

## 'Providing the best outcomes for all children'

### Our Starting Point

An area of the School Development Plan was to develop leadership and provision in the EYFS to ensure our school provided the best outcomes for all children in the Early Years.

### The Impact

- High levels of well-being for all children.
- A deeper understanding than previously attained of each child
- Strong, enduring relationships with children achieved.
- Transition from Pre-School to Reception Class smooth with no impact on children's emotional health.
- Development of strong partnerships with parents who understand how their children are learning and see good progress.
- 2015-16 results: 100% of children achieved the ELG for the Prime areas of learning. GLD: 74%, APS: 36.58.
- 2016-17 submitted results: 94% of children achieved the ELG for the Prime areas of learning. GLD: 82%, APS: 37.71. (Two children with SEND).

### School Context

The school is a small, lower school with less than 100 pupils. Historically the school had a reception class of fewer than 10 children. However, in November 2014, Ofsted rated the school as Outstanding and the class size for the 2015/16 academic year rose to 22.

I was appointed Early Years Lead, responsible for teaching the reception class and managing the Pre-School provision, in the summer term 2015. The head teacher asked me to develop a strategy that would ensure the best outcomes for all children in the early years and would at least maintain or at best improve our previous high attainment levels, both in terms of the Good Level of Development indicator (GLD) and our Average Point Score (APS).

### Leading the Initiative

- Implement small changes so that staff begin to work differently and adopt the approach 'one step at a time'.
- Support staff to develop skilful, meaningful interactions with children that scaffold and extend their learning.
- Monitor and support children to achieve high levels of well-being before commencing formal assessment.
- Baseline of children to assess entry attainment.
- Train staff on Tapestry and introduce gradually as confidence and skills develop.
- Continuous professional development - visit to an outstanding school that champions this child led approach and provides training to other settings.
- Weekly review meetings with EY Team.
- Creating links with a nursery that uses the same approach, is rated outstanding and won the Independent Schools Association's 2016 Early Years Award for Excellence and Innovation in provision.
- Regular, detailed updates to head teacher to demonstrate that this approach is supporting and leading to at least typical progress.
- During the summer term, meet regularly with the KS1 teacher to moderate and implement a smooth transition.
- Children to participate in a number of transition sessions.

### Next Steps

- Analyse relevant evidence based research.
- Visit a variety of settings.
- Share good practice.
- Observation/Assessment Planning.
- Assess any impact on the transition of children into KS1.
- Devise Implementation Plan.

### The Plan

- Provide an enabling environment with open-ended resources that are accessible to children both inside and out and reflect children's interests.
- Introduce the Leuven Scale observation method for assessing involvement and well-being.
- Remove continuous provision planning, adult led activities and calling children out of their play to work with adults.
- Reduce the number of whole class teaching sessions.
- Become skilled in observing child-led activities and spot the 'teachable moment' during periods of high engagement.
- Implement the use of Tapestry (online learning journal and observation system) to minimise paperwork and provide management information.
- Present the approach to parents and encourage them to support our methodology and share their children's experiences outside of school.
- Discuss the transition of children into KS1 with the KS1 Teacher and identify any issues.