

What we do at Flintham Primary School to implement the feature of effective practice



| Seven Features of Effective Practice | Key strands of the feature of Effective Practice | What we do at Flintham Primary School to implement the feature of effective practice |
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| The best for every child | Effective transition into and out of our setting | Liaison with pre-schools, feeder nurseries Meetings with parents; Transition evening, Phonics evening Transition sessions/days, Stay and Play opportunities for transitional purposes Home visits; Welcome Booklet, All about Me booklet Guidance booklets Transition questionnaire after the first three/four weeks Work with SENCO at pre-school settings Work with specialist services for pupils identified with additional needs Initial provision and care plans for any individual pupils with appropriate staffing to enable access and provision for all Early identification and assessment of individual needs Specific units of work in the first half term focussed on developing detailed knowledge of the individual and the development of relationships and routines – All about me Nursery provision that is progressive and develops to prepare children for their Reception year and the approach within this year Progressive approach to provision and expectations that near the end of EYFS prepares children for Yr1 and the national curriculum |
| | Expectations and aims | Open ended planning and tasks that allow personalisation; particularly the first weeks Clear progression models for core skills and knowledge – separate mapping/progression documents Knowledge of children and identification of gaps and next steps Effective use of additional funding such as EYFSPP to provide targeted support Any individual support and care plans are in place for the most vulnerable and these act upon the advice of specialist services Provision allows access for all and meets needs of all Daily interventions planned for to give targeted support for those children who need it. (Fluid) |
| High quality care | Consistency of approach and expectations by all adults | High quality professional development (ongoing cpd including appraisal) for all with a focus on child development and the early stages of learning Clear boundaries and routines following school's behaviour and rewards systems and procedures Getting to know the individual and their preferences, needs and interests Modelling and rewarding calm and caring interactions Promotion and support of independence and self-care via slowly developing routines, expectations and provision/curriculum activities Food and drink provision supports a healthy lifestyle, including a focus on oral health and hygiene |
| | Safeguarding and welfare arrangements and procedures | Rigorous and proactive safeguarding work and procedures for matters such as medication and personal care Safe and secure environment with all health and safety and ratio requirements met Detailed risk assessments Child protection arrangements in place, known and applied by all |

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| | | <p>Behaviour expectations and systems for reward and sanction are known and applied by all adults</p> <p>Safer recruitment, conduct and induction processes applied for all adults including ensuring staff are suitably qualified and trained (including first aid)</p> |
| The curriculum - What we want children to learn | | <p>Clarity over the detail of the knowledge we want pupils to learn and the skills they develop (mapping/progression documents)</p> <p>Clarity and detail of how the knowledge and skills are reliant on each other and developed in unison</p> <p>Clear and appropriate sequencing to the development of knowledge and skills so that it is cumulative and progressive to ensure it meets end of EYFS expectation and prepares the children for KS1</p> <p>Curriculum design reflects key principles of science of learning such as: the need to revisit and retrieve/recall both knowledge and skills numerous times over a long period, the need to ensure cognitive load is not overwhelmed to prevent learning and the development of memory, a focus on explicit instruction of knowledge and skills before moving onto application, and proactively planning to ensure links and relationships across the curriculum are identified and made explicit to support the development of schema.</p> <p>Clear and explicit planning for the development of language and vocabulary (C&L mapping document)</p> <p>Curriculum content and focus reflects the distinctiveness of the schools context and that of the children.</p> |
| Pedagogy: Helping children to learn | Teaching and learning approaches | <p>Topic based learning based around a topic with stories and non-fiction books linked weekly.</p> <p>Deploying and implementing the most appropriate pedagogical approaches dependent on the intended learning and area of development.</p> <p>Mixing different approaches: learning through play, learning by adults modelling, learning by observing each other, learning through guided support and learning via some direct instructional teaching.</p> <p>During the foundation stage there is a planned development and progression in the teaching and learning styles/approaches implemented. This acts to support children in their transition into Yr1 and the more formal approaches used there.</p> <p>Opportunities for enrichment activity days planned by school subject leads e.g. Visual literacy day, Maths Day.</p> |
| | Role of the adult | See detail within the 'Role and actions of the adult' column on the characteristics of learning document (pink) and also the How we deliver each of the areas of the EYFS documents (blue) |
| | Enabling Environments (see turquoise columns of Characteristics of Effective Learning documents) | <p>Physical environment and timetabling enables each of the identified teaching and learning approaches to be implemented and delivered by adults.</p> <p>Environment (both inside and outside) is physically organised and presented to promote: high quality play, independent access to resources and activities, opportunities for large and small group teaching/activities, and 1-1 interactions. This environment provides pupils with scaffolds, inspiration and support for the development, learning and application of new knowledge and skills. It is an environment in which pupils feel safe, secure and confident. They have a sense of place and ownership and it both celebrates their successes and inspires them to try new things and independently apply previous learning.</p> <p>Weekly challenge booklet to encourage independent learning in within the provision and a chance to practice skills taught in the week/term.</p> <p>Outdoor learning areas reflect indoor learning environments and act to provide pupils with scaffolds, inspiration and support for the development, learning and application of new knowledge and skills. The additional space and equipment enables them to develop a wide range of gross motor skills.</p> |
| Assessment: Checking what children have learnt | Clarity over why we assess | <p>Training and cpd for staff – summative and formative; purpose</p> <p>Whole team understanding of: purpose, child development and benchmarks/expectations.</p> <p>Whole team understanding of what will be done with the assessment findings.</p> <p>Focus on what children can do and what they know</p> |

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| | Clarity, expertise and consistency of how we assess | <p>Training and cpd</p> <p>Moderation</p> <p>Guidance and supporting documentation such as benchmarks (I can statements, etc)</p> <p>Individual trackers linked to our own curriculum – UW/Literacy/Maths</p> <p>Agreed understanding over how we record and store information from assessments (this does not need to be extensive, laborious or electronic)</p> <p>Discussions related to borderline assessment decisions and sharing of assessment knowledge related to groups and individuals</p> <p>Clarity over assessment being an ongoing process as part of the wide range of teaching and learning interactions with children not just one off focussed tasks or activities (assessment to be part of teaching and learning not taking adults away from this)</p> |
| | Making effective use of the information we gather by responding effectively and precisely | <p>Ensure school's planning cycle uses assessment findings (our own, previous setting and parents) to identify what all children already know and what they can do. This to then informs planning to make sure teaching and learning activities build upon what children can already do (and are interested in) and provide opportunity to teach, and for children to develop, the next steps in all areas of learning and development.</p> <p>Use the range of assessment findings to consider if they are highlighting that a child may have a special educational need and there needs to be a planned response in partnership with others such as school SENCO and specialist agencies.</p> <p>All staff clear on the learning intentions our enabling environments and specific activities are designed to help pupils attain and develop.</p> <p>When working with pupils on focussed activities and playing along side them we make continuous small assessments that help us identify knowledge and understanding. This 'in the moment' assessment is then used to respond in precise and individualised ways to aid pupils in learning new things, refining their actions and consolidating their existing knowledge and understanding.</p> |
| | Clarity over how we make, record and track formal summative assessment judgements | <p>Statutory baseline on entry</p> <p>FPS Baseline 3 weeks into starting school; use of parent's 'All about Me' booklet and knowledge gained from home visits/nursery information to support baseline</p> <p>Baseline analysis completed in the autumn term to highlight strengths and weaknesses of cohort</p> <p>Intervention children highlighted (bottom 20%) and support put in place during TA intervention time</p> <p>RWI assessments during first three weeks; then again after four weeks. Any children highlighted for intervention.one to one tutoring on a daily basis</p> <p>O-Track used termly; end of December, April and July to show on track/not on track</p> <p>Reports provided from o track to analyse data including strength and weaknesses of cohort</p> <p>Summative assessments included in parents end of year report</p> |
| Self-regulation and executive function | Self-regulation | <p>See detail within the characteristics of learning documents (pink) and also the How we deliver each of the areas of the EYFS "self-regulation" and "managing self" documents (blue)</p> <p>Language development is central to self-regulation, children use their language to guide their actions and plans. See detail within the How we deliver each of the areas of the EYFS "speaking" documents. Also see details related to the 'role of adults' in all the characteristics of learning documents (pink) and also the How we deliver each of the areas of the EYFS documents.</p> |
| | Executive function | <p>See detail within the How we deliver each of the areas of the EYFS "listening and attention", "self regulation" and "managing self" documents (blue)</p> |
| Partnership with parents | Communication and sharing of information and valuing the knowledge parents | <p>Transition in: open afternoons, stay and play, meeting with staff at home visit, sharing of videos and pictures, parent information meeting/transition evening, welcome booklet, meetings with pre-school settings, sharing of school readiness leaflet, All about me booklet.</p> |

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| | have and the contribution they make | Ongoing throughout EYFS: weekly sharing of learning intentions and what has been taking place, class website information, parents meetings, weekly bulletin/newsletters, half termly newsletter day to day communication and sharing of information via tapestry, stay and play sessions, termly parents evening, parents invited into school for special activities e.g. Mother's Day afternoon tea, specialist parent meetings such as 'What is phonics and how we teach it?' Annual parental questionnaire. |
| | Providing support and guidance to parents | Transition in: parent information meeting/transition meeting, welcome booklet and sharing of school readiness leaflet. Ongoing throughout EYFS: weekly sharing of learning intentions and what has been taking place, home learning activities, stay and play sessions, specialist parent meetings such as 'What is phonics and how we teach it?', day to day communication via tapestry and sharing of information and advice on how to support their child, termly parents evening. Meetings with parents to respond to individual needs and circumstances (including in partnership with other such as SENCO and outside agencies) Annual parental questionnaire. |

What will I see when I go into EYFS?

- Happy, independent children who display lots of the characteristics of effective learning – resilient – tough tortoise, I can't do it...yet, resourceful, supportive of each other
- Children working together and playing with each other cooperatively and imaginatively and again independently (chn will choose the resources for the activities they want to take part in) – formed positive relationships with other children and adults
- Children who are focused on tasks and concentrating
- Climate of learning – children want to learn, keen for a challenge, confident to try new things even if it means taking a risk, engaged in their learning and keep on trying
- Children who are able to negotiate and solve problems themselves without being over reliant on an adult; children are sensitive to each other
- Self motivated children; children who enjoy a challenge
- Children using good vocabulary during play – reflection of the experiences they have had
- Children who enjoy the book area – reading for pleasure; sharing and re-telling stories, using the puppets and soft toys to enhance story telling
- Positive behaviour; children happy if routine changes, able to adapt to change
- Writing opportunities in lots of the areas and across continuous provision
- Reading opportunities in lots of the areas and across continuous provision
- Resources/displays to support the children's learning
- Other areas of the EYFS woven into different areas and to enhance/support independent learning e.g. creative table activities to promote tool skills