

# EYFS provision at Hindhayes

# Links to EYFS overview of learning



# Hooked on Thinking

Working With and For Local Families

Recent research shows us that: **Bold Beginnings 2017 : Key findings in the most successful schools. EEF Developing Early literacy / Mathematics in the early years and Key Stage 1. Closing the attainment gap – Daniel Sobel 2018. Learning without Labels – Marc Rowland 2017 , Narrowing the Vocabulary Gap – Alex Quiggle 2018. The curriculum – Mary Myatt 2018. Boys will be brilliant Linda Tallent and Gary Wilson 2016 Narrowing the Reading Gap – Alex Quiggle 2019.**

The EYFS at Hindhayes Baseline and on entry assessments have shown that many children are working below Age Related Expectation on entry to school. In response to this, the provision at Hindhayes is carefully structured and planned to diminish differences for children, whilst at the same time promoting best progress. The work of the Early Years team is fully supported by the SLT, is rooted in high quality play provision both inside and outside the class and is responsive to the individual needs of children. The learning environment both indoors and out allows children to play and explore, to take part in active learning and to develop the skills they need to create and think critically. A bespoke Early Years SEF allows the SLT to monitor the strengths and weaknesses of early years provision. An Early Years County Moderator on the staff ensures that end of year standards are broadly in line with National Expectations. Rigorous teaching of early reading, writing and maths ensures that most children leave the EYFS ready to access the year 1 curriculum.

Principles of EYFS	Transition	EYFS year Playing and exploring – active learning – creating and thinking critically	Preparing for year 1
<b>Unique Child</b> (equality of opportunity)	Individual children are supported through a thorough transition process from nursey or childcare provider. Meetings with parents are planned for the first week of school to able parents to share knowledge of their child – their strengths, interests and areas to develop. Pre-School or Sensitive entry meetings planned for children who require extra support. Individual transition books produced. Medical care plans written in necessary.	Individual Intervention Passports are created for children who require wave 2/3/4 support. These are carefully tracked and monitored through the year as a plan, do, review process. Differentiated / individualised learning opportunities are provided and equipment such as wobble cushions/ fiddle toys/ chewelrey provided. Adults in the EYFS complete ‘spotlight’ observations of children to allow them to capture their unique learning. Teachers make close assessments of children building from a baseline and then through three other data drop points. Individual children are tracked. Mindful approaches such as yoga, massage, brain breaks and Tai Chi who need SEMH support. Help is offered to parents who need further support from the school’s learning Mentor or PFSA. Vulnerable meetings held throughout the year with the nurture team to discuss individual children and their unique needs. PP children are supported through the schools PP spend and EAL children through a specialist TA who also supports children at lunchtime.	Medical care plans shared Meetings with parents arranged where transition is more significant to the individual. Intervention passports follow the child to build up a picture of intervention over time. PP/SENEAL tracking completed by SLT
<b>Positive relationships</b> (partnership working)	Pre-School or Sensitive entry meetings planned for children who require extra support. Meetings with Nursery and child care providers. Visits to settings by staff and visit from providers once children are settled into school. Starting school book given to children as part of transitions. Meetings with external agencies for children with extra needs in terms of medical or SEND.	Hindhayes has an open door policy. Teachers and Teaching Assistants welcome children into class daily and are available to talk to parents. Parents are invited into school for opportunities to see their children’s work, listen to them tell a story, read a book or to attend workshops. Regular parent’s evenings are also planned. Children with involvement from external agencies are closely monitored by the intervention team and staff regularly liaise with other professionals. The school sign posts parents who may need extra support to the nurture team and children can access the Tree Top house for extra support from the learning mentor.	A three day transition to work in new class and with new teacher / TA at the top of the half day transition that takes part across the county. Parents have the opportunity to come into school to meet with their child’s new teachers
<b>Enabling environments</b>	Hindhayes is a secure site with automated gates and doors that are magnetically locked and opened only with a staff fob. Any specialist provision such as “radio aids, Soundfield systems, painted lines, specialist furniture” sourced ready for children to start and staff attend any relevant training.	Hindhayes has a range of rich outdoor areas to enable the children to develop and learn with hands on natural experiences. The school has a well-established Forest School area, pond, nature area, wooden pagoda, tee-pee village, yurt, telly-tubby hills, a tunnel, a bridge, pebbly beach, hidden ammonites, fruit trees and trees for climbing, pizza oven, Willow labyrinth, Willow dome, rickety bridge and mud kitchens! Through this outstanding outdoor provision, we aim to provide the hands on experiences that we know some children in our community do not have both prior and through school age; building resilience, self –confidence, language and vocabulary, co-operation and team work skills, self-regulation and metacognition skills though play. The classroom environment on offer to children are bright, inspiring, welcoming and rich in terms of resources and play provocation. Children have the opportunity to be surprised, have a rich amount of equipment to use and easy access to self-choose activities.	Spaces that are provided underneath and beyond the veranda and in the nature area with the pagoda and willow dome, the year 1 children have access to the continuous outdoor provision that they need through the autumn term. Teachers plan Literacy or numeracy across the whole morning initially, including lots off practical tasks to echo provision in the Foundation Stage.
<b>Learning and Development</b> (Secure foundations / quality and consistency)	Transition forms are completed by most nursery and pre-school providers as recommended as good practice. Extra information collected from nursery settings as part of school transition. Pre-School or Sensitive entry meetings planned for children who require extra support. Individual transition books produced.	Basline Pilot completed this year. Teacher assessments and observations feed into the planning for rich learning and development activities. Early identification of needs through conversations with parents, nursery leaders and the completion of a BVPS assessment and a Draw a Man allow staff to plan quickly for intervention and begin to diminish any differences. Rigorous approaches to the teaching of early reading and writing through Sounds-Write and Talk4writing allow children to make the best possible progress in early literacy and the use of White Rose planning supports the careful development of mathematical skills through a concrete, pictorial, abstract approach. Participation in the local areas Early Years Community Group enables staff to access training and share best practice and resources. Attending moderation training ensures staff are aware of local / National trends and current thinking / research ensures that end of year outcomes are broadly in line with National Expectations. Planning is centred on high quality texts and stories which allow children to become immersed in language and themes.	A rigorous system for moderating end of year results leads to robust data being set to County and passed onto year 1 colleagues. Phonic screening at the end of FS highlights children who are developing early reading skills. Those who are not and in the bottom 20% are identified and are offered further support through intervention in year 1. Data is transferred through SIMS so that progress can be continued to be tracked. Individual intervention passports are shared. Teachers in year one plan to continue the learning journey the FS children have been experiences to promote best learning and development.
<b>Cultural Capital</b>	<b>Builds on what individual children know and bring to the setting from their own culture and community and their participation in and with the environment.</b> <b>Local Links</b> – Singing in the local Church, visiting the library, feeding baby animals on the farm, baking with a local baker, Swimming at Greenbank, looking at sculptures at Millfield, meeting community members <b>First hand experiences</b> – den building, experiencing all weathers, marshmallow melting, log piles climbing, tree swinging, mud kitchen mixing, fairy fire lighting, sand castle building, kite flying, tree hugging, woodland walking, bubble blowing, pizza making, circus performing, racing, risky playing, stroking a dragon with a Tai Chi leader, pond dipping, snow angel making, ice melting, cooking, planting <b>The best</b> – the school environment, performing on the stage in a theatre, working like a famous artist, running like an Olympian, Dancing with a carnival crew, themed weeks and days, literature spine		

