

Foundation Stage Report to Governors – May 2017

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Actions Taken This Year

- **Foundation Stage environments** are still continuing to be developed both indoors and outdoors with F1 acquiring new furniture – wooden units, tables and chairs and baskets. The units and baskets have enabled the F1 children to be more independent and access resources themselves. This is a really useful skill for when they move into F2.
- **Outdoor Area** – This is still an ongoing project. Foundation Stage staff met and planned how they are going to use the Outdoor Area. It has been agreed that the outdoors will be divided into area, e.g. growing area, and then each specific area of learning is clear to the children. F1 continue to use the lower area and also during the Summer Term they use the upper level preparing them for F2.
- **Maths** – To link in with the rest of the school we have been adapting and creating our own version of Maths Mastery in the Foundation Stage. We have trialled teaching 3 groups of 10 children of mixed abilities. This has been successful on some occasions but is currently being reviewed as this limits opportunities for the children to be observed in continuous provision. It also reduces the amount of child initiated evidence. Therefore we are reviewing how we will continue to teach maths. We are meeting with other Foundation stage and Maths Leaders at Over church School to discuss how other Foundation Stages are applying mastery in the Foundation Stage and to share ideas and good practise. We are hoping to eventually produce a document that states the Maths vocab FS should use and also which resources should be introduced ready for KS1. We have been using the White Rose Planning in line with Key Stage 1, however there is not enough information for us to use and we would like to find out how other schools plan for maths in the foundation stage.
- **Tapestry/e-observations** – FS Leader attended training at Ganney's Meadow regarding using Tapestry as an assessment and observation tool. It would be particularly useful to involve parents as they could see photos of their children online. Each child has their own unique folder which parents can access from home. The cost is per a set number of children and is currently being looked into for the new September cohort. It has received mixed reviews from schools we have contacted, although all find it less time consuming than sticking and cutting photos into a folder and books.

Transition for September 2017 – This has been amended for the new intake of children starting in F2. As previously FS staff will still visit as many settings as possible to meet the new children and to speak with nursery/pre-school staff. This has proved particularly helpful in previous years allowing us to see individual children in a setting and also to speak to Nursery staff regarding any issues or concerns. This year the visits to school have been changed so we can involve parents and carers on the initial visit. The children will visit with their parents (half of the class at a time) and access the F2 classrooms and meet their new teacher. This will give parents the opportunities to speak to the staff and ask any questions. There will then be a story time session when all 30 children will attend in each class and parents will meet with Mrs Morris in the hall for a presentation about starting school. There will then be a third opportunity in an evening for parents who have not been able to attend previously or have further questions or concerns to come into school and see the environments and speak with the Class Teachers.

Other Schools – Following on from the Head teachers visit this year we had an NQT from West Kirby Foundation Stage who wanted to observe our practise and ask questions about our maths teaching and maths books. SLP attended a Moderation Meeting with other schools and our judgements were confirmed.

- **Literacy and Maths Books** – We have continued to record observations and children's work separately in a Maths and a Literacy Book this year. Observations for other areas are recorded in a Learning Journey. We are currently reviewing the use of books for next year and if they are necessary when using a digital assessment tool.
- **Parent Partnerships** – Parents have again been involved in a Phonics Workshop focusing on phonics assisting learning to read and using the online Bug Club system. There was also a successful Christmas Craft Workshop.
- **New Resources** – We have received some new resources to support our focus on phonics this year. We have used the new wicker letters in the outdoor area to assist phonics learning outdoors. We have also received some new jelly type large letters which have been used during our early phonics sessions to support sensory learning in phonics. We have also received a new sand/malleable area container which is used to support maths and literacy learning as well as promoting PSED and C and L.
- **Observations** were carried out by JM and SLP in F2 and F1.

Staff Development

- SLP attended moderation training and took assessments.
- JE has attended SEN and ECM Training.
- SH and SLP have visited St Peter's C of E to observe their outdoor area and continuous provision areas.
- SLP and JE attended St Joseph's Primary to discuss Continuous Provision.
- JE attended a cluster meeting at Ganney's Meadow regarding Learning Journeys.
- All FS staff attended Maths and Positive Mindset/Thinking training.
- SLP attended Leadership Training.
- CT attended First Aid training with HM due to attend in June.
- SH attended training regarding Physical Development.

Impact upon Teaching and Learning

The children this year have needed more adult support to become independent and are still being encouraged to access their own resources and complete an activity in Continuous Provision. They are very excited to learn and openly share with visitors what they are doing and how they are learning. We are continuing to have discussions about our gaps and strengths and this is continuing to impact on how we set up the continuous provision areas. PSED and Mastery in Maths have been areas of particular focus this year. Handwriting and Phonics are currently a focus during the spring and Summer Term.

The children are developing their skills outdoors as well as indoors.

Parent partnerships and the Phonics Workshop have helped the Foundation Stage staff be supported at home by some parents, with a particular focus on reading at home. Many parents in F2 still do not hear their children read at home regularly and do not complete the Reading Diary or support their child with homework. The workshops have once again allowed parents to see the way in which their children learn and what expectations the Foundation Stage staff have of their children. It has again provided Foundation Stage Staff with information regarding areas parents would like to learn more about or participate in and to be able to clarify any misconceptions about learning and also to make clear the expectations at the end of F1 and F2.

Maths and Literacy Books have continued to support FS staff in tracking progress and analysing any areas for development.

Standards/Data

There are currently 60 children in F2 and 26 children in F1. F2 3.4% FSM, 2% SEN, 4% EAL and 41% of the cohort are Summer born.

The Baseline data showed that in PSED only 16% (In Making Relationships), 33% (In Self Confidence) and 24% (Managing Feelings) of children started school at Age Related Expectations or above. In Listening and Attention only 29% of children started school at ARE or above. In Reading and writing only 28% and 22% were at ARE. Therefore this year PSED and Listening and Attention have been areas of focus.

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In Spring Term 69% of children were at Age Related Expectations in Reading, 56% in writing and 74% in Number. PSED and C & L have been areas of particular focus for this cohort and in Spring Term, 93% were at ARE in Self-Confidence and self-awareness, 85% in Managing Feelings, and 82% in Making Relationships.

Next Steps:

- To look at any further parental needs/gaps to address with parents and arrange appropriate workshops.
- To further develop parent partnerships with the use of Tapestry.
- To review some of the planning formats further in F1.
- To continue to develop Maths Mastery in the FS allowing for child initiated activities.
- To carry out lesson observations.
- To carry out peer observations within the Foundation Stage.
- To continue to develop the use of the outdoor area.
- To continue to develop Continuous Provision as a FS team.
- To review the FS timetable to make best use of the outdoor area and staff in both the morning and the afternoons.
- To continue to develop the role of the TA in FS.
- To put in place further interventions and support for children not on track to get GLD in F2.

- To continue to develop diversity reflected through our displays and for example in our “Chatter Baskets”.