

Ecton Village Primary Academy Early Years Priorities 2017-18

What the priority involves in a nutshell

Success Criteria

To Develop Children's Outdoor Learning Opportunities

1. Children need to be given a wider range of learning opportunities outside the classroom.
2. Provide the children with purposeful learning opportunities within the outdoor area.
3. Children to have more access to writing opportunities within the outdoor area.
4. Areas of learning to be more established within the outdoor area.
5. With maths being one of our focus priorities, it is important that the children are establishing a positive attitude towards maths within Early Years. Increased practical learning opportunities will be built upon within the outdoor area.

1. Plan for Welly Wednesday sessions in the local area. **To start in Term 1 and occur twice a month.**
2. Create a portfolio of children's work in the outdoor construction area to provide them with examples of what they could build. **Build up throughout the year.**
3. Large whiteboard to be put up under the shelter in the outdoor area and resourced with white board pens and rubbers. Smaller whiteboards to be available to allow children to use these in other areas outside. Chalk board to be moved near the Mud Kitchen. **To be established by Term 1.**
4. Establish a specific music area within the outdoor area. Providing the children with opportunities to perform to others and experiment with music and movement.
5. Resources to be replenished in the mud kitchen. This will include: weighing scales, cups and other measuring resources along with pots and pans of various sizes for ordering.

Evaluations

January 2018:

- Welly Wednesday sessions occur every other Wednesday. This is evidenced through planning and photographs (on tapestry). The children are engaged with an area of their topic focus.
- The large whiteboard is now positioned in the sheltered area outside which the children have access too throughout their independent activity time. There are a set of small drawers which contain mini whiteboards and pens along with RWI sound mats. A large version of our WftB journal writing sheet is displayed at the beginning of the week for the children to access independently, they are also provided with blank journal writing sheets to use alongside the clipboards. This is a continuation from our journal writing focus for that week.
- Children are accessing the chalk board within the mud kitchen, this often displays recommended recipe ideas to guide adult instruction and lead observations.
- Musical instruments have also been made more accessible for the children to use outdoors, the next step is to promote the use of the stage where children can perform their music to their peers and encourage creativity and confidence.
- Photographs have been taken of the children's construction using the large outdoor areas, these photographs now need to be used to begin forming their own portfolio and will also give the children a starting point as to how they can use these resources themselves. This will be embedded further throughout the next term.

Next steps:

- Continue to develop and widen the resources available within the mud kitchen.
- Promote independence of writing within all outdoor areas.
- Create a portfolio of the children's use of the construction resources outdoors.

<p>April 2018: July 2018:</p>	<p>To Develop a Literacy Learning Environment within EYFS</p> <ol style="list-style-type: none"> 1. As the current cohort is boy heavy more opportunities need to be provided to encourage the boys to access writing. 2. Children need to be exposed to more speaking opportunities within the learning environment to raise levels of Communication and Language. 3. To provide the children with further literacy accessible across all areas of the provision. 	<ol style="list-style-type: none"> 1. Resource the outdoor area with clipboards to enhance writing opportunities within the construction area especially. (September 2017). 2. Role Play area to be clearly established and changed at least twice every half term to link with the topic. Puppets to be made available within the book corner and also for use outdoors. (September 2017). 3. Book area with story-telling opportunities and puppets to be provided outdoors. By the end of Term 2. 4.
<p>Evaluations</p>		
<p>January 2018:</p> <ul style="list-style-type: none"> • To extend writing further outside the children have been provided with clipboards. These are resourced with maths activities to promote independence continuing on from their adult supported group work. Clipboards and writing resources are also available within the construction area and mud kitchen to allow children to create their own building plans and mud kitchen recipes. A further emphasis will be stressed on this throughout the following term. • The role play area has been embedded since the start of the academic year. This is changed at least twice every term or sooner depending on how often the children are accessing the area. The area is enhanced according to the topic and also promotes independent writing. • A puppet theatre is now available for the children to use during independent activity time. This has been modelled by adults within the environment so the children are aware of how it should be used. The book for the week is located near the puppet theatre to encourage the children to use this as a focus when putting on a show for their peers. The puppet theatre can be moved easily so will also be used within the outdoor environment accordingly to promote oracy within the unit. • A story telling basket is used to move books outside, with a sitting area to allow the children easy access to the resources. The children do not often access this independently so further adult direction and encouragement will be given to promote this over the next term. <p>Next steps:</p> <ul style="list-style-type: none"> • Create a portfolio of children’s mud kitchen recipes and construction plans/lists to be displayed alongside their models. This should then encourage the children to access these resources more independently within these areas. • Promote the use of the book area within the outdoor area through further adult guidance and encouragement. 		
<p>April 2018: July 2018:</p>	<p>To Raise Levels of Parental Engagement with EYFS</p> <ol style="list-style-type: none"> 1. To celebrate the children’s success from home in school. 2. To share the children’s work with parents and provide opportunities for stay and play sessions. 3. To ensure parents are clear of the expectations of their children during RWI and Kinetic Letters sessions. 	<ol style="list-style-type: none"> 1. Introduce parents to WOW slips and have an area in the classroom for these to be displayed. These will be introduced at the start of Term 1 and monitored throughout Term 2. 2. Invite parents to stay and play sessions within Term 1 to celebrate the work the children have been doing so far.

	<p>4. Tapestry is used within the Foundation Stage setting to record observations. It is hoped that this will strengthen the partnership with parents</p>	<p>3. Invite parents to come and watch RWI and Kinetic Letters sessions. The first one will be held January 2018.</p> <p>4. JY will ensure that all parents are given the opportunity to access Tapestry within Term 1. This will be monitored before Parent Consultations (November 2017) and discussed with parents of how they can be using Tapestry at home.</p>
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Evaluations

January 2018:

- Parents were given a set of WOW slips at the beginning of the academic year. A few parents began returning these, however as the term progressed there has not been as many coming back. These are made available to the parents as they walk into the classroom and the children share them with their peers.
- Our RWI open morning was held on the 24th January (evidenced through attendance record and photographs), 5 out of 9 parents attended and the morning proved to be a success. Parents were invited to observe how speed sounds were taught and they were given the opportunity to actively take part in our RWI session by reading with their child and supporting them with the writing activity.
- A Kinetic Letters open session is planned for February 28th. Parents have already been informed of the date and will be reminded nearer the time.
- Tapestry is used as an online journal, keeping track of observations and sharing these with parents as they are uploaded. A paper copy was printed for parents to view during a whole school open afternoon in October and reminded that this is also available for them to view themselves through the Tapestry app or website. A few parents actively access Tapestry by commenting on their child’s achievements and uploading achievements from home. The use of Tapestry was highlighted again at parents evening and email addresses were taken for those parents who wished to have an extra person added to their account. Parent engagement will continue to be monitored and addressed at the next parents evening.

Next steps:

- To promote the use of WOW slips with parents. A set will be sent home with the children every other week and a record will be kept of those children returning them.
- To encourage parents to use Tapestry to celebrate achievements from home at the next parents evening.

April 2018:

July 2018: