



GOD'S LOVE IN ACTION

St John's and St Peter's CE Academy is a welcoming school family that seeks to serve the Ladywood community by equipping its children and families for success.

By placing **God's love in action** at the heart of everything we do, we hope to see our **children flourish**, our **culture transformed**, and our **community thrive**.

Through **high-quality education** and an **enriching curriculum**, we will equip every child with the knowledge and skills they need to **overcome challenges** and therefore **achieve their full potential**.

Our hope is that every child at St John's and St Peter's CE Academy can **uniquely contribute to the community** and **make it a place they are proud to call home**.

EYFS

Implementation

Contents

1. Characteristics of effective learning
2. Lesson Structure/Walkthrus
3. Practice and Retrieval
4. Assessment
5. Supporting pupils with SEND
6. Additional Information

1. Characteristics of Effective learning

At St. John's and St. Peter's the EYFS curriculum is designed to develop the characteristics of effective learning:

- **Creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
- **Active learning** – children keep on trying if they encounter difficulties and enjoy their achievements.
- **Playing and exploring** – children investigate and experience things, and 'have a go'.

2. Lesson Structures/Walkthrus

All lessons begin with a **Do Now** activity. These short burst recaps help children to recall prior learning and make connections with the required substantive knowledge for that lesson. The **Learning Objective** and **New Vocabulary** are also shared with the children.

Next, the teacher will use high quality instruction and modelling to teach the lesson's new learning. Walkthrus teaching strategies, such as

- **Live Modelling**
- **Cold calling**
- **Think, pair, share**
- **Front loaded questions**
- **Choices and consequences**
- **Modelling Handover (I do, We do, You do)**

These strategies allow pupils opportunity to tackle misconceptions and practice the skills necessary to achieve the learning objective. At a key moment in the lesson, teachers will use a **Check for Understanding** to quickly decide whether pupils are ready to move on. This could be a **Hinge Question, Show Me Boards, Cold Calling** or other related Walkthrus strategies.

Finally, children are given a chance to apply their learning in an **Independent** or **Adult Led Group Activity**. The teacher will use this to assess whether the pupils are ready to move onto the part in the sequence of learning. When appropriate, the teacher will finish the lesson by recapping the learning and addressing any misconceptions that have arisen.

3. Practice and Retrieval

Previously, knowledge organisers were sent home but are now on class dojo, so that parents can see what their child will be learning at the beginning of each topic. These organisers detail key information to be learnt through learning intentions in all areas of the curriculum.

The use of Medium-Term Plans and Knowledge Organisers support teachers in sequencing learning and are actively used by the children as an aide-memoire during lessons.

Communication and Language		The Three Billy Goats Gruff Reception		Physical Development	
We will be learning to: <ul style="list-style-type: none"> Retell a story using role play and small world Describe parts of the story in detail 				We will be learning to: <ul style="list-style-type: none"> Move along the bridge in different ways Form letters correctly 	
Personal, Social and Emotional Development				Literacy	
We will be learning to: <ul style="list-style-type: none"> Achieve a goal Be proud of our strengths Build each others confidence 		We will be learning to: <ul style="list-style-type: none"> Write speech bubbles for characters in the story Use adjectives to describe the characters 		Mathematics	
Understanding the World		Expressive Arts and Design		We will be learning to: <ul style="list-style-type: none"> Name the days of the week Sequence daily events Name the seasons 	
We will be learning to: <ul style="list-style-type: none"> Compare the characters in the story Make a map for the goats to get to the bridge 		We will be learning to: <ul style="list-style-type: none"> Use colour mixing techniques Work as a group to collaboratively build a bridge outdoors 			

Communication and Language		Dangerous Dinosaurs! Reception		Physical Development	
We will be learning to: <ul style="list-style-type: none"> Use new vocabulary relating to time Find out how non-fiction texts are used 				We will be learning to: <ul style="list-style-type: none"> Develop our handwriting through structured letter formation activities 	
Personal, Social and Emotional Development				Literacy	
We will be learning to: <ul style="list-style-type: none"> Talk about foods that are healthy Understand why exercise is good for our body 		We will be learning to: <ul style="list-style-type: none"> Read short sentences that describe dinosaurs using our decoding skills and knowledge of tricky words 		Mathematics	
Understanding the World		Expressive Arts and Design		We will be learning to: <ul style="list-style-type: none"> Count up to 15 objects and recognise different representations One more or fewer 	
We will be learning to: <ul style="list-style-type: none"> Understand what a fossil is Talk about things that have happened before I was born 		We will be learning to: <ul style="list-style-type: none"> Use different techniques to join materials Use salt dough to create fossils 			

4. Assessment

Baseline

Prior to children starting school, practitioners spend time engaging with the child's parents and previous settings to gain an understanding of the whole child. During the first half term in Nursery or Reception, all practitioners use ongoing assessments, observations and conversations with the child to develop a baseline assessment. This identifies each individual starting point so that experiences can be planned that ensure success for all.

The following baseline assessments are also carried out.

The RBA (Statutory Reception Baseline Assessment)

This assessment focuses on 'Language, Communication and Literacy,' and 'Mathematics.' The purpose of this is to show the progress children make from Reception until the end of KS2.

NELI (Nuffield Early Language Intervention)

NELI is an evidence-based oral language intervention for children who show weakness in their oral language skills and who are therefore at risk of having trouble with reading. The assessment informs us if the child is at expected for their age or requires intervention from trained NELI practitioners.



Ongoing Observation

All ongoing observations are used to inform weekly planning and identify children's next steps. Practitioners draw on their knowledge of the child and their own expert professional judgements through discussions with other practitioners, evidence me, photographs and physical examples of children's learning.

Phonics

Phonics assessments are carried out using Phonics Tracker every six weeks to quickly identify pupils that are not making expected progress.

Assessments in all areas of learning are completed three times per year to monitor the progress children have made.

End of Year

Towards the end of the Summer term, the Early Years Foundation Stage Profile is completed where the class teacher judges whether the child has met each of the Early Learning Goals. They will be assessed as either 'emerging' or 'expected.' Impact is also evident through our successful transitions into Year 1.

Early Years practitioners have a good understanding of how each of the Early Learning Goals links to the National Curriculum, and through our robust planning and delivery across the spectrum of subjects – both core and foundation - children leave our Early Years Foundation Stage with the skills, knowledge and confidence to continue their journey as scientists, historians, artists and geographers!

5. Supporting pupils with SEND

How Does SEND Fit into the EYFS Framework?

All children deserve a supportive and fulfilling environment to help guide them to the best possible start to their life and education.

The EYFS sets the standards that all early year's practitioners must follow to ensure that children under their care can learn and develop in a safe and healthy environment.

Strategies for Helping Children with SEND in Early Years

Having strategies in place is an essential part of supporting children with SEND. Examples of some tips, activities, strategies and resources we use are:

- **Keep our knowledge up to date** – by being aware of different types of SEND, and how to support children based on the best advice and evidence.
- **Develop high-quality universal provision** – we find this is essential for children with SEND, but also hugely benefits all children. This covers the learning environment, high-quality teaching and interactions, questioning, planning, differentiation, and personalised learning. Developing high-quality universal provision reduces the need for future targeted provision (such as interventions).
- **Focus on inclusive practice** – our learning environment makes changes and modifications which reduce barriers to learning. Children need different levels and types of support to achieve their potential. We ensure that children with SEND are included with other children who do not have SEND.

Interactions with the child – allowing the child to take the lead ensures they feel their efforts are valued and important. We show them that we will always respond – even if they're not saying any words we understand. We use descriptive commentary, to provide a gentle running commentary on what the child is doing and what is happening in the situation.

6. Additional information

Trips, visiting experts and inviting visitors are used where possible to enhance the learning experience for the children. Children will be able to develop their understanding in a way that is not always possible in the classroom. Seeing sites and objects first hand allows children to truly think about the past and understand the reality of the situation.

Staff are given support when planning trips, including a suggestions list that links to the topics they will teach.

Example of Educational visits include:

Visits to the Zoo- Dinosaurs Topic

Visit to the farms- Life cycle Topic

Visits to garden centres-Growing Topic

Visitors in school (fire fighters, police officers, nurses) People who help us Topic