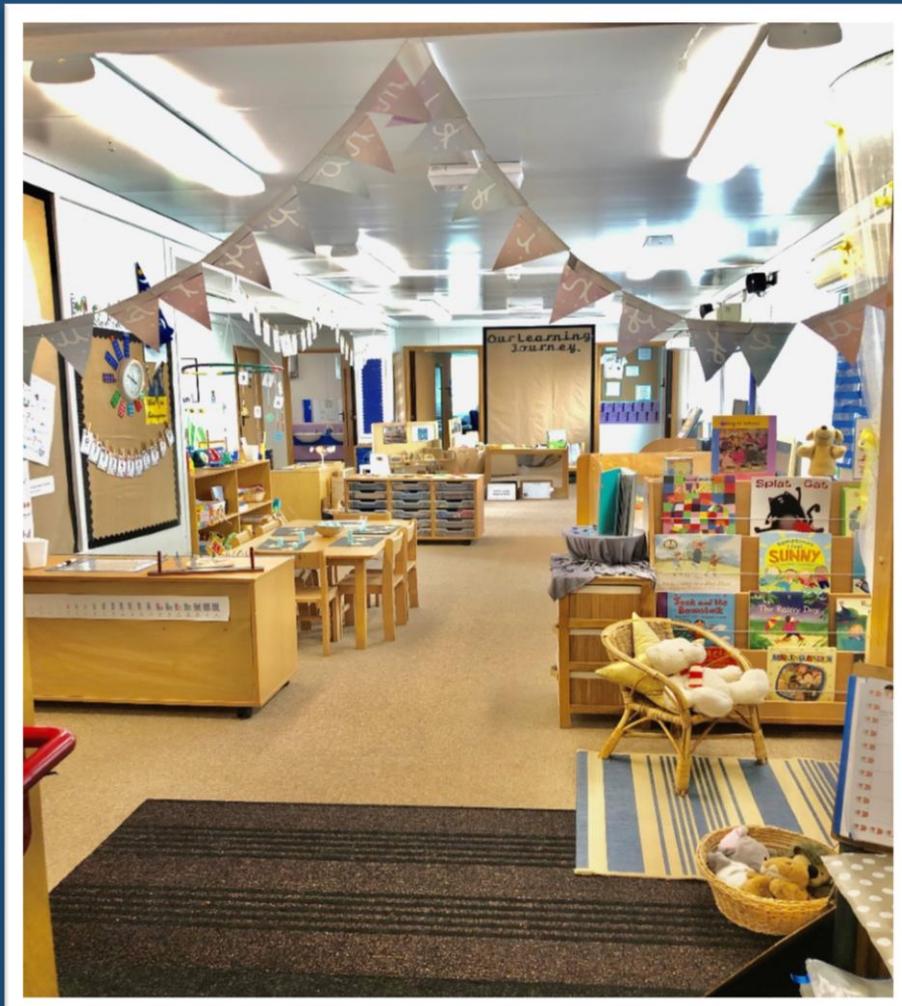




EARLY YEARS MARLBOROUGH PRIMARY ACADEMY





**EARLY YEARS
FOUNDATION STAGE
PORTFOLIO**

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1. THE EARLY YEARS FOUNDATION STAGE

“The Early Years Foundation Stage (EYFS) sets standards for the learning, development and care of children from birth to 5 years old”. In this stage, children will be learning skills, acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development.

PRIME AREAS OF DEVELOPMENT

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

We support children in four specific areas, through which the three prime areas are strengthened and applied.

SPECIFIC AREAS OF DEVELOPMENT

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

The EYFS calls for clearer attention to **how children learn**, and not just *what* they learn. These are to be described as the Characteristics of Effective Teaching and Learning.

CHARACTERISTICS OF EFFECTIVE LEARNING

- **Playing and Exploring** – Children investigate and experience things and ‘have a go’.
- **Active Learning** – Children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- **Creating and thinking critically** – Children have and develop their own ideas and develop strategies for doing things.



2. OUR VISION AND CURRICULUM INTENT

Marlborough Primary Academy is a happy and friendly school where children are at the heart of everything we do. Our Early Years Foundation Stage aims to offer every child a caring and safe environment, in which learning is exciting, meaningful and challenging.

At our school, we see the EYFS as a preparation for life and not simply as the preparation for the next key stage. We recognise the uniqueness and needs of our children, and the context and uniqueness of our school and consequently, we have developed a curriculum which focuses on language, physical and emotional development. Our ambition is to provide our children with new, exciting and engaging experiences which will help them acquire the skills and essential knowledge to build strong Foundations.

Thus, our aims can be summarised as follows:

1. To present children with a structured program of activities which foster their learning and promote the achievement of the Early Learning Goals (ELG).
2. To provide children with opportunities for learning through a rich and stimulating learning environment both indoors and outdoors.
3. To develop each child's ability to express his/her thoughts, ideas and feelings, to communicate them clearly and confidently to others and to understand their expression and responses.
4. To develop each child's ability to work co-operatively with other children and adults.
5. To ensure all children increase their vocabulary and develop their love of reading.
6. To foster positive attitudes to learning: trust, confidence, curiosity, responsibility and independence.
7. To establish and maintain good relationships with parents and pre-school agencies in order to ensure a happy and informed transition.
8. To build a robust baseline and use assessment to plan activities matched to each child's stage of development.
9. To ensure that children with special educational needs are promptly identified and appropriate arrangements are made for them.
10. To ensure that children access a curriculum that gives them the broad range of experiences, knowledge and skills needed for good progress through life.

3. HOW WE DO IT?

3.1 A Unique Child

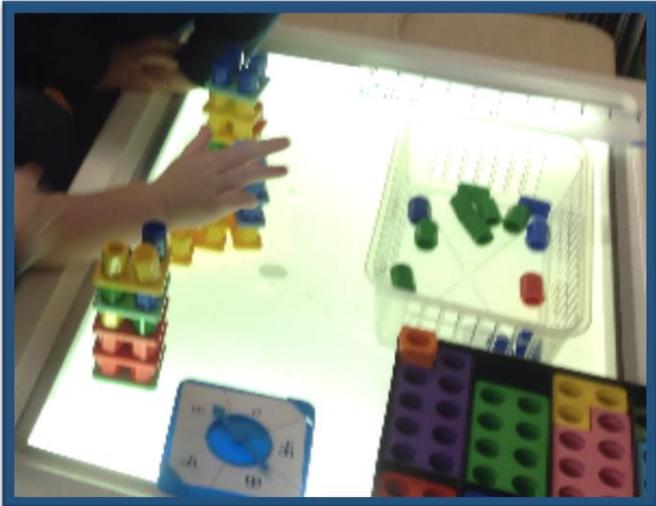
We understand that every child is unique and develops in individual ways and learn at different rates. This is why we build a picture of every one of them even before they start in our school. We begin this process by carrying out visits to both home and the previous setting, if the child attended one. We have discussions with parents and professionals to find out as much as possible about the child and we complete this picture with the outcomes of a robust baseline, formed by: observations (carried out by the teacher and support staff), a speech and language assessment (completed by a Speech and Language therapist) and the NFER Baseline Assessment, which will become statutory from September 2021. We then use regular formative and summative assessment to plan children's next steps.

3.2 Enabling Environment

Our EYFS aims to offer a calm, caring and nurturing provision. We provide a clean, tidy and uncluttered learning environment where children feel safe and welcomed.



We use 'play' as a vehicle for learning and we carefully plan and set up the learning environment so that it initiates and facilitates learning. We ensure it offers lots of opportunities for children to practise learnt skills, meet individual and group needs and engage all learners in a playful way.



Every activity and resource have a purpose in mind.

Develop fine motor control, eye hand coordination, ability to stay focus and concentrate.



Promotes enjoy achieving what they set up to do.



Allow children to use and apply learnt skills



Nurture self-esteem while developing different talents.



Develop problem solving skills, engagement, perseverance.



Encourage children to improve their skills



Our ambition is to have a vocabulary rich environment which invite both children and adults to learn together.



We offer an environment that fosters curiosity and improve vocabulary.





3.3 Positive relationships



We develop a good relationship with children by offering a caring and happy atmosphere where children feel safe, valued and listened to. We promote an environment of mutual respect, where adults are responsive and work alongside children to develop ideas and help them to make connections in learning.

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

We endeavour to build strong relationship with parents and carers. We do this by having regular conversations, open days, workshops and 'stay and play' sessions, whenever possible.



3.4 Learning and Development

We plan for experiences that we believe will engage our children, while helping them to develop key skills. Some of these activities are included in our long-term planning; some are the result of our baseline assessment; and some, are the result of our ongoing assessment.

We have regular ‘hooks’ to engage children in a new learning



We have improved our OAP (observation, assessment and planning cycle) to ensure children’s next steps are constantly reviewed and children’s interest are recorded to ensure engagement. This, along with our **Curriculum map**, helps us to identify what to teach and when, and to assess and detect those pupils who need additional support in place.

Timetable: Our timetable is adapted weekly to show the guided activities that are taking place during the week, and with the exception of Read Write Inc., these activities are carefully chosen and adapted to maintain a playful atmosphere.

Marlborough Primary Academy						
Foundation/Y1 timetable & Planning Overview						
Autumn 1 - 2020 settling in period						
Due to the nature of the Foundation Stage this timetable a rough guide and will be adapted daily						
Week 3 commencing: 21.09.2020		Teacher: MP - Monica Perez Support Staff: GW Gemma White		Notes: MP PPA Thursday		
Time	Monday	Tuesday	Wednesday	Thursday	Friday	
Welcome activities	8.45 All adults - Welcome Year 1 children - hand wash routine, self-register, lunches. PV choose a child to count school lunches (Blue/red/green) home packed lunches, etc. How many children away? 8.55 Foundation children arrive. Hand wash routine- self register and morning activities independently. Start writing name (Guided GW)					
Focus children this week	Foundation: Yanis, Shona, Noorullah, Harrison Notes and 'To do' this week: Observations for FOUNDATION are just WOW moments. We will have observation time in the afternoon Sign and labels outside (number and letters pls) - Mud Kitchen closed <u>AM/TH</u> this week. Set up Lunches (visual boards mainly year B,Z) Create number of the day display. Add laminated vocabulary to each area Borrow light table from little oaks? Patterns with translucent counters. Find superhero box - record children's interest on the board.					
9.15	RWI - A Reception ctn RWI + Support learning Group A/B (see separate plan) RWI (Group C oral blending) 45 minutes then support learning in provision.					
10.15 - Inside and Outside Continuous provision & Snack area open.	MP	Y1 English/Lit - Phonics game.	Year 1- First reading Juniper-Jupiter 10.30 Y1 English - Draw and label your favourite part.	Juniper-Jupiter Children receive a letter from Juniper Jupiter inviting them to a superhero party! Complete English day before	Help Juniper to write invitations for superhero party.	Superheroes party English/Lit superhero wanted posters.
	GW	Support in Continuous Provision and initiate activities with lit / phonics focus (see planning sheet) e.g. If indoor: 1. Sound Lotto (initiate- perhaps a Y1 can be in charge after that) 2. Piny time all cbal If outdoor: 1. Piny time all cbal . 2. Hopscotch with sounds	Support in Continuous Provision and initiate activities with MATHS focus (see diff plan) Give each child a big sheet and numeral card in the middle, they take turns to roll the dice...(numbers dependent on ability) Qbs on Y1s pls	Support in Continuous Provision and initiate activities with literacy/ phonics focus (see diff plan) Repeat top 2 activities If outdoor: 3. Play I spy names 4. Piny time all cbal . 1. Hopscotch with RWI sounds - CVC words	Support in Continuous Provision and initiate activities with MATHS focus (see diff plan) see diff planning sheet and choose at least 2 to complete and assess	Superheroes party Cooking - super-healthy super-smoothies/Junipers?
11.00 Reception	MP	11.00 Maths Y1 - Counting forwards and backwards See different plan	11.30 Maths R See different plan	11.00 Maths Y1 - See different plan	Maths R- See different plan	I want to get better at...
	GW	11.30 Juniper-Jupiter first reading	11.00 Maths Y1 - See different plan	Maths R See different plan	11.00 Maths Y1	Share learning journeys add pupil voice.

Reception - Year 1P Objective Led Planning		
Autumn 1		
Week: 2		Vocabulary and sentence stems: DO Not accept one word answers. Before, after, more, less, forward, backwards, represent, greater, zero
Commencing on: 02/11/2020		Adult guided/ input
Who	Next Steps (WALT)	
Now: 22-36D to 30-50B Noorullah - Oliver Harrison - Elsie	Recites some number names in sequence. Knows that a group of things changes in quantity when something is added or taken away.	Vocab and sentence stems Represent, number, more, less, fewer, numeral. Remind children's previous work representing numbers. Particularly how we represented number 5 in different ways
Now: 30-50D to 40-60B Hunter *Lottie Poppy Yasmin Ava-Mai Tommy	Uses some number names and number language spontaneously. Recite numbers in order to 10. Sometimes matches numerals and quantity correctly. Selects the correct numerals to represent 1 to 5. Tells one more than a given number.	Tell chn today they'll be learning more about number 5. Show me 5 with fingers? With 2 hands? Try different ways. Count to 5 starting from different numbers, forwards and backwards. Show chn Numicon 5 and represent 5 using interlocking cubes and counters on a 5 frame. We now know how to make 5 in different ways. So today we will be completing this challenge together and then you can try with a partner : Display the activity and complete on board: Then children complete in pairs as demonstrated on carpet. See if children actively help you to complete while you do it.
		Vocab and sentence stems Represent, number, more, less, fewer, numeral, together. Recap Starter - Roll a large dice and wave every time it lands on 5. Oh no that it's 3, Oh no... Yes wave, it is 5! Introduce: Count up to 6 objects reliable (Picture available on server) Chn will learn how to form the numbers and match numerals to pictures and concrete objects. Begin to touch upon the idea that four is greater than three etc. Sing 5 fairy cakes in a baker's shop. Six fairy cakes in a bakers shop. Round and fat with sugar on the top. Along came with a penny one day. Bought a fairy cake and took it away. Five fairy cakes... We're going to use that song to inspire our new learning. I've even taken a picture from it (on server). Tell chn you see some flowers, some chairs, some people, etc. Anything else you can see? But before we use the picture, I thought it would be good to use some real things. I liked using real things to count with. And I found a book. I have one book. One, there is no more is there? Just one. I counted to one and I said the number as I touched it. I said we were counting to six today didn't I? (Count real objects). I have one, two, three, four, five. Let me check them again. One, two, three, four, five, five is the last number

Marlborough Primary Academy Foundation Stage: Objective Led Adult Intensive Activity	
Focus area: Literacy	WALT: To links sounds to letters and blend them together in simple words.
Age Phrase: 40-60	Activity
Reception Noorullah Alanis Tommy Lottie Ava Yanis Harrison	Tell and Show chn the "Success criteria" - before the children try to do it. Use the Lego letters to make words - use set 1 diagraphs. Challenge confident children to copy/write and read the words.
Year 1 Edie Oskar Colin Lacey	Guided/initiated by: Vocab Focus: Diagraph
	Where: Inside Key Questions: - What are you learning today? - Tell me how...? - What do you notice about these words/sounds/etc?
	Notes:

B= Beginning D= Developing S= Secure

3 .5 OUTDOOR LEARNING

Aware of the importance of outdoor learning in child development and the benefits that it offers to our children, we ensure our pupils have plenty of opportunities to learn outside.



We **use the outside area in all weathers**. During the day, children have access to water and sand play, painting and other 'messy activities'. Also, we play, plant, garden and dig in the mud, which encourages development in all areas of the curriculum. In Marlborough, we firmly believe that this explorative play boosts children's good level development.



Weekly Forest School sessions (*Welly Wednesday*)

We offer our children the opportunity to have a weekly Forest School Session. In this sessions children have the opportunities to

- Take and manage risks
- Develop communication and language skills
- Improve the motor control
- Increase self-confidence and self-esteem
- Connect with nature
- Work in a team
- Build positive relationships with adults and peers.
- Build resilience (the skill of coping with risk and failure).
- Gain a sense of achievement.
- Increase motivation and concentration.
- Improve problem solving.
- Expand their vocabulary and communication skills.



3.6 Educational visits



Zoo



farm



Local Library



Local Park



Dinosaur World



Gutter Tor -
Dartmoor

3.7 Assessment

We expect all children to make good to outstanding progress from their starting point. To achieve this, ongoing assessment is an essential part of the learning and development processes. We plan individual and group targets based on the outcome and analysis of the different assessments and we put interventions in place, some of them inside the classroom/provision, and some of them as a small group or on a one to one basis.

3.8 Early Reading and Phonics

As a school we are making 'Reading' a priority. To ensure we share and support this goal, our children are promptly taught phonics with a proven successful program Read Write Inc.(RWI), a systematic synthetic phonics based programme.

During phonics lessons children learn to:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Write confidently, with a strong focus on spelling, letter formation and punctuation
- Spell quickly and easily by segmenting the sounds in words (using Fred Fingers)
- Acquire good handwriting

In addition, we teach pupils to work effectively with a partner to explain and consolidate what they are learning. We group pupils homogeneously, according to their progress in reading.

In Reception children learn:

- Single letter sounds
- Diagraphs (special friends)
- Tri-graphs (special friends)
- Simple mnemonics

The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Once they are ready, children will read books that are closely matched to their increasing knowledge of phonics and common exception words through our shared reading programme.



Moreover, book areas are a key element to enthuse reading for pleasure. Nonetheless, we ensure books are available in the environment (inside and outside) to help children make the links between reading and the world around them.



3.9 Transition to KS1

We have a 'transition to KS1' plan in place to ensure that child development is acknowledged, and we gradually increase the balance between adult lead and independent learning. This is continuously reviewed and adapted to suit the needs of the particular children and cohort.

Year 1 class follows the ethos of the EYFS and maintains a playful yet challenging environment. In occasions, we have had a mixed Reception/Year 1 class.

3.10. School day

School gates open from 8.45 AM. The children are greeted and collected from the side gate (old nursery) on Morice Square by the staff and will go up to class independently with the support of their peers and staff around.

Throughout the day there will be a mix of learning opportunities, some of them adult led, but through a play-based approach.

We will have lunch from 12.00 AM, which includes a 'play time'.

In the afternoon, we continue our learning-through-play structure until 14:30 PM, when we stop for story time.

Home time is at 14:55 pm.

3.11 Settling in period

We understand that starting school for the first time can be nerve-racking for both children and parents/carers, so we make arrangements for shorter school days for the children's first three weeks at school.

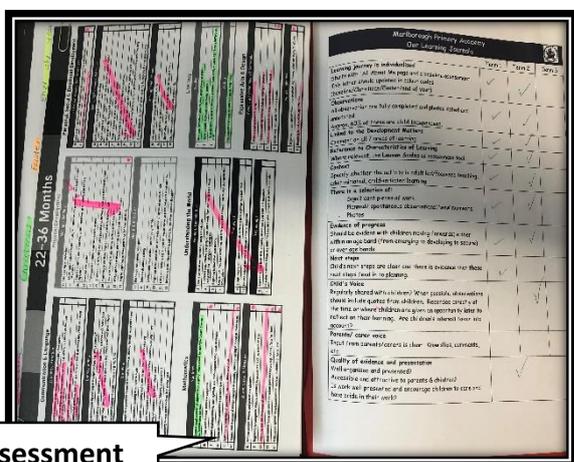
4. Learning Journeys

In our Reception class every child has their own 'Learning Journey'. This is a unique document which purpose is to record how the children learn and develop during their time with us. Each Learning Journey contains key information about the type of learner that the child is at the same time it celebrates each learner's achievements. Additionally, the Learning Journeys will evidence the progress each child makes towards the Early Learning Goals.

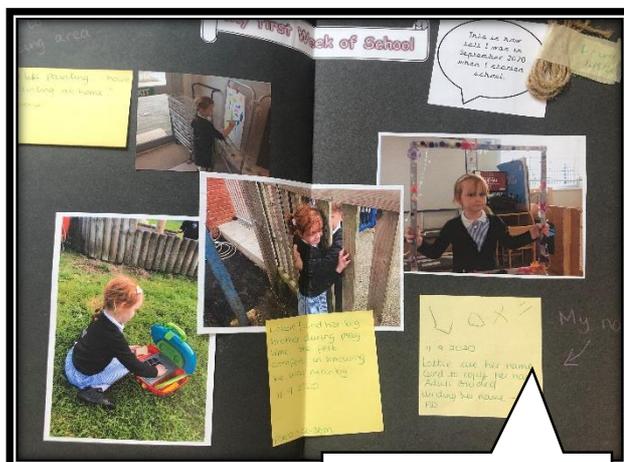
Within this book, we keep examples of children's written work, along with any adult observations, which are normally accompanied by a photo.

We also like to involve you and your child in contributing towards their learning journey in order to build up a more accurate picture of your child's achievements

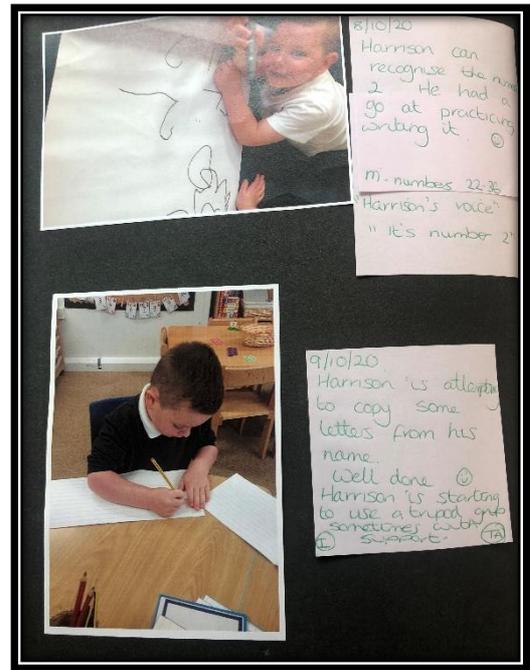
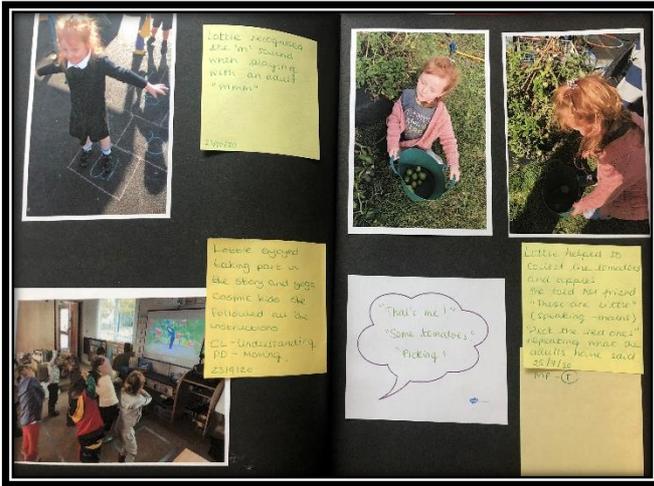
We hand-produce each child's learning journey to make them more personal to each individual and we also give our children opportunities to view, discuss and contribute to their learning journeys. We involve children in the planning of lessons, by asking them what they would like to see in the classroom each week, and by discussing what they would like to have more practise at. Children are also given time to reflect on their own learning, and self-evaluate where they are at, and where they would like to go next.



Assessment



Celebrating First week and Baseline Assessment



Pencil Grip Assessment Tracker

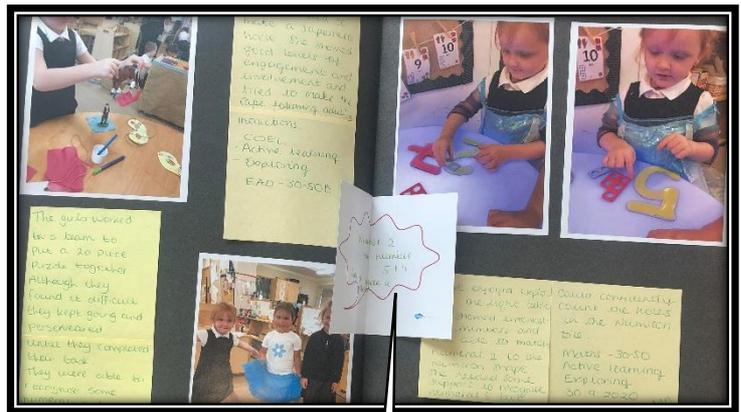
Communication is crucial to belonging, being and becoming. Children are social beings who are intrinsically motivated to exchange ideas, thoughts, questions and feelings, and to use a range of tools and objects to express themselves, connect with others and extend their learning. (EYLF Outcome 5: Children are Effective Communicators)

Child Name:	Palmar Supinate	Digital Pronate	Four Finger	Static Tripod	Static Quadropod	Dynamic Tripod
Term 1	17/10/20	17/10/20	17/10/20	17/10/20	17/10/20	17/10/20
Term 2						
Term 3						
Term 4						

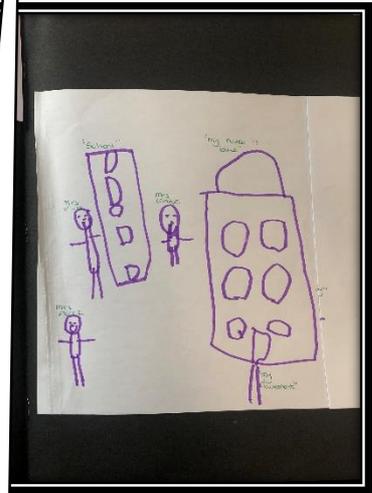
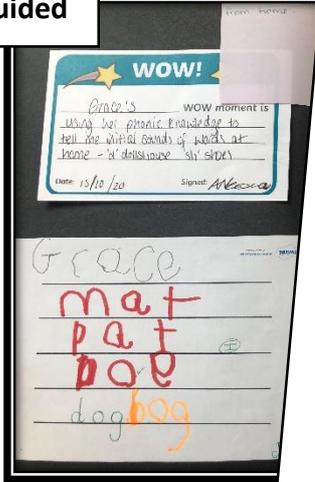
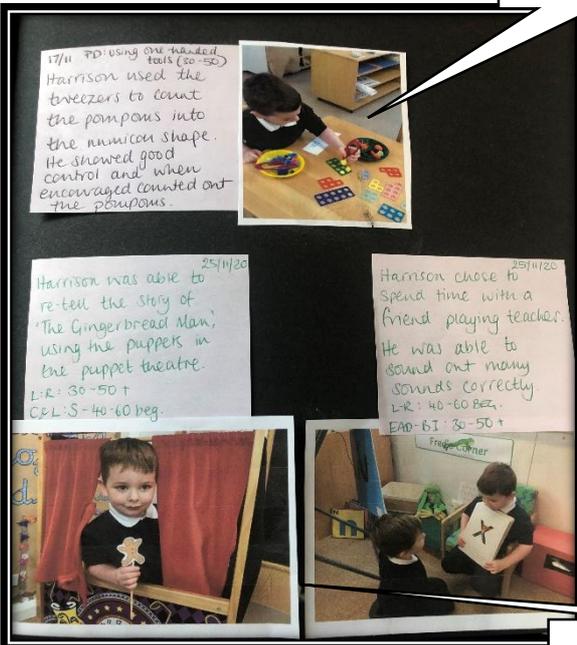
Term 1 Photo: left-handed right-handed

Term 4 Photo: left-handed right-handed

Assessment



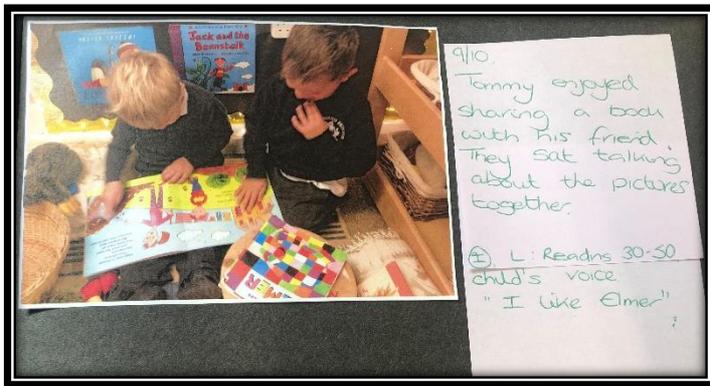
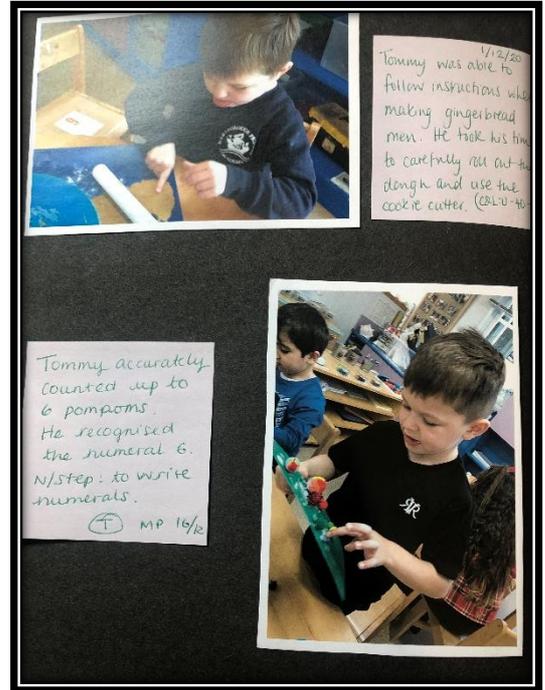
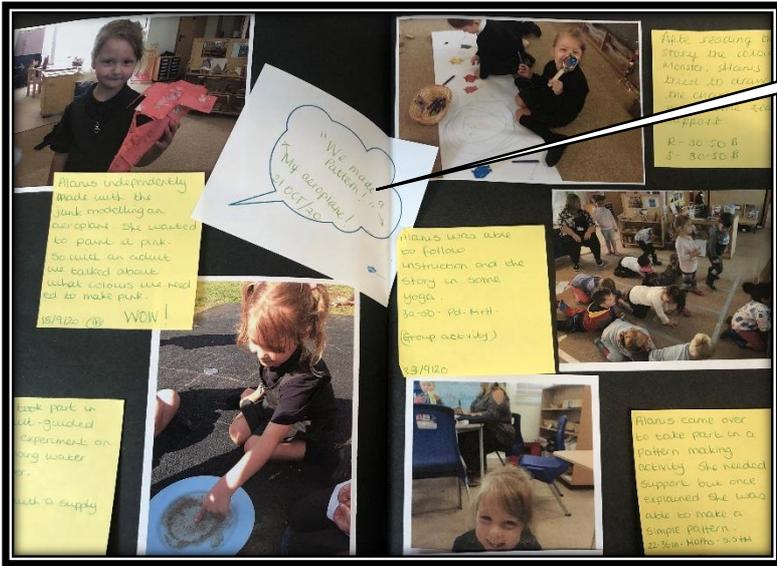
Adult guided



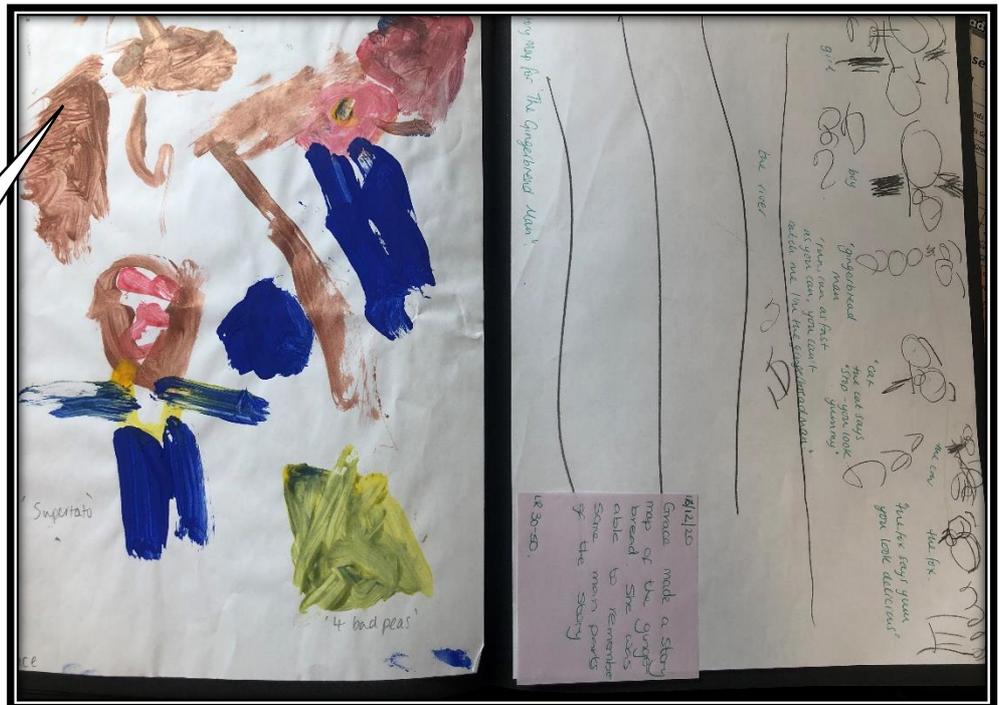
Child's voice

Child initiated and independent

Child's voice



Samples of work



5. Impact

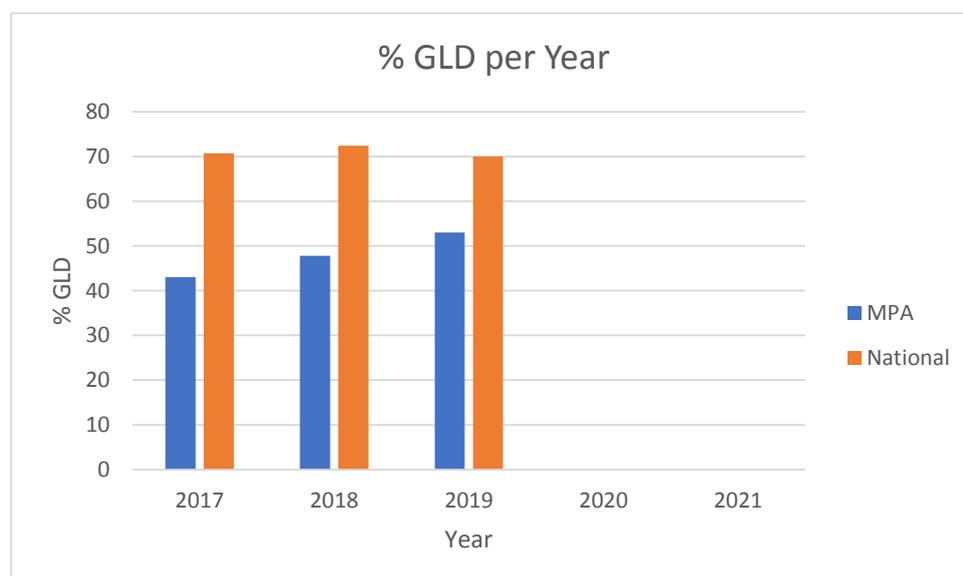
Our curriculum and its delivery ensure that all children make good to outstanding progress from their varied starting points. Children in our early years, on average, arrive with much lower baseline than national. Nevertheless, every year we manage to reduce that gaps by at least 30%

2019

From baseline assessments that took place in September/October 2018, the data showed that 43% of children were working well below Government's expectations across all Areas of Learning and just 17% of the pupils were working in line with national expectations. End of year data, however, showed that the majority of children had made expected or better than expected progress, with 53% of the children achieving a good level of development (GLD). The most progress for all pupils was seen in the Prime Areas of development where *74% of children achieved the ELG*. This revealed the importance of putting additional interventions into place to tackle the weaknesses in the areas of major concern. Disadvantage children made on average the same points progress than non-disadvantaged children.

Most recent official data show a steady increase in the percentage of pupils achieving GLD (good level of development) compared with the 3 previous years:

- 2017 - 43%
- 2018 - 47.8%
- 2019 - 53%
- 2020 – Although there is not official data available, by January 2020 all children had made one or more points progress. October baseline showed that 7% of the children were on track to achieve the ELG and by the end of January 2020, 38% of the Reception children were on track to achieve the ELG. Seeing the positive impact of the interventions and groups referrals that had been done, we were positive we were going to get at least 53% ELG by the end of academic year.
- July 2021 – Pending



Foundation Stage staff have demonstrated secure subject knowledge in all areas of learning as evidenced through observations by SLT and Reach South ASL . Teaching has been consistently good and the impact of this can be seen in the progress made during the last few years.

'Data from Autumn 2020 baseline (ASL Observations, REACH south Baseline assessment, SALT reports and practitioner's observations) showed 84% of the children were working below or well below ARE. By the end of Autumn term data showed that although most pupils were still working below ARE, 92% of the children had made from good to outstanding progress from their starting point.

Current data (May 2021) demonstrates progress in all aspects of learning. In Reading 92% made expected progress with 67% making accelerated progress. The overall progress for the cohort was 1.75 steps. In Writing 92% made expected progress with 58% making accelerated progress. The overall progress for the cohort was 1.83 steps. In Maths (Number) 92% made expected progress with 58% making accelerated progress. The overall progress for the cohort was 2.08 steps.

Current observations after lockdown show that even with the impact of COVID, Reception children have started to make progress again and daily phonics interventions have started to make good impact.

