

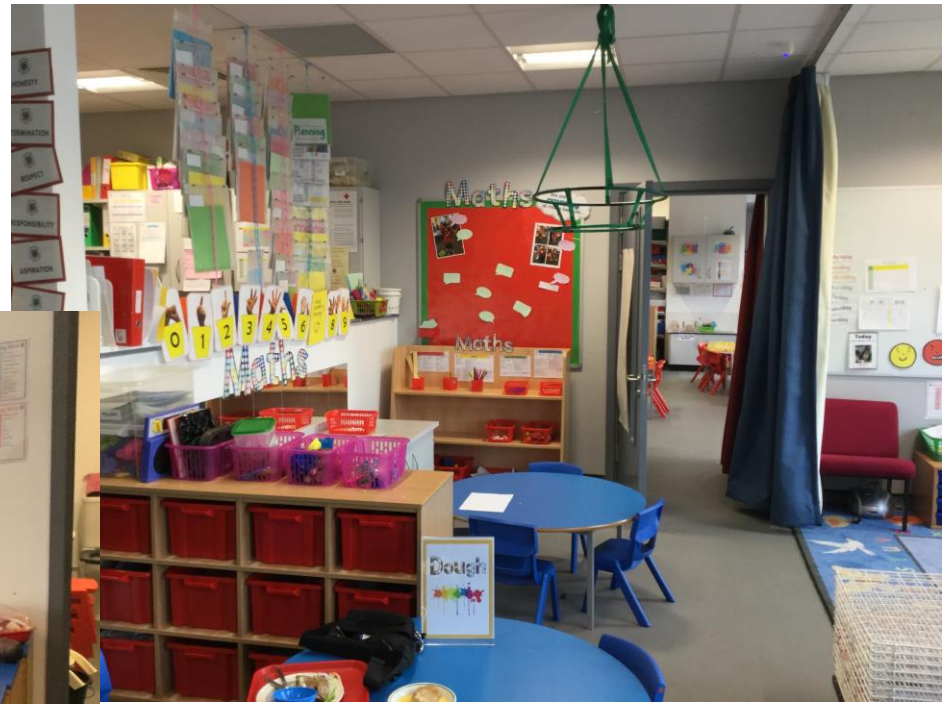


SPRINGFIELD'S EARLY EXCELLENCE JOURNEY

03.07.2019

EARLY YEARS PRIOR TO EARLY EXCELLENCE





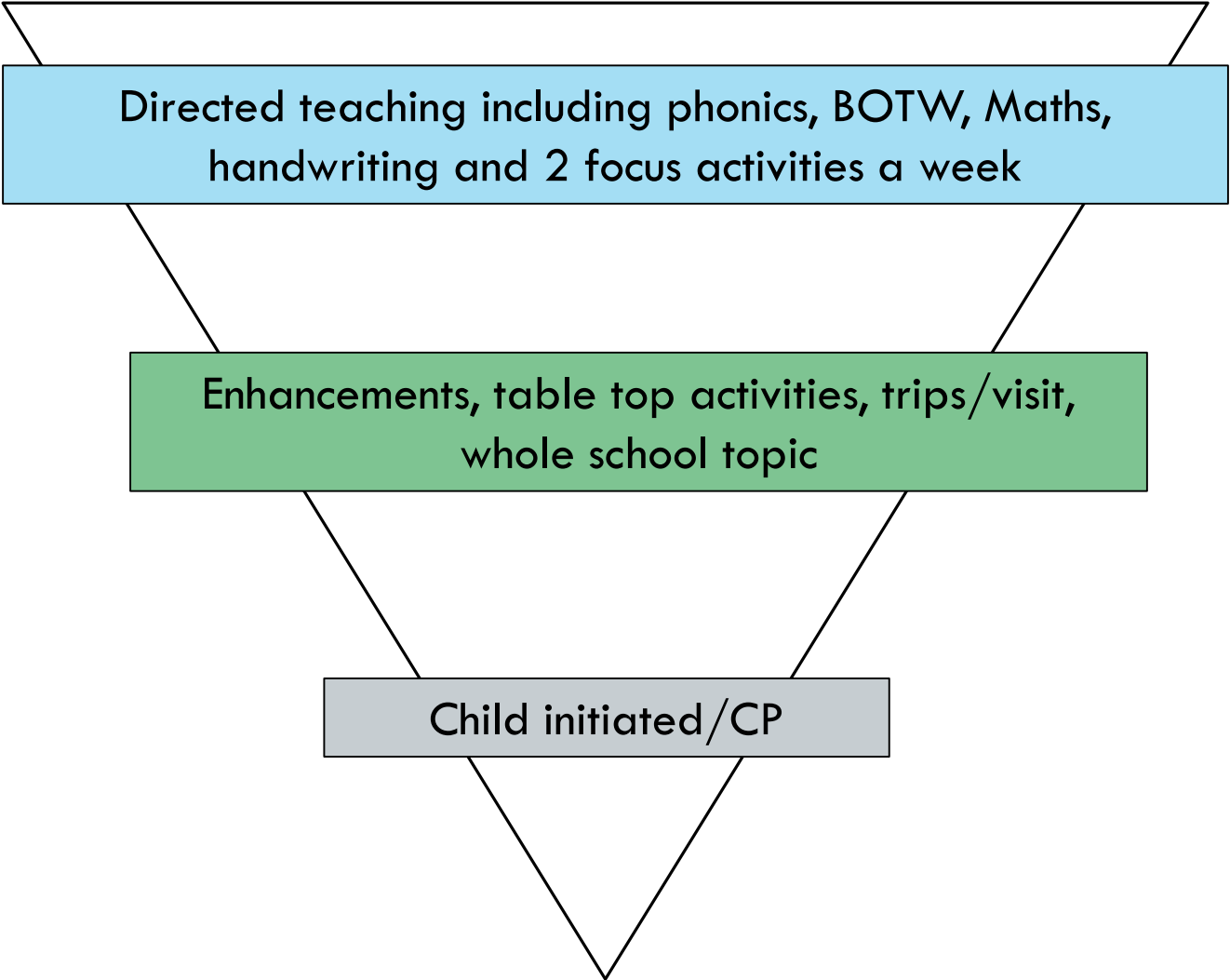
EARLY YEARS PRIOR TO EARLY EXCELLENCE

Springfield Academy - Early Years Foundation Stage
 Team Rock 'n' Roll Timetable - 2018-2019



	9.00-9.10	9.10-15	9.15-9.30	9.30-10.20	10.20-10.45	10.45-11.30	11.30-11.50	11.50-12.00	12.00-12.50	12.50-1.00	1.00-2.10	2.10-2.30	2.30-2.50	2.50--3.10		
Monday	Open Doors & Registration Morning Timetable & Reading Activities		Learning Groups Rec Maths Nur Circle Time Red Ted's	Ind. Learning Free Choice Activities Busy Bee Q&A Nur Interventions	Learning Groups Nur Mark Making Rec: PSHE/Springy character	Ind. Learning Free Choice Activities Lit/Maths Focus Activity Busy Bee Q&A	Learning Groups Nur Talk Homework/ Rhyme Time Rec: Literacy/BOTW	Reception Toilet, Wash Hands & preparation for lunch - PSHE/Maths/Phonics Activities Nursery PSHE Preparation for going home	Reception Lunch Nursery Home	Open Doors, Registration, Afternoon Timetable & Brushing Teeth - Music/Maths	Ind. Learning Free Choice Activities Interventions Yr1 outside from 2pm	Learning Groups Rec EP- Phonics CB - write dance/HW/1:1 reading	Learning Groups CB- Phonics EP - write dance/HW/1:1 reading	Spirit of Springfield Service		
Tuesday			Learning Groups Rec Maths Nur Maths	Ind. Learning Free Choice Activities Nur Library Books Busy Bee Q&A Nur Interventions	Learning Groups Nur Literacy/BOTW Rec: Topic	Ind. Learning Free Choice Activities Lit/Maths Focus Activity Busy Bee Q&A	Learning Groups Nur Phonics Rec: Literacy/BOTW				Ind. Learning Free Choice Activities Topic Focus Activity Yr1 outside from 2pm	Learning Groups Rec EP- Phonics CB - write dance/HW	Learning Groups Rec CB- Phonics EP - write dance/HW		Reading Service	
Wednesday			Learning Groups Rec Maths Nur Maths	Ind. Learning Free Choice Activities Busy Bee Q&A Nur Interventions	Learning Groups Nur Literacy/BOTW Rec: CAL	Ind. Learning Free Choice Activities Lit/Maths Focus Activity Busy Bee Q&A	Learning Groups Nur Phonics Rec: Literacy/BOTW				Ind. Learning Free Choice Activities IT Focus Activity Yr1 outside from 2pm AFL & PPA Cover	Learning Groups Rec EP- Phonics CB - write dance/HW/1:1 reading	Learning Groups Rec CB- Phonics EP - write dance/HW/1:1 reading		Class/Values Service	
Thursday			Learning Groups Rec Maths Nur Maths	Ind. Learning Free Choice Activities Busy Bee Q&A Nur Interventions	Learning Groups Nur Literacy/BOTW Rec: CAL	Ind. Learning Free Choice Activities Lit/Maths Focus Activity Busy Bee Q&A	Learning Groups Nur Phonics Rec: Literacy/BOTW				Ind. Learning Free Choice Activities Interventions AFL & PPA Cover	Ind. Learning PE Interventions Year 1 Outside	Learning Groups Rec EP- Phonics CB - write dance/HW/1:1 reading		Learning Groups Rec CB- Phonics EP - write dance/HW/1:1 reading	Singing Service
Friday			Learning Groups Rec Maths Rock PE/Library	Ind. Learning Free Choice Activities Nur Library Books	Learning Groups Friday treat	Ind. Learning Free Choice Activities	Learning Groups Nur Rhyme Time/Talk Homework Rec: Literacy/BOTW				Ind. Learning Free Choice Activities Topic Focus Activity Yr1 outside from 2pm	Learning Groups Rec EP- Phonics CB - write dance/HW	Learning Groups Rec: CB- Phonics EP - write dance/HW		Special Mention Service	

HOW TEACHING LOOKED

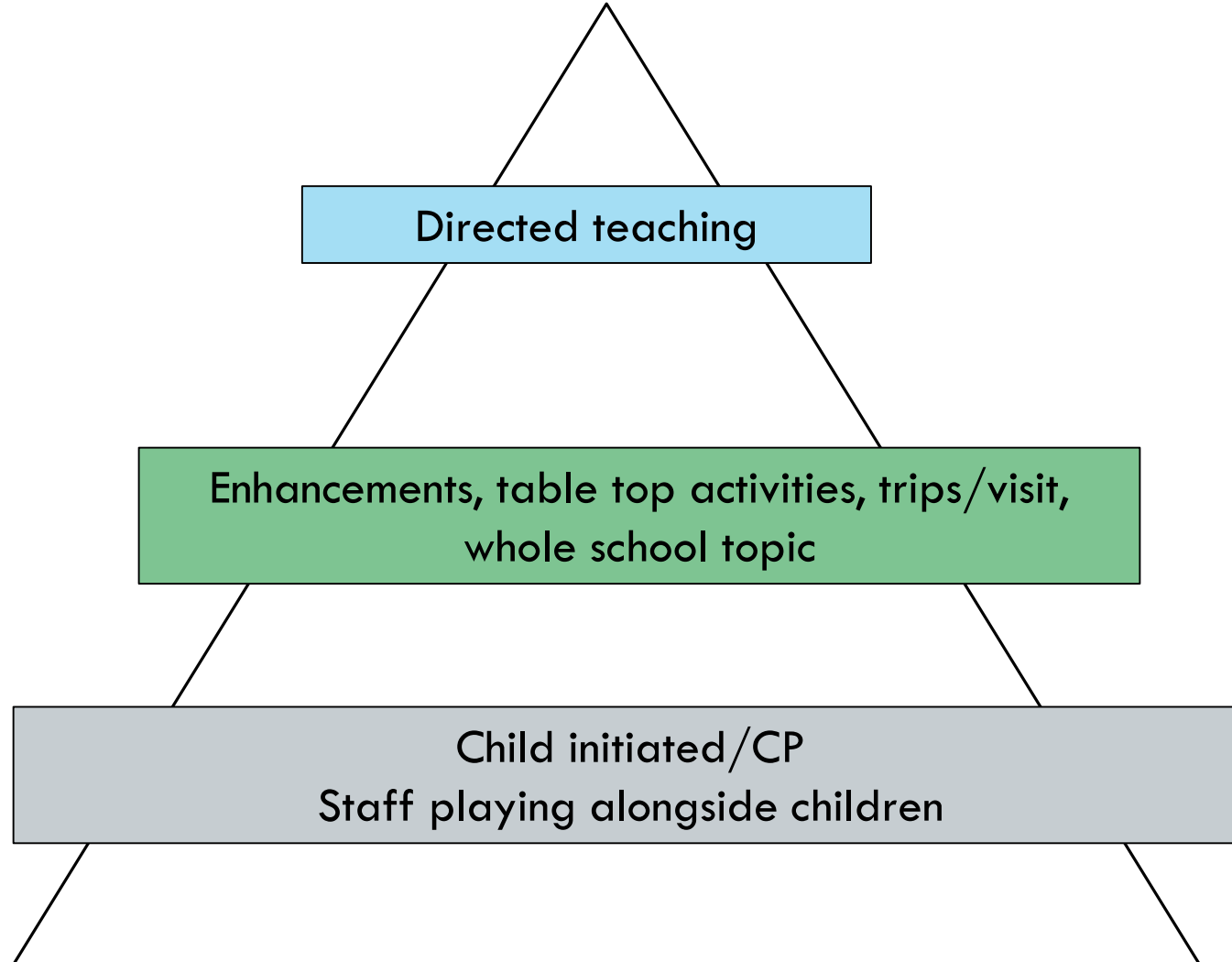


FIRST CHANGE WE MADE....

Springfield Academy - Early Years Foundation Stage Team Rock 'n' Roll Timetable - 2018-2019 (week 1)

	9.00-9.15	9.15-9.30	9.30-11:30	11:30-11:45	11:45-11:55	12:00	12:50	1:00-1:30	2.30-2.50	2.50--3.10
Monday	Open Doors & Registration and morning activity (Reception) Open Doors & Registration and toast and Talk time (Nursery)	Learning Groups Nur Maths Rec Maths	Play - continuous provision and enhancements	Learning Groups Nur BOTW Rec: BOTW	Reception Toilet; Wash Hands & preparation for lunch - PSHE/Maths/Phonics Activities Nursery PSHE/singing Preparation for going home	Nursery Home	Open Doors, Registration, Afternoon Timetable & Brushing Teeth - Music/Maths	Learning Groups Rec EP- Phonics CB - HW (15 mins and switch)	Play - continuous provision and enhancements	Spirit of Springfield Service / 1:1 readers
Tuesday		Learning Groups Nur Maths Rec Maths	Play - continuous provision and enhancements	Learning Groups Nur BOTW Rec: BOTW				Learning Groups Rec EP- Phonics CB - HW (15 mins and switch)	Play - continuous provision and enhancements	Reading Service / 1:1 readers
Wednesday		Learning Groups Nur Maths Rec Maths	Play - continuous provision and enhancements	Learning Groups Nur BOTW Rec: BOTW				PE 1-1 readers	Learning Groups Rec CB- Phonics EP - HW (15 mins and switch)	Class/Values Service / 1:1 readers
Thursday		Learning Groups Nur Phonics Rec Maths	Play - continuous provision and enhancements	Learning Groups Nur BOTW Rec BOTW				Learning Groups Rec EP- Phonics CB - HW (15 mins and switch)	Play - continuous provision and enhancements	Singing Service / 1:1 readers
Friday		Learning Groups Nur PE/Library (BOTW) Rec Maths	Play - continuous provision and enhancements	11:15 Friday Treat				Learning Groups Nur: rhyme time special mentions Rec BOTW	Learning Groups Rec EP- Phonics CB - HW (15 mins and switch)	Play - continuous provision and enhancements

HOW TEACHING LOOKS NOW



WHAT IS PLAY AT SPRINGFIELD

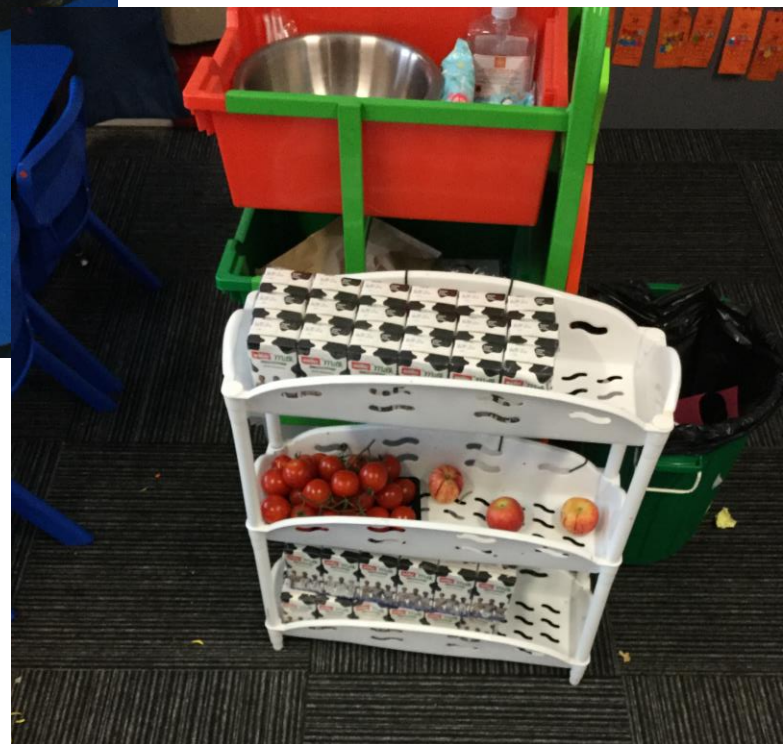
“Play is not a trivial pursuit... the purposes of play in promoting learning and development should be made explicit”. - *Independent Review of the Primary Curriculum, DCFS 2009*

This quote lead us to develop our own vision for Play at Springfield

“Play is chosen (by the child), it develops co-operation, consolidates learning whilst opening up new opportunities. It encourages high levels of motivation, creativity, imagination and curiosity; where children can solve their own problems, build resilience and bring about a sense of self-satisfaction”. – Springfield 2019

THEN CAME 'THE BIG MOVE'







CONTINUOUS PROVISION AT SPRINGFIELD

A selection of resources that are there **ALL THE TIME** which allow for open ended play. In addition to this, it's thinking about not just the resources, but the areas themselves, how the resources are presented and how the adults support the children when using them - Springfield 2019

FOLLOWING CHILDREN'S INTERESTS



Background Information

What type of Learner

Visual Learner (use diagrams, pictures, graphs etc to organise ideas/need picture clues to help them)

Auditory Learner (like to listen to information rather than see/hear it. May repeat what they have heard several times)

Kinaesthetic learner (hands on - learn by doing)

Interpersonal learner (reading and writing learner - prefers written instructions rather than images. Loves to make lists!)

Parent's Views

Characteristics of Effective Learning

Playing and Exploring

Finding out and exploring
Playing with what they know
Being willing to 'have a go'

Active Learning

Being involved and concentrating
Keeping trying
Enjoying achieving what they set out to do

Creating and Thinking Critically

Having their own ideas
Making links
Choosing ways to do things



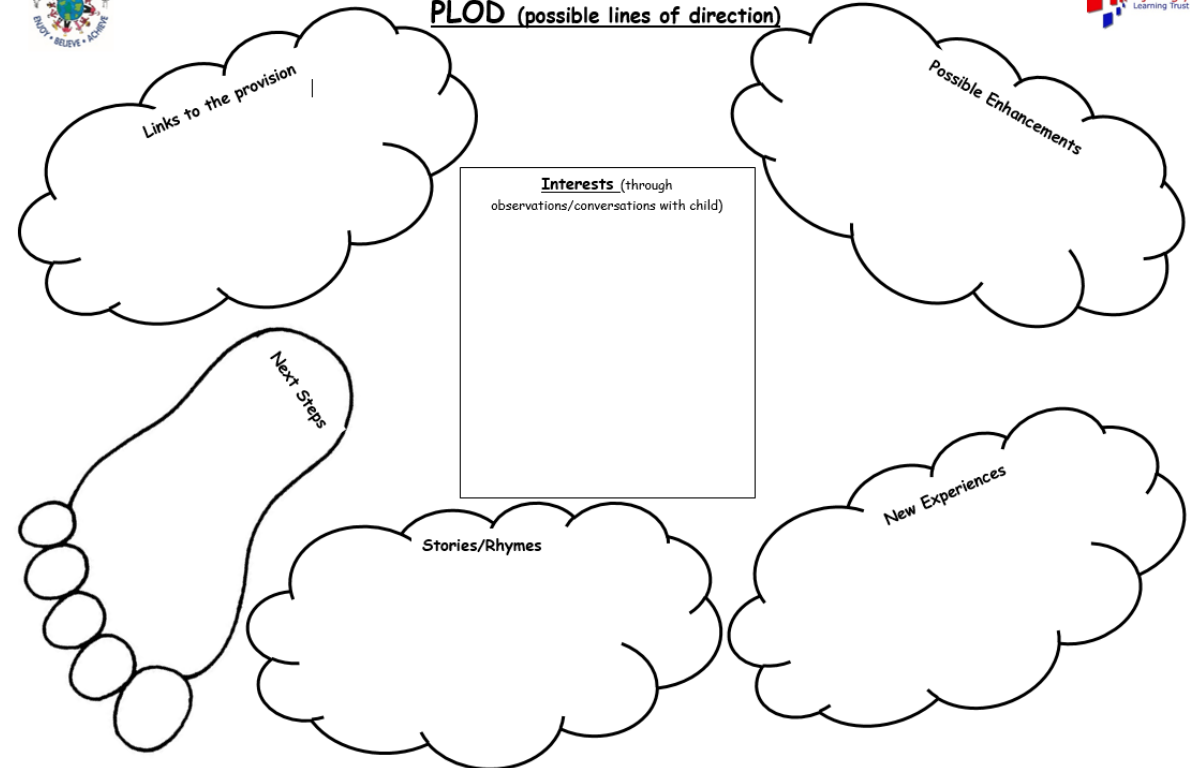
Where do they like to play

Interests (through observations/conversations with child)

observations/conversations with child)



PLOD (possible lines of direction)



HOW OUR DEVELOPMENT HAS BEEN SHARED

1. Regular catch ups/meeting with FS team to discuss outcomes from Early Excellence training
2. FS Lead met with Governors and delivered a short introduction to Early Excellence followed by a tour of the Unit
3. Changes and development was shared with parents at a parents/carers evening
4. In depth meeting with Early Excellence link governor – who also volunteers in the unit so has seen first hand the changes that have been made
5. Staff meeting delivered to share Early Excellence journey with whole staff

IMPACT ON CHILDREN



Using 1-1 placements for bears on blocks counts to 8 – N2 child



Built a house using the blocks, children used the tape measure to see how tall it was



Eating her pancake in the home corner she told me she had strawberries and banana on her pancake. She then told me her baby needs feeding so she went over to her baby and gave her a bottle. She spoke to her baby saying 'come on have a drink.



Drew plan for his zoo which he went on to build

“Are we having a big play today?”

N1 child

**Children have
been given a
voice!!**

“I like to play with the ducks in the water”

N2 child

“I like to play with the dice when I want to”

F2 child

“I like the bricks that have come from the outside and are now inside!”

F2 child

“I like the big table being the mark marking table”
“yeah lots of us can go in now”

F2 children

“I like that the animals are in the small world”

F2 child

IMPACT ON STAFF

“We really get to enjoy more conversations with the children. Talking about what they are doing and joining in their play on their terms.”

“The children seem to be really engaged and setting themselves appropriate challenges. Play seems to be more co-operative.”

“If a resources has run out part way through the day the children now have the confidence to task for more as they know what resources should be available.”

“Observations show that children are more engaged with their play and learning”

“It’s lovely to see the children self select what they want to play with. It develops creativity and imagination.”

IMPACT ON DATA

At Christmas 12% at
GLD (3 chd)
By Spring 27% at GLD
(7 chd)
In Summer 54%at GLD
(14 chd)

A huge impact on GLD for
Boys, at Christmas 0% of
boys achieving GLD, by
summer 60% of Boys got
GLD

A positive impact on
communication and
language
Increasing L&A from 36% to
69%, U from 40% to 81%
and speaking from 44% to
69%

Helped with children's
personal, social and emotional
development
Increasing SC&SA from 36%
to 73%, MF&B from 32% to
65% and MR from 32% to
69%

WHAT NEXT

1. Supporting the return of the Early Years Lead – ensuring she is aware of why the changes have happened and how to continue this development
2. Individual Child Focus sheet to support personalised planning and introduce enhancements where necessary (currently trialling these)
3. Observation sheets have been adapted – more focused on ‘the moment’ – this now impacts on enhancements/adult input in the provision – this to continue next year
4. Continue with CP planning to ensure all areas are planned for – these to be used as a working document
5. Ensuring ALL resource in the continuous provision are of high quality, offer open-ended opportunities and that they are being regularly replenished
6. The role of the adult – Interacting vs Interfering (Julie Fisher), adapt the ‘OWL’ philosophy
7. Ensuring challenge is clear – i.e photo’s showing the development of resources