

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| **Planning** | **2019 - 20** |
| Current cohort on-entry data

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|  | **All aspects** | **Reading** | **Writing** | **Number** | **GLD aspects****(Primes, Literacy and Maths)** |
| Above | 6.77% | 0% | 0% | 0% | 8.50% |
| On track | 78.18% | 83% | 83% | 83% | 77.33% |
| Just below | 14.29% | 13% | 13% | 13% | 12.83% |
| Below | 0.76% | 0% | 0% | 0% | 1.08% |
| On track and above | 84.95% | 83% | 83% | 83% | 85.83% |
| Target (on track / +) | 100% | 100% | 100% | 100% | 100% |

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| Current cohort (based on information from pre-schools and observations made during first few weeks of Autumn term 2019.)(Small cohort of 8 children: 2 male, 6 female). No Pupil Premium children in this cohort. | * Children from 4 different pre-schools, plus one child who did not attend pre-school and was new to the area also. Opportunities to build relationships, including talk partners, R-time, use of the garden, SEAL.
* 8 children in the cohort, 6 with 5th birthdays in 2020.
* 6 female and 2 male children.
* One Year 1 child still working within EYFS (SEN: IEP). Proposed for EHCP.
* One child with possible speech therapy needs and one with some reluctance to speak.
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| Cohort 2018-19 (Small cohort of 11 children: 8 male, 3 female)

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|  | **All aspects** | **GLD** |
| **On entry** | **On exit** | **On entry** | **On exit** |
| Above | 1.64% | 7.41% | 1.50% | 9.75% |
| On track | 85.17% | 82.53% | 86.50% | 79.75% |
| Just below | 6.88% | 4.29% | 6.00% | 5.25% |
| Below | 6.33% | 5.82% | 6.00% | 6.00% |
| On track and above | 86.81% | 89.94% | 88% | 89.50% |

 | * 89.50% GLD. Above Cornwall (70.3%) and National (71.8%).
* 89.94% at least ‘Expected’ in all ELG’s. Above Cornwall (69.1%) and National (70.7%).
* ‘Exceedings’ lower than Cornwall (All: 16.55% ; GLD: 17.16%) and National (All: 17.73%; GLD: 18.09%). Possibly too cautious in the assessments here, though these show an increase from ‘on entry to exit. All ‘exceedings’ moderated with Head Teacher. To review in 2019 -20.
* Reading ‘Exceedings’ maintained: 2017 – 18 (29%); 2018 – 19 (27%).
* Improved ‘Exceedings’ in writing over 2017-18 (0%) to 27% in 2018-19 after focus on this during the year.
* Reduced level of ‘Exceedings’ rate for Maths in 2017-18 (43%) to 18% in 2018 – 19. (2018 cohort only 7 children, three of whom were Exceeding. Two children out of 11 in 2019 were exceeding).
* Three children did not meet GLD (One with SEN) Other two: ‘writing’ aspect. (One child met the criteria before end July 2019, the other not, but has met the criteria November 2019) Action: greater focus on encouraging children to write independently earlier in the school year.
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| Use of children’s interests and fascinations. | * Interest in drawing and early writing. Enlarged writing area provided following children’s request for this. High profile in Review sessions.
* Garden: bamboo – den built and developed (Link to Year 1 ‘Materials’ focus)
* Discussions / drawings of animals leading to use of Floor-tub and book to plan focus for topic during Autumn 2nd half: Pets.
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| New stimuli | * Links to own interests and Year 1 curriculum topics
* Use of ‘Science Talk’ activities following TPAT INSET training October 2019.
* Outside visits, eg Woods, Beach, Museum…
* Visitors / whole school events (eg Minack Theatre workshops; guide dog)
* Maths: physical games and ICT.
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| Coverage of each strand: full coverage over the year. | * Daily phonics, English and Maths sessions. Medium, weekly and daily planning for these. Based on ‘Letters and Sounds’, using ‘Giant Phonics’ as main resource.
* Use of physical games and activities in Phonics, English and Maths sessions.
* English sessions linked to current topics / enrichment events.
* Full curriculum planning. EYFS activities and opportunities identified on this.
* ‘Rolling programme’ over two years to ensure full coverage of topics. Inclusion of Art, DT, PE etc on medium term, weekly and daily planning.
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| Progress to Early Learning Goals and beyond. | * Assessment on entry September 2019 and thereafter half-termly.
* Parent / child discussion during October 2019. ‘Next steps’ identified.
* Review of these December 2019, February 2020, April 2020, June 2020 and new ‘Next Steps’ identified. Shared with parents and children. Half-termly reviews and new ‘Next Steps’. Use of Early Learning Goals and ‘Exceeding’ descriptors.
* Daily assessments included on planning and ‘next steps’ on written observations.
* Early intervention across the EYFS: eg physical skills such as use of balance balls and funfit; phonics; Speech and Language support (including parental involvement).
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| **IMPLEMENTATION** | **Sennen School approach** |
| Balance of adult-directed and child-initiated learning. | * Main focus for EYFS is for self-initiated learning, using questioning to challenge and develop the children’s interests.
* Whole cohort and focus group Phonics sessions daily.
* Whole class English sessions, linked to current topic. Focus on speaking and listening, use of books and stories, writing for a purpose, sounding out to write.
* Whole cohort and focus group Maths sessions daily. Use of manipulatives, games, practical and physical activities, eg 1:1 jumps in hoops. Children encouraged to use these activities in self-initiated sessions.
* Continuous Provision for child-initiated learning. Children encouraged to access resources independently (and clear up!) Short ‘planning’ checks as children leave the main group to go to these.
* Use of the outside areas. Yard as ‘free flow’. Free access to resources in shed. Garden with ‘plan’ session first. Discussions of safety points for different areas, eg sticks must be shorter than your arm. Encouragement / resources for specific activities, based on observations of children or further stimuli.
* ‘Tapestry’ on-line observations made and shared with parents. Parents encouraged to share their own observations.
* Paper ‘Learning Journeys’ used, so children and families can access these easily. Inclusions of children’s work, photos, post-it observations as well as Tapestry ones.
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| Particular approaches | Plan, do, reviewTalking tubs / booksUse of stimulating environments (eg Woods, Beach) and curriculum enrichment. ‘Beach School’ during summer term. Children encouraged to take some responsibility for themselves, eg getting ready, carrying own rucksacks, discussing safety together.School learning ‘virtues’: Resilience, Resourcefulness, Reflectiveness, Respect, TeamworkContinuous provision to stimulate a wide range of interest and to develop skills, especially ‘Primes’. |
| Curriculum for early reading | * Daily phonics sessions for graduated programme based on Letters and Sounds’. Stimulating resources including ‘Nessy’ ICT.
* Children read with an adult daily, and practise letters, sounds and common exceptional words. Encouraged to read at home daily: always discussed at parent / teacher consultations, plus a focus at ‘Open’ events and workshops.
* Aim for ‘5 a day’ books, stories and rhymes for Reception. Routine of story before lunch daily and at end of day. Often included in English / Topic sessions too.
* ‘Reading Dens’ encouraged as self-initiated activity, with children encouraged to enjoy books alone or with a friend. Children’s attention brought to the text – they can read it!
* Dialogic book talk: small groups during daily class ‘Reading’ session. Children also start to decode simple books together during this session.
* ‘Guided Reading’ in small groups. Timetabled for several sessions for each child weekly.
* Class Reading Floor Book to record discussion of some books: VIPERS focus.
* Links encouraged with local libraries.
* Intervention for specific children where needed, including vulnerable children.
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| Routines | * Self-initiated session on arrival at school, followed by phonics and English sessions. Focus groups, others with SI learning. Short planning and review opportunities.
* Snack time with adult, usually in two consecutive groups.
* Morning break with other children in the school. Good links between different age groups in school: ‘family’ atmosphere.
* Maths session following break, with Teacher, followed by focus groups.
* Story before lunchtime. With TA. Discussion focus.
* ‘Reading’ / RM maths time after lunch.
* ‘Topic’ introduction, related activities, longer ‘plan, do review’ session, usually joined by Year 1 children. Greater use of Garden in this session.
* Weekly Art and Funfit sessions (PPA time).
* Story before hometime. Longer ‘class books’ also read, ‘The Jenius’ by Dick King-Smith; ‘George’s Marvellous Medicine’ by Roald Dahl.
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**IMPACT**

**Assessments December 2019**

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|  | **All aspects** | **Reading** | **Writing** | **Number** | **GLD aspects****(Primes, Literacy and Maths)** |
| Above | 3.06% | 0% | 0% | 0% | 4.33% |
| On track | 93.47% | 100% | 100% | 100% | 91.75% |
| Just below | 3.76%% | 0% | 0% | 0% | 4.25% |
| Below | 0% | 0% | 0% | 0% | 0% |
| On track and above | 96.53% | 100% | 100% | 100% | 96.08% |
| Target (on track / +) | 100% | 100% | 100% | 100% | 100% |

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| Parental involvement  | * Regular reading and phonic practice taking place with parents at home.
* Participation in ‘Topic’ themed homework with children (practical activities).
* Parent / child / teacher consultations October 2019. ‘Next steps’ identified together.
* Open day attendance, especially sharing Learning Journeys and discussing Phonics.
* Parental contributions to Learning Journeys (through Tapestry). 5/8. To encourage others.
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| Individual needs | * Reluctant speaker gaining confidence. Now speaking with individuals and small groups, and starting to gain confidence in whole class discussions.
* Speech Therapy assessment requested for one child. Activities already started in school with trained and experienced staff member. Parents supporting this with activities at home.
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| Working towards ‘Exceeding’. | * Additional reading and writing challenges where indicated.
* Maths games encouraged as part of self-initiated learning.
* High levels of PSED and creativity developed through whole class and group sessions.
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| Preparation to enter KS1: proposed impact | * Children to be confident and independent learners.
* To have good relationships with other children and adults in the school.
* To be guided by the school learning behaviour of Resilience, Resourcefulness, Reflectiveness, Respect and Teamwork.
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