

Improving Outcomes and Pedagogy in the EYFS

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Bold beginnings:

The Reception curriculum in a sample of
good and outstanding primary schools



Session 1

- Securing outcomes and challenge for all learners in the EYFS
- Securing Outcomes in Communication and Language and maths
- Narrowing the attainment gap between Boys and Girls
- Strategies for enriching environments to promote challenge
- Closing the gap between the lowest and highest 20%

Session 2

- Quality of evidence and knowledge
- How evidence is collected
- Strategies for collecting evidence specifically for C&L and Maths

Identify and discuss how to implement a balanced EYFS curriculum

What does this look like?

What are the barriers to learning?

What are the key changes in preparing children for Year 1 ?

On tables discuss this and list common features and key changes.

Look Like	Barriers	Changes

EYFS Should....

Connect to the wider school community through:

Reception children's participation in whole-school events and celebrations, setting rules and expectations early on for behaviour in the school as a whole

Developing children's confidence, concentration and ability to listen and follow instructions

Generating a love of learning and an enjoyment of school

Her Majesty's Inspectors (Ofsted) believe that:

‘A good early education is the foundation for later success. For too many children, however, their Reception Year is a missed opportunity that can leave them exposed to all the painful and unnecessary consequences of falling behind their peers.’

‘The EYFS Curriculum should...

Prepare children for the demands of year 1, including the increased expectations of the 2014 national curriculum

Secure essential skills of reading, writing and mathematics, as the gatekeepers for successful learning across all other subjects

Start quickly, from the first week of the new academic year

Build on children’s learning from the end of nursery and/or pre-school.

Instil a day-to-day routine so that children feel safe secure and happy

Bold beginnings research into the reception curriculum has found....



- The EYFSP is a huge work load for teachers.
- Many teachers when discussing Development matters began using it as a ticking off activity against the Early learning goals. **By default, these tasks-and ticking them off-became the reception curriculum, with significant loss of focus on learning, step by step.**
- There was/is a grey area between the ELG and the national curriculum
- Reading to be at the heart of a successful curriculum
- Maths is not given the same priority and progression meaning continuity from reception to year 1 is problematic.
- Play is used primarily for developing children's personal social and emotional skills.
- Successful schools make sure that they give reading, writing and mathematics in reception classes direct teaching every day.
- From this and a succinct curriculum the children were equipped to meet the challenges of Year 1 and beyond.

Strategies for Securing Outcomes in Communication and Language

Face to Face....

When talking to children it is important to ensure you are face to face with them. This promotes many communication and language skills including eye contact and attention. By being face to face with a child it enables you to gain their full attention. They will also be able to see the way you move your lips and tongue whilst pronouncing words, this will help with their articulation and letter sounds.

Slow Down....

This is a technique which can be applied to all aspects of communication and language. This is very effective when reading stories and singing songs. This allows the children to make sense of what is being said and process the words being spoken, helping them to form speech sounds.

Use gestures....

Gestures are a great way for children in the early years to communicate and express themselves. This may be particularly useful for children who are struggling with communication and **language difficulties** or for children with English as an additional language.

Add a word....

When communicating and using language with a child in the early years adding a word to what they are saying is a great way to extend a child's vocabulary.

Watch and wait....

As discussed above sometimes as adults we find it difficult to sit and embrace silence. As a practitioner in an early years you may feel like you are not doing your job if you are not joining in with play, commenting and questioning however sometimes silence really is golden. Wait for an indication that a child would like you to join in with their play and for them to use other communication and language skills to show you they are ready for you to engage in their activity.

Building an environment that helps language flourish....

Building a language rich environment is about using every opportunity to use language, to interact, to share a focus, to talk, to take turns. Building a language rich environment is also about building a nurturing environment, giving your child love and affection and building their self-confidence. And finally, it is about building a learning environment, creating a place where love, language and learning can all take place together.

Remember your language level....

One of the biggest things to be aware of when using language around your young child is the level and complexity of the language you use. Think about their age and how much language they use. A young child will generally understand more words than he uses in speech.

Take a step back and feed in language....

You can enhance your child's development of language by sometimes taking a step back during play and letting them take the lead. This gives the child control of their environment and builds their confidence. Although you are still involved in the play you are not dictating what is happening. However, you can still be feeding language into the play as it is happening. So the takeaway here is not to feel you have to fill in any gaps of silence, just watch and listen and add language.

Consider the language you use during play....

Children do not learn language by having an adult continually asking them to name various items. Children learn by hearing words and linking them to things. So it is a good idea to feed language into play, rather than asking your child to name every toy they are playing with. Adding language is an easy thing to do and can be done in all types of different situations, not just play. You can comment on what the child sees, commentate on what your child is doing, or expand on what they have said e.g. Child: car

Adult: that's right, it's a car, a fast car or Adult: that's right, it's a car, a red car, and there is a blue car

Child: cat

Adult: yes, the cat is climbing (gesture the actions, and emphasize the key words cat and climbing)

What research tells us....

To develop Reception children's spoken language and listening comprehension, schools should teach children to:

- follow simple spoken instructions
- speak clearly, taking turns and listening to what others say
- participate in talk on a range of topics, both through play and in a class discussion
- listen attentively to a range of stories, non-fiction, rhymes and poems
- become familiar with a few traditional and modern stories, recognising and joining in with predictable phrases, reciting some traditional and modern rhymes and poems by heart
- talk about stories they had heard and say which ones they liked
- take part in role play in familiar and everyday contexts.

Using role play effectively to increase children's opportunities to talk....

Children may benefit from more than one role play area, one creating a familiar everyday context, such as a home corner or shop, and another extending children's imagination, such as a space ship or jungle.

Consider your EYFS Curriculum.....

How do you ensure that language is modelled for children?

What strategies do you implement to expose children to new vocabulary?

How do you provide opportunity for children to practice and rehearse new vocabulary?

When planning a learning environment what must you consider?

Securing Outcomes in Mathematics

An EYFS curriculum should provide....

A greater importance for the teaching of numbers in building children's fluency in counting, recognising small numbers of items, comparing numbers and solving problems.

Devote sufficient time each day to the direct teaching of mathematics, including frequent opportunities for children to practise and consolidate their skills.

Further considerations....

Direct teaching of the whole class, allowing sufficient time to practise and rehearse important processes and skills.

A whole-school 'teaching for mastery' approach to mathematics.

Use of practical activities and equipment-Children to make the connection between physical and visual images that represent numbers (CPA).

Counting, numeral recognition and composition of numbers-this will help later on with more complex mathematical calculation skills.

Traditional games, at school and at home that enable to apply their counting and hone their calculation skills.

Maths Curriculum overview

EYFS Mathematics Curriculum 2018-2019

Termly Overview Spring 1



Area of Learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Morning Session - Direct Teaching of Mathematics						
Conceptual Understanding	Making number bonds to 5 and up to 10. Adding by using number bonds. Understanding a total can be made in different ways.	To add two single digits together. To add by counting on. In practical activities and discussion, begin to use the vocabulary involved in adding.	To subtract the smallest number from the biggest number. Count back from 10 to 'Blast-off'. Children can jump up like a rocket when you say 'Blast off'. Repeat, but counting up to 20 and back again to 'Blast off'. What happens when you count back? What is happening to the number?	Recognising 2D and 3D shapes> being able to use key vocabulary to describe shapes as flat or solid. To identify properties of shape. Recognising shapes in everyday objects. Understanding that triangles do not have the	Comparing volume and capacity. How can we compare and describe the amount of water inside the beakers? To use key vocabulary to describe the amount of liquid in the beakers. Comparing mass- can you group the objects into heavy and light?	To count from any number. To count on from 10. Children to confidently count to 20. Children to make 10 and count on. 10+1...
Active Learning and outcomes	Show children an image of two plates with cupcakes. How many are there on each plate? Is there another way to put the cupcakes on the two plates? Does this change the total? Children to have small plates and use cubes (two colours) to independently have a go at making 5 in different ways. Explain to children that this is a number bond. 2+3=5 1+4=5 What does 5+0 equal? Children to complete the number bonds that total up to 10	Children to look at a number line. What do they notice about the numbers? As you count on what happens to the number? Children to use number lines to add by counting on.	Children to unpick a number sentence. What does subtract mean? Can we identify other words that have the same meaning? What happens to the number when you subtract? Children to use the CP approach-using cubes and dots to subtract from the biggest number.	Show children everyday objects. What shapes can you see? Being able to recognise and identify 3D shapes in their environment. What are their properties? Children to identify the solid shapes.	Explain what volume and capacity mean. Is it the same thing? What makes them different? Children to use cups to represent units to measure the capacity of different vessels. Which has a greater capacity? Can children estimate the capacity due to their prior knowledge of measuring the capacity? I know that ___ holds less than ___ because ___	Get children to count out 10 cubes or any ten objects. Children to write the number 10 on their MWB. Can they show the value of 10?

Learning through play

What is learning through play?

Why is this important?

Learning through play



Play provides opportunities for children to experience learning in a meaningful and purposeful way. It is a means by which children can develop the skills and capabilities to be effective learners.

Play provides a context for children to access the content of the curriculum. Opportunities should be given to children to build on previous experiences and make connections in their learning in an enjoyable way.

The environment should encourage children to develop positive dispositions and share ownership of their learning. The teacher should provide opportunities for the children to engage in effective learning within a safe and secure environment. This reflects how children learn.

How does your environment enable play and support the development of communication and language skills?

Effective learning through play ensures that....

The fundamental skills of literacy, numeracy and oral communication are being supported

Rich and varied contexts for developing skills such as observing, organising, recording, interpreting and predicting are provided

Positive attitudes to school and to learning are promoted

Opportunities to learn in a practical way supports understanding

Movement and manipulative skills are developed

Natural curiosity and imagination is stimulated

Opportunities for exploration, investigation, problem solving and decision-making are provided

Knowledge, understanding and skills through a range of contexts spanning all subjects in the curriculum are promoted

Narrowing the attainment gap between Boys and Girls



Outside Areas

Boys will often venture to the outdoor areas you provide (this too is true of all summer born children), to ensure progress for boys the outside learning environment is crucial!

The outside area needs to reflect the learning of the inside area

Activities should be linked to the topic or theme or book being used

All staff are aware of questions, planning, next steps for each child

Daily/weekly meetings with staff to discuss the standards and expectations for learning

Zoning/ providing key areas i.e. writing area, construction, maths, reading; allow opportunities for COEL

Key learning questions are displayed as well as key words, pictures, widgets.

Curriculum Balance

Think about the Key principles of the EYFS....

There is no set way to deliver a reception or nursery curriculum however we must keep in mind that at the end of Reception children are expected to have achieved a certain level of good development.

Children must be Year 1/Key Stage ready.

<http://www.youtube.com/watch?v=YMKzaEjp-bo>

Factors to Consider when looking at your own curriculum....

Intent-What do you want your curriculum to do?

Implementation-What does it look like in practice
Do all staff understand what effective learning looks like?

Impact-What are the children learning and developing, building on skills daily.

What key factors underline a teaching time line

Questioning

- **Variation**
- **Assessment**
- **Pace**
- **Progress**

Teaching/Pedgogy

What does teaching look like in your setting?

Discuss on your tables

*What % of your time is directly teaching skills?

A balancing act



Teacher led

Child led


Diminishing the difference between the highest achieving 20% and the lowest 20%

Teaching could include.....

Afternoon sessions with focus activities linked to key skills focussed on the lowest 20% and closing the gap between children

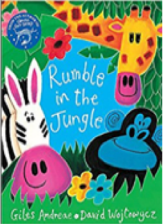
A continuous provision, however some direction is needed to ensure learning is continuing and that lowest 20% are developing key skills that are missing.

Planning to close the gap

M	L.O	Mental/Oral Starter Activity	BA	A	A	Plenary
Halvin 9	To be able to share equally between two	Quickfire doubling up to 10 using fingers	T support	TA support	Chn to independently pick up number cards, divide by two using dots and write the number sentences.	Can chn split their tables in half?
	Success Criteria	AFL: What are we doing when we double?	T to work with BA children. Chn to split into pairs. T to give chn a number and together count the number of blocks needed then share them between the pair.	TA to support but big push on independent working.		AFL: What do you need to do first? What do you do next?
	I can share cubes into two groups	Mastery: Why can't we use our fingers to double 6?	Chn to pick up number card and then share it between two using circles and dots	Chn to write the number sentence, TA to support with getting numbers in each places.	T to check understanding whilst BA are using cubes to half. Mini-plenary showing formation of number sentence, draw attention to which number goes where.	Mastery: Can you all split your tables by two? Why not?
	I can share dots equally between two circles	HOOK: After their wedding on Friday the Prince and the Princess want to share their presents equally between them, but they aren't very good at sharing! Can you help them?	Chn all to start with same number, then T to model writing the number sentence.	AFL: What is another word for share? What is another word for sharing between two?	AFL: What is another word for dividing by 2? Can we divide every number by two?	Mastery: Which table could be divided by 3?
	I can write a division number sentence		Big push on chn continuing to work independently.			
	DTB	AFL: What does share mean?	AFL: What is another word for sharing between two?	Mastery: T to draw the circles and share incorrectly. Why is this wrong?		
	<u>Affan & Halimah: Cubes to support</u>	AFL: What does equal mean?	Mastery: Can you share 6 between two without cubes? What other way could you do it?	DTB at this table - to encourage independence and staying on task. Support to write number sentence.	EXT: Can you divide by 3? When we divide by 3 are we halving?	
	<u>Halimah: Number recognition cards</u>	Model sharing the present equally between the prince and princess - one for the prince, one for the princess. Model writing as a number sentence.	Resources: Cubes, number formation cards.	Resources: Number cards, cubes for any chn who	Resources: Number cards	
	<u>Zara, Denis & Fahim: Support to stay on task.</u>	Mastery: What does this symbol mean?				
	SEN:	Explain you can read number sentence like 6 presents shared between two equals 3 each				
	Fred & Shrawan	Mastery: Does anyone know another word for what we are doing when we are sharing between two? (exp: dividing by two; halving)				
	To sensory play with number, emphasis on sharing toys.	We also can call it <u>halving or finding half</u> - explicitly teach this vocab.				
		AA exit and start independently				

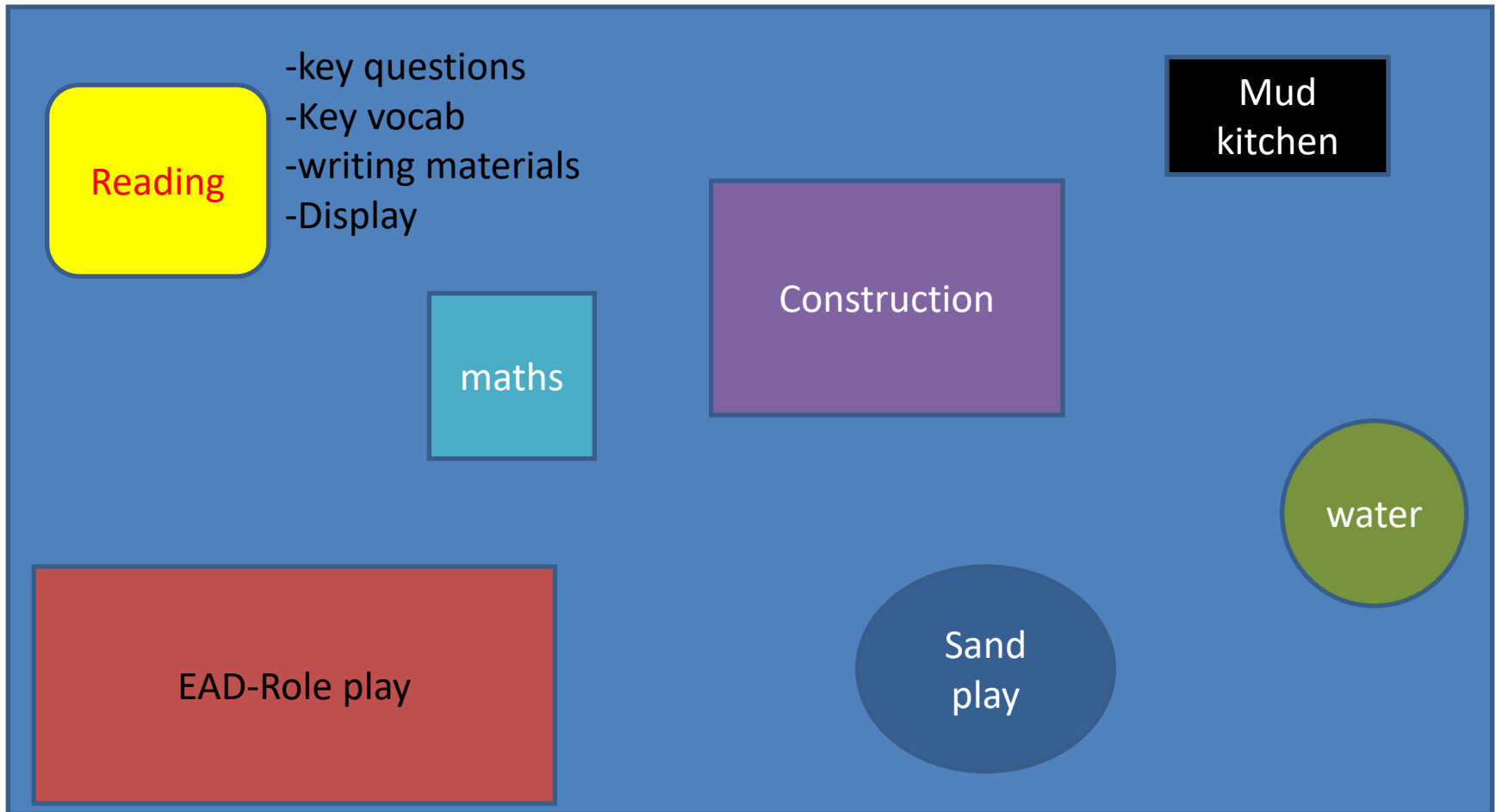
Look at your hand out-Think about closing the gap, **Diminishing the difference.**

Afternoon planning

<p>UW: SP+L LO:</p> <p>To talk about the features of different jungle animals and their habitats</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> -I can use my imagination to think of what the objects are and how they might be used -I know the names of jungle animals -I can describe the jungle habitat. <p>Link to DM:</p> <p>Listens to others one to one or in small groups, when conversation interests them (30-50) (C_4)</p> <p>Listens and responds to ideas expressed by others in conversation or discussion. (40-60) (C_L)</p> <p>Builds up vocabulary that reflects the breadth of their experiences (30-50) (C_4)</p> <p>Looks closely at similarities, differences, patterns and change. (UTW)</p> <p>CoL:</p> <p>Finding out and exploring</p>	<p>Starter: Read book of the week "Rumble in the Jungle"</p>  <p>AFL: Where is the book set? AFL: What animals were in the story? How can you tell that's what it is? Mastery: How is the setting in this book different to last weeks?</p> <p><u>Main teaching:</u> <i>TA to take OBS of chns comments during this activity</i></p> <p>T to have box, shake the box to let chn hear the sound</p> <p>AFL: What do you think is in the box? Mastery: Why do you think this?</p> <p>T to take first item out the box, to be an abstract/ambiguous item – piece of cloth</p> <p>AFL: What do you think this is? Mastery: Can you use your imagination to think of how it could be used? Mastery: Can anyone think of another way?</p> <p>Repeat with next two (vague/ambiguous) items – piece of wood, broccoli</p> <p>Begin to take out more specific items – related to jungle, e.g. jungle animals, trees, leaves.</p> <p>AFL: What is this? Mastery: How can you tell? Mastery: What is the habitat of these animals? Mastery: What do you think all the things in the box are for? (e.g. to make a jungle habitat)</p> <p>Repeat for each item</p>	<p>Main focus activity</p> <p>T to work with chn to discuss the features of different animals. Have small world animals, pictures of different animal prints, pictures of trees/grass/leaves.</p> <p>AFL: What animal's coat looks like this? Mastery: What makes it different to other animals?</p> <p>AFL: What do you think this animal eats? Mastery: Why? (e.g. tiger eats other animals because he has sharp teeth)</p> <p>Can chn order the animals according to what they think is fastest – slowest?</p> <p>Mastery: Why do you think that?</p> <p>Tell them we will be doing an animal investigation later in the week and we can find out if we are right.</p> <p>OBS on CoL & CL</p> <p><u>Indoor Activities:</u></p> <p>EAD/UTW Colouring in their own animal prints, can they get the colours right? (EAD, UTW)</p> <p>Maths: Use the blocks to make the heights of the animals, Which is tallest? Which is shortest? Can you write a number sentence to find the difference? (link to subtraction – maths)</p>	<p>Outdoor Activities</p> <p>Free Access Writing Area: Chn to write about their favourite jungle animal and draw a picture. EXT: Label their animal's features using adjectives.</p> <p>Maths: Using positional language when playing with jungle animals (e.g. the chimp is up the tree)</p> <p>Small world: Keep farm animals role play – how are these animals different to the jungle animals we have been learning about this week?</p> <p>Water tray: Washing clothes and hanging them on pegs – FMS/ PSED obs.</p> <p>EAD: Orange and black paint in tuff tray. Chn to choose whether to use rollers to make a stripey tiger print, or paint brushes to make the spots of a giraffe. Hang chn painting on boards.</p> <p>Reading Area: Selection of about jungle</p> <p>Messy play: green spaghetti and broccoli to make jungle scene. FOCUS ACTIVITY 1</p> <p>Construction Zone:</p> <p>Large coloured bricks. Lego Duplo, Mobilo, Train set</p> <p>Focus: Can the Chn build a hut they could live in in the jungle to observe the animals</p> <p>Large Covered Sandpit:</p> <p>Chn to describe what kind of animals live in the sand.</p> <p>Bridge Area: obstacle course using tyres and wooden planks (2 simple : Can chn move in a range of ways), jump on the tyres like monkeys FOCUS ACTIVITY 2</p> <p>PE equipment: Hoops, bean bags, balls and bats, coits,</p>	<p>Jungle</p> <p>Tiger</p> <p>Leopard</p> <p>Zebra</p> <p>Giraffe</p> <p>Chimpanzee</p> <p>Gazelle</p> <p>Rhinoceros</p> <p>Snake</p> <p>Lion</p> <p>Elephant</p> <p>Hippopotamus</p> <p>Crocodile</p> <p>Gorilla</p> <p>Scales</p> <p>Hairy</p> <p>Fluffy</p> <p>Smooth</p> <p>Trunk</p> <p>Long</p> <p>Neck</p> <p>Spotty</p> <p>Stripey</p> <p>Sharp</p> <p>Vicious</p> <p>Friendly</p> <p>Fast</p> <p>Slow</p> <p>Run</p> <p>Hunt</p> <p>Coat</p>
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Look at your handout

Key aspects for each learning area....



Check list for each area.

Closing the Gap and Diminishing the Difference

A sample of a pupil progress report/meeting

Pupil Progress Meeting Autumn 2 2018

Class:

Date:

Teacher:

Week:|

<u>Key Groups</u>			
Pupil Premium	Lowest 20%	More Able Disadvantaged	More Able

<u>Focus Children</u>		
Reading	Writing	Mathematics

Comments:

Reading

Writing

Maths

Pupil progress report and meeting

Key Groups				
Pupil Premium	Lowest 20%	More Able Disadvantaged	More Able	SEN

Comments:	
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Prime Areas				
SEN	Emerging	Expected	Exceeding	Focus children

Specific Areas				
SEN	Emerging	Expected	Exceeding	Focus Children

Key:
SEN (Poss)
No Data
Our Nursery Nursery
Data received

Diminishing the difference. Closing the Gap.

Break

**Please help yourselves to
refreshments available at the back of
the room**



Session 2

- Assessment
- Quality of evidence and knowledge
- How evidence is collected
- Strategies for collecting evidence specifically for C&L and Maths

EYFS Profile 2019:

How settings develop their own approach to assessment

Settings should develop their own approach to assessment that meets the needs of their children, parents, staff and curriculum. Statutory practitioner assessment at the end of the EYFS is just one part of the broader assessments that practitioners make.

There are 3 main forms of assessment in settings:

1. Day - to - day formative assessment – to inform teaching on an ongoing basis
2. In - setting summative assessment – to understand a child's performance at the end of a period of teaching
3. National statutory summative assessment – to understand a child's performance in relation to national expectations and comparisons

Assessment



Principles of EYFS profile assessment

Your policy and practice should ensure that you have reliable and accurate assessment underpinned by the following principles:

- Assessment based on the Practitioner's knowledge of the child gained through; Observation and interaction
- Responsible pedagogy to ensure all children achieve to their full potential
- Embedded learning, consistent and independent in a range of situations
- Holistic view of the child's learning and development
- Accurate assessments that take into account contributions from a range of perspectives

(EYFS profile *Handbook*, page 10)

Principles of EYFS profile continued.....

Reviews of the child's achievements should include those demonstrated at home as assessment without the parent's contribution provides an incomplete picture of a child's learning and development.

(EYFS profile *Handbook*, page 13)

How do you ensure contributions are made by Parents and Carers in your setting?

Suggested assessment strategies

- On entry-specific groups of learners and where they came from
- Talking to parents
- Home visits
- Parent open times every week
- Tracking and moderating every 6 weeks
- Moderation and learning walks
- Joint observations
- Regular meetings
- ELT subject meetings every half term

Assessment-ELT report

ELT report Summer 1 2018

Summary of Data for Summer 1 2018 (Reception E/FS)

Cohort Analysis GLD-Autumn2-% Spring 1-% Spring 2-% Summer1-% (Age related)

Year Cohort-85 children

Year Group	%at Low Spr1 emerging	%at Low Sum 1 Emerging	%at Mid Spr1 Expected	%at Mid Sum 1 expected	%at High Spr1 Exceeding	%at High Sum 1 exceeding
CL-Attention						
CL-Understanding						
PD-Health						
PD-Flourishing						
PSED-Behaviour						
PSED-Confidence						
PSED-Relationships						
CLL-Speaking						
Literacy-Reading						
Literacy-Writing						
Numeracy-Numbers						
Numeracy-SSM						
UW-People/Community						
UW-The World						
UW-Tech						
EaD-Imagination						
EaD-Media/Art						

Pupil Premium Analysis Summer 1-Against end of year expectation

Year Group	%at ELG Emerging		No of Pupils		%at ELG Expected		No of Pupils		%at ELG Exceeding		No of Pupils	
PP/PM	PP	NPP	PP	NPP	PP	NPP	PP	NPP	PP	NPP	PP	NPP
Reading												
Writing												
Numbers												
SSM												

Are there any changes from Spring 1? What is the pattern over the year?

Are gaps closing?

Do you have any concerns?

Gender Analysis Summer 1-End of Year Expectation G-36 B-49

Year Group	%at Emerging		No of Pupils		%at Expected		No of Pupils		%at Exceeding		No of Pupils	
Gender	B	G	B	G	B	G	B	G	B	G	B	G
Reading												
Writing												
Numbers												
SSM												

Are there any changes from Spring 1? What is the pattern over the year?

-

Do you have any concerns?

-

Look at your hand out-Think about closing the gap.

Collecting Evidence and assessment

How do you collect evidence?

Consider the differences when collecting evidence for each gender?

What are the barriers to collecting evidence?

How knowledgeable are all of the Staff collecting evidence?

How do you support CPD to ensure consistency?

The quality of collecting evidence vs actual teaching?

Evidence and documentation

Settings can record children's learning in any way that helps practitioners make accurate summative assessments.

Practitioners must make their final EYFS profile assessments based on all their evidence.

Evidence should come from day - to - day activity in the classroom and can be drawn from a variety of sources.

The type of evidence will vary from setting to setting, class to class, and even child to child.

A setting's assessment policy should outline when it is necessary to record evidence and how evidence should be recorded.

Practitioners should avoid excessive evidence gathering and keep paperwork to the minimum needed to illustrate, support and recall their knowledge of the child's attainment.

There is no requirement that evidence should be formally recorded or documented.

Some strategies for collecting assessment evidence

Profiles/ folders

Special Books

Collection of photos

Written observations

Child's Voice

Parents Voice

Activity

Look at these samples of CLL and Maths work....

What is this evidence telling you?

What could be added to make it more meaningful?

What could the practitioner have done/questioned to improve outcomes for this child?

Any Questions?

