



## EARLY YEARS RATIONALE

Inputs (or when adults teach key concepts in small or larger groups) happen a number of times throughout the day e.g. Phonics usually happens for 10-15 minutes at the start of the day. The majority of this work is practical, hands-on and may not be written down. Other areas of the curriculum are also taught through direct input by an adult at various points each week.

Focus Children: 3 children are in focus per week. They each have personalised next steps/targets for that week. These are created by adults the week before, either from previous summative assessment, incidental observations from the previous weeks or our own knowledge of the children. Pupil Premium children will have extra weeks as focus child and therefore many more adult interactions. This will challenge, target and support their individual needs.

Any interactions that staff have with children who are not in focus are written up in their learning journey book or are put on the A4 sheet that is kept in the class that show 3 things: what the adult saw, what the adult taught the child or group and what the outcome was. These are the crucial moments when teaching and learning take place. They can range from encouraging a child to zip up their own coat or showing a group how to use the timer on the i-pad to record their game. These are not planned activities. Here we can see which areas of the curriculum have been covered. These are the quality interactions that happen all day long in our Early Years class.

Parents and carers are sent a letter the week before their child is the focus for the following week. It asks if they have any concerns, or worries. It also asks if there is anything of significance going on at home e.g. birthdays, new pets etc. Staff will use this information during the child's focus week to help them individualise their learning. Parents are asked to attend a meeting with the teaching staff the week following when their child has been 'focus child' to discuss their learning and development.

During the week staff look at the next steps for each of the focus children and tailor their interactions accordingly. They challenge and question where appropriate, at the level that is right for that child. Adults move the child's learning forward there and then by planning 'in the moment.' We believe all adults are teachers and every interaction is an opportunity for a 'teachable moment.' Teachers use the words and guidance set out in OFSTED's document 'Teaching and Playing in the Early Years- A Balancing Act' as a touch point for their verbal and written interactions. These observations are collated and recorded in the child's learning journey in order that parents can share in their child's learning.

Children are encouraged to learn and explore on their own by using the well thought out resources available to them. Weekly challenges are set to develop key skills. Children may be asked to approach these challenges independently, or they may be facilitated through adult support. Adults support early writing through 'Story Scribing.' Provocations or invitations are sometimes added to an area e.g. if the area is not being used that much or to challenge and further children's knowledge and experiences when an adult is not around.

Our environment is very important. We do not put out table-top activities. Adults encourage children to choose what they'd like to do, indoors and out. Adults model how to respect, play with and look after our resources. The vast majority of what the children can see on shelves is available to play with at all times. Tidy up police check on peers at the end of each session. While resources are changed periodically (possibly after they've been introduced to a focus child or small group) our environment is kept 'clutter' free - enabling good tidying and respect for these expensive resources. After we have completed our summative assessment staff analyse the data and make changes to the overall environment - see separate plan. Staff know that they are showing children how to learn, rather what to learn.