



MITHIAN SCHOOL

EARLY YEARS STRATEGY for 2022 - 2023

INTENT

- Our intent at Mithian is for our EYFS children to gain a love for learning as soon as possible, which will establish a firm foundation for the next stage of their education.
- Children will learn a broad, balanced and stimulating curriculum which has an emphasis on the development of reading, children's vocabulary and writing.
- Children deepen their learning through focused direct teaching and Continuous Provision.
- Strong teaching of Phonics provides a systematic programme, where children have books closely matched to their reading development.
- We strive to ensure all children make good progress in Phonics.
- All children will be supported to improve their spoken language ability.
- All children will have regular and high-quality opportunities to write.
- We aim for children to reach the Early Learning Goals by the end of the Reception year, particularly in the Prime Areas and Reading, Writing and Number.
- We aim to increase the number of children achieving GLD status each year.
- School and Government Baselines will be undertaken to capture the child's starting points accurately and will be used to plan to meet their emerging needs.
- Parents are involved in their child's learning journey in EYFS and to have strong links with the school.

Curriculum overview:

We use the revised EYFS Framework as well as the revised Development Matters as a curriculum reference. Each learning opportunity is planned to address the specific needs of each cohort, which is continually addressed through accurate use of formative and summative assessment alongside children's interests.

Planning:

We have a long term plan, medium term plans, weekly and daily plans, which are all flexible to meet the emerging needs of each child.

IMPLEMENTATION

Transition into Reception:

- To ensure a smooth transition for our children, we invite our new intake in for Taster sessions, one morning per week, in the second half of the Summer Term. Parents have the opportunity to see the Reception class at work when they visit the school. There is a Parents' Meeting in the

second half of the Summer Term, where detailed information is given about our routines, curriculum and ethos.

- We offer places in our EYFS class to Nursery aged children in the Summer Term before their Reception year. This ensures a smooth transition into Reception, and means we have a core of children each September who are already familiar with class expectations and routines. This also benefits those children who have not attended our Nursery, as they are supported to settle and have good role models. The Nursery children have a separate TA in the Summer Term, and appropriate sessions are planned for by the class teacher. The Nursery aged children spend some time on tasks age-appropriate to their level of development, usually away from the main EYFS class. The rest of the time they integrate fully with the main class, thus ensuring a hugely beneficial transition into their Reception year.

- As well as using Tapestry to give parents online information about children's individual progress, we also use it to inform parents what we will be teaching their children and how they can support this at home. Accounts are set up the term before the children start school, and parents are given information on routines and procedures. Photos of Taster Days and messages to the children are added over the Summer holidays, as a starting point for parents to chat with the children about their school start.

Further engagement and involvement of parents throughout Reception year:

- From the start of the September term, the parents receive weekly newsletters via Tapestry which inform them of current teaching focuses, and specific advice for supporting their children (eg new sounds and skills in phonics, key maths vocabulary for the week).

- Tapestry is also used by the teacher to inform parents of how they could support their own child more specifically. Parents are encouraged to use Tapestry to ask questions specific to their child's learning, and to record their own examples to help us gain a more rounded picture of their child's development.

- The children have reading records that go home daily, and can also be used by parents as a communication tool about their child's reading, or for more generally information sharing.

- There is an initial Parents' Meeting in October to let parents know how their child has settled into school, feedback about their attitudes towards their learning as well as ideas that parents can do to support their child at home. There is another Parents' Meeting in the Spring Term which is more assessment orientated, and finally there is an end of year written report and further meeting offered. This covers attainment and progress across the 17 ELGS and their Characteristics of Learning. Some meetings may take place online or by telephone.

- Parents are usually invited into the classroom each morning for 15 minutes before the start of each day, to help their children settle, talk to staff, and view the children's work and learning environment. They are also invited to attend Parent Workshops on specific areas during the school year, and to visit us to share specific areas of expertise or interest (eg to talk about their jobs or cultural experiences).

Baseline arrangements:

- Baseline assessments are compared with children's Nursery end of year outcomes and information from parents' where possible, to get an accurate picture of the child.

- The EYFS teacher uses observation notes taken by herself and the teaching assistant to inform her judgement of where each child's starting point is in the Specific and Prime Areas. This gives us a quick, accurate and immediate picture of the child. This process continues throughout the year so that that we can assess and track each child's progress. It is carried out through a mixture of set tasks and ongoing observations throughout the day.

- We also complete BPVSii screening with all children in the first half term (British Picture Vocabulary Scale). This is whole-school policy, and gives a useful indication of children's receptive vocabulary and which children might require extra support. As stated in recent Cornwall IDFS

training (Inclusive and Dyslexia Friendly Schools) this screening often indicates wider, more general issues that might need further individual investigation.

As part of the NELI (Nuffield Early Language Intervention) programme that we are undertaking this year, all Reception children in the Autumn Term will undergo the NELI Language Screen which will determine those most in need of the intervention.

- We complete the statutory Government Baseline in Weeks 3, 4 and 5. We aim to complete all Baseline activities within the first 5 weeks so we can use it to inform planning promptly that will meet the emerging needs of all the children in the class.
- We look to assess key aspects of the '3 and 4-year-old' Development Matters criteria. If needed, we also assess against the lower or higher age bands.
- When analysing the data from the Baseline we firstly look at the strengths and then the areas for improvements within the Prime and Specific areas.
- Baseline data is used to set targets for outcomes for individual children by end of year.
- Summative assessments are recorded each half term. We record where each child fits best within the "3 to 4 years" and "Reception" Development Matters band for each Area of Learning, and use the categories "entering", "developing" and "secure".
- Planning can adapt to reflect the priorities identified from Baseline, children's interests, our current priorities in INTENT, and whole-school priorities when applicable.

Classroom Organisation and daily structure:

- Whole class direct teaching is carried out daily for Phonics, Maths, Literacy and topic-based work. There are 5 sessions a day focused on direct teaching. (30 mins phonics, 30 mins Maths, 30 mins Literacy, 20 mins topic) and 2 longer sessions in a day for Continuous Provision
- This can be front-of-class teaching at a whiteboard or smartboard, a more interactive, movement based session, still directed and very structured. The children often then work at set-tasks linked to direct teaching, with further instruction being provided as they work.
- Differentiated small group direct teaching is carried out at least once a day for phonics catch-up sessions and as part of the NELI programme.
- Continuous Provision takes place twice a day after direct teaching lessons. This is where children independently chose their learning through play.
- 1:1 work is carried out for daily for Precision Teaching intervention linked to ongoing assessment, and as part of the NELI programme (Nuffield Early Language Intervention), and for any County advised intervention such as Speech and Language therapy.
- Teaching sessions and Continuous Provision take place both inside and outside the classroom, in a range of environments depending on which are most appropriate.
- In a small school, staffing restrictions require Reception children to join in with whole-school morning break-time sessions. We believe these foster positive relationships with the older children, which supports Mithian's special "family" feel and caring ethos. Structured play-leader sessions build our younger children's confidence and social skills.
- We use topics and themes to support the children's learning and provide coverage of a range of facts, skills, experiences, and vocabulary-building, linked to the Early Years Framework. These topics can be flexible and adapted, as guided by the children's interests. They are also linked to a natural progression of skills and knowledge, experiences and vocabulary-building within the Early Years Framework.

Approaches to developing early language skills, vocabulary, reading, including phonics:

PHONICS:

- We deliver a systematic approach for the development of phonics, and have a long established ethos of prioritising phonics teaching and recognising its key importance.
- This year we begin delivering a new, whole-school, systematic, synthetic phonics programme that is more transparently systematic – Essential Letters and Sounds. Information about this programme is sent home to parents.

- Children are provided with reading books that match their current phoneme knowledge. The reading scheme builds on the acquisition of these, as linked to the order they are taught in Letters and Sounds.
- Children have an optional, weekly, phonics homework. This allows parents to see the current phonemes being taught, along with key phonics skills. The book acts as a reference and possible revision guide for parents to use with their children, even if they choose not to do the homework (the majority do). Parents are also kept up to date on the week's new phonemes and phonics skills in the Weekly Class Newsletter.
- Parents are invited into school to watch class phonics sessions. They also have the chance to see Class 1/ 2 teaching to appreciate the "bigger picture". These sessions inform and assist them in supporting phonics development and reading at home.
- Continual assessment and more formal half-termly checks inform which children require phonics catch-up. Movement between the differentiated phonics groups is fluid, and children move between them depending on the particular areas they need support in and the nature of the activity itself (eg writing/ phoneme recognition catch-up). PT sessions are planned for weekly, and are adapted to reflect continuous assessment of each child's progress as the week goes on.

EARLY VOCABULARY/READING OPPORTUNITIES:

- Children are given a vocabulary rich diet of hearing a range of high quality text every day. This includes nursery rhymes, fiction texts, story sacks, poetry, non-fiction texts, oral story telling CDs etc. Often children are exposed to these through repetition. A bank of favourite books is built up over the year, so that children become very familiar with the texts, join in key parts, and can discuss the contents and vocabulary in detail.
- There is an emphasis on modelling and the repetition of key vocabulary by adults wherever possible in Continuous Provision.
- Teaching staff have had training on strategies to emphasise and incorporate vocabulary learning opportunities throughout provision.
- Planning for topics can be adapted to follow children's interests. This promotes finding out what a child already knows, what they want to know as well as asking questions. The opportunities for exposing children to new vocabulary are huge.
- Teaching staff have had training linked to the Oracy Framework. Specific opportunities for progression in oracy skills is highlighted in weekly planning, and children's progress is monitored.
- We are part of this year's NELI programme (Nuffield Early Intervention Programme), in order to support children's language and early literacy skills via staff training and targeted group and individual sessions in the Spring and Summer terms. A rigorous assessment process determines the children who most need this support.
- Speech and Language Therapy is carried out daily for any children who have County targets.
- Each child is heard read 1:1 with a member of staff at least twice a week. We welcome parents and other volunteer readers to offer further sessions.
- As stated, in Reception the children's reading books are linked to the phonics scheme and their acquisition of current phonemes and key skills.
- We view as good practice that these books are read three times; firstly for phonetic decoding, a second time for more fluency, and the third time for reading with expression. A reading record is kept, where we give parents information on the key skills their child is practising. We ask them to give us feedback on how their child has read at home, and the expectation that children are supported with their reading book at least three times a week.
- Children are also given another reading book each week, that is linked in to other key reading skills (eg tracking the text, and comprehension), for an adult to read with them.
- Children are also supported to choose a book from the school library each week, and parents are asked to read this book to them at home, and talk and ask questions about its content and vocabulary.

· Whole-school reading workshops are held for parents. These inform and assist them in supporting reading development and comprehension at home.

BOOKS WE WANT OUR CHILDREN TO BE FAMILIAR WITH:

We aim to provide our children with a variety of different texts, which specifically focus on high end, topic related vocabulary. We also choose texts that engage and inspire our children within their Continuous Provision time.

· Prior to their school start we give new children (who have not attended Nursery) the book: 'Starting School' by Janet and Allan Ahlberg. This is to help with encouragement of reading at home and transition as well as the teacher being able to use a familiar text with them when they start in September.

Other key books that we aim to include throughout a typical year include:

· Autumn 1 "Special Me" Topic. Key texts include - Starting School, Oliver's Vegetables, Big Feelings Book, Tatu's First day, So Much, Full, Full of Love, My Body, What's Inside Me? A Week of Feelings

· Autumn 2 "Special Times" Topic. Key texts include - Room on the Broom, Sparks in the Sky, Dipal's Diwali, Ladybird - The First Christmas

· Spring 1 "Teddy and Bears" topic. Key texts include - Can't You Sleep, Little Bear? Eddie's Teddy, Goldilocks, Dogger, Naughty Bus, Paddington

· Spring 2 "Growing in the Sun" Topic. Key texts include - Jack and the Beanstalk, Handa's Surprise, Gotta Go, The Hungry Caterpillar, My Bean Diary, Sun (Carol Thompson), Titch, non-fiction texts on life cycles;

· Summer 1 – "Dinosaurs and Dragons" Topic. Key texts include - Ellie's Dragon, King Jack and the Dragon, Princess Smartypants, Castles and Knights, Harry and the Bucketful of Dinosaurs, There is no Such Thing as A Dragon, My Encyclopaedia of Very Important Dinosaurs, Little People Big Dreams - Mary Anning, and a range of non-fiction dinosaur books.

Summer 2 - "Down to The Sea" Topic. Key texts include - Sally and the Limpet, The Snail and the Whale, Sharing a Shell, Duffy's Lucky Escape and other Ellie Jackson books, Somebody Swallowed Stanley, Little People, Big Dreams - Greta Thunberg, Where Am I? and reference books.

NURSERY RHYMES AND SONGS WE WANT OUR CHILDREN TO LEARN: Examples include -

· Autumn 1 - Head, Shoulders Knees and Toes; If You're Happy and You Know It; 1,2,3,4,5, Once I caught a fish alive; 5 Red Apples; 5 Little Monkeys; Miss Polly Had a Dolly

· Autumn 2 - Twinkle twinkle little star; Remember, Remember, The Fifth of November; Away in a Manger; Rudolph the Red Nosed Reindeer, When Santa Got Stuck up the Chimney;

· Spring 1 - The Toyshop at Night, My Teddy Bear, Teddy Bear Teddy Bear, Turn Around, Teddy Bears' Picnic, Goldilocks songs and rhymes, 10 Little Bears

· Spring 2 - I Found a Little Cherry Stone, Little Arabella Miller, I Saw a Beanplant

· Summer 1 - 10 Little Dinosaurs, I'm a mean Old Dinosaur, Dinosaur Commotion, Brave Knight Song, Castle on the Hill, Who Will Fight the Dragon

· Summer 2 - A Sailor went to Sea Sea Sea; I do like to be beside the seaside, 5 Little Seashells, When I was One, I Sucked My Thumb, We Will Build a Sandcastle, Keep the Ocean Clean

Approaches to building early mathematical skills:

· We have a Mathematics Long-Term Plan which supports the whole class direct teaching of Maths as well as Continuous Provision linked activities each day.

· Priorities are Number with a huge emphasis on counting, number composition and place value.

· Mastery approaches are interlinked through the same approach the rest of the school have: Practical, Pictorial, Abstract (this supports varied fluency) as well as promoting problem solving and reasoning.

- Teaching reflects our understanding that 6 main areas collectively underpin children's early mathematical learning, and provide the firm foundations for the Maths that children will encounter as they go up the years in primary school: Cardinality and Counting; Comparison: Composition; Pattern; Shape and Space; Measures.
- Time is dedicated to learning a number deeply, up to 10. This heavily supports the first 4 main areas for developing children's early Mathematics.
- Children receive a 30-minute Maths lesson 5 days a week that is then reflected in their Continuous Provision to allow children to keep rehearsing and practising these vital skills to help them become fluent and for it to be embedded in their long term memory. The lesson consists of
 - Maths is also to be incorporated in other areas of learning as well as tidy up time. E.g. counting items while they tidy, problem solving in the construction area, capacity and comparing at the sand pit etc...
 - Counting principles and key vocabulary are shared and discussed between teaching assistant and teacher as part of our planning meetings.
 - Parents are informed of the week's maths focus, and key vocabulary and principles are explained when useful and appropriate.
 - Key resources have been carefully tried and tested and include:
 - Numicon
 - Unifix bricks
 - Number tracks and number lines, 100-squares
 - Counters
 - Dice
 - Numbered toys, jigsaws, dominoes and other number games
 - Plastic and real coins
 - Number Blocks Videos. <https://www.bbc.co.uk/cbeebies/watch/numberblocks-the-one-song>
 - NCETM Number Blocks materials. <https://www.ncetm.org.uk/numberblocks>
 - Tes maths resources. <https://www.tes.com/teaching-resources/hub/early-years/maths-for-early-years/>
 - Twinkl resources. <https://www.twinkl.co.uk/resources/home-early-years/early-years-mathematics>
 - White Rose Reception 2021Guidance. <https://whiterosemaths.com/resources/early-years-resources/reception-sol/>
 - White Rose Interactive Whiteboard Resources. <https://whiterosemaths.com/resources/classroomresources/interactive-whiteboard-resources/>

Wider Curriculum Planning:

- Learning is structured within a curriculum that is designed to be engaging, enjoyable and rich with experiences and meaningful contexts for learning. We want our children to become confident, independent, driven and resilient learners. Teaching is designed to nurture and champion these attributes. We want our children to learn and demonstrate the values of kindness, respect, tolerance and consideration for others. We want our children to know how to keep themselves and others safe and healthy.
- Experience has shown us that our children learn best when learning is set within an understandable context. We use topics and themes to support the children's learning and provide coverage of a range of facts, skills, experiences, and vocabulary-building, linked to the Early Years Framework. We are guided by the children's interests to adapt and add to topic content when appropriate. Planning is also linked to a natural progression of skills and knowledge, experiences and vocabulary-building within the Early Years Framework.

· Within our topics, we plan activities and experiences that are designed to spark imagination and celebrate learning. This may be in the form of an educational visit, a visitor coming in to school, or a celebration day.

· There are 6 Topics over the year, and usually these last for half a term each. We allow some flexibility here, for example if the children's enthusiasm suggests benefits to extending the topic and branching off into new areas for a week or two. The topics, as stated above, are as follows:

Autumn 1 - "Special Me"

· Autumn 2 - "Special Times"

· Spring 1 - "Teddies and Bears"

· Spring 2 - "Growing in the Sun"

· Summer 1 - "Dinosaurs and Dragons"

· Summer 2 - "Down to the Sea"

· At other times, we recognise that some areas of learning are best delivered as a discreet stand-alone area or within a 'one off' learning day.

· Learning can also be linked to a central shared text, thus reinforcing our reading focus.

RELIGIOUS EDUCATION

· We follow the Cornwall Agreed RE Syllabus 2020–2025. Weekly lessons of an hour or more a week follow the 6 Units of Study: "Why is the word "God" special to Christians?"; "Why is Christmas special for Christians?"; "Why is Easter special for Christians?"; "Being special: where do we belong?"; "Which places are special and why?"; "Which stories are special and why?" Aspects of the ongoing curriculum throughout the year also link in to religious and cultural aspects within the children's own experience and within the wider world (eg Diwali as part of our Light and Dark/ Special Times" topic, and any significant personal experiences the children share themselves).

PHYSICAL DEVELOPMENT

· An hour's weekly PE session takes place each week, following Jasmine's Core Real PE Reception programme. The children go swimming on one afternoon a week during the Spring Term, covid restrictions allowing. Alongside this, opportunities for active play and building key physical skills are planned for within Continuous Provision. Other aspects of direct teaching throughout the year incorporate physical movement and learning about healthy life-style. This approach enables children to have a healthy mind-set and lifestyle as well as strengthening their gross motor skills.

· Specific sessions are planned to support children's fine motor development, for example Dough Gym, pencil control practice, and "Finger Exercise Challenge". Activities and resources throughout the year are planned and provided with improving fine motor skills in mind.

· Children who require extra support in terms of gross or fine motor control are provided with extra practice and support, for example specific, large-scale arm movements outside to build strength and control, and practising specific letter formation patterns using a range of media.

Continuous Provision:

· Continuous Provision is planned for weekly. There are at least two sessions planned in daily.

· There are opportunities for the children to explore resources designed to encourage learning which is linked to current teaching focuses. There is also scope to access familiar resources that they can use freely and independently.

· There are opportunities for children to explore the environments both inside and outside. We use various parts of the school – the wildlife garden, field, outdoor classroom, main playgrounds, the area between hall and Mrs Garbett's office, the hall itself, and our small, sheltered area. We ensure that all areas are safe, calm, inclusive and organised, and this promotes self-regulation. We do not have a specific, sectioned-off area outside for our Early Years class, as we strongly believe that the flexibility of using a wider area is hugely beneficial to the children's learning. Decisions are made based on which areas are best suited at any one time for the particular learning planned, while ensuring of course that close supervision is maintained. On the occasions where specific children within some cohorts might need tighter, more secure boundaries, we have roll-

out fencing that can be quickly put up to create and contain areas. On other occasions, visual boundary spots have supported specific children's understanding of where they are permitted to play.

- The TA and teacher support specific learning activities where they use differentiated question starters and specific vocabulary planned by the teacher. Independent Continuous Provision activities will be modelled throughout the week so children want to and will explore a variety of their learning opportunities therefore resulting in progress.
- The teacher and TAs observe, listen, model and play naturally alongside children at these times, being careful not to take over.
- We recognise that questioning is key to lead learning forwards.

Children's involvement in assessment of their learning:

- Children are supported to develop the ability to talk about and reflect on their learning. This additionally focuses on one of our main priorities, Communication and Language.
- Children are taught how to verbally assess their own learning by recognising what they have achieved/made progress on as well as their next steps.
- Children's "Next Steps" targets are shared with them in a range of contexts, for example when they begin a writing task or when they begin a Precision Teaching session. We then support them in reflecting on whether they achieved that Next Step. Sometimes we encourage them to assess their learning in front of others, for example when they share with the class something they are proud of and something they want to improve as part of the PE lesson structure.
- At the end of the year, the class teacher asks each children to look through their Learning Journal with her, and reflect on their learning across the Areas of Learning, in order that they can contribute to their own end of year reports. The children's own voices are scribed, assessing in very simple terms, their assessment of their own learning in Reception year.

GROWTH MINDSET:

- We link in to the whole-school EMERGE philosophy in order to foster the growth mindset learning qualities it incorporates (Emotional Intelligence, Motivation, Self-Efficacy, Resilience, Grit and Enthusiasm). These are explained and discussed with the children at regular intervals, and referenced throughout the school day when relevant. We reflect with the children on how these qualities manifest, and help them to assess their own learning based on which of these qualities they manage to employ. A Wow Wall of children's work, photos and anecdotes references occasions when children have displayed certain EMERGE qualities, and this is referenced at regular intervals so that children can assess their own and others' learning styles and build up their understanding of these. There is a focus each term on a particular EMERGE characteristic. Information on growth mindset and details of our EMERGE theme are shared with parents. Links are made between the EMERGE qualities and the Characteristics of Effective Learning in the EYFS Framework, so that children begin to be aware of their own learning within these areas too. Parents have a better understanding when we report their child's progress within the Characteristics of Effective Learning descriptors. Head Teacher's Awards are given weekly to children displaying particular EMERGE qualities, which further reinforces this ongoing reflection.
- We plan to reintroduce timetabled slots for children to share their learning ("Talk About Time"), linking these to the EMERGE qualities when appropriate.

Approaches to supporting disadvantaged and SEND children:

- The EYFS teacher, Sioned Young, and teaching assistant, Wendy Palombo, are experienced in supporting children with a range of Special Education Needs. The class teacher is the school SENDCo, so is well placed to recognise and intervene when children might require extra support.
- BPVSii screening and other Baseline assessments inform us early of any specific issues and of the need for any further investigation, assessments and closer monitoring. Ongoing assessment is part of everyday practice, and continues to inform our planning for intervention.

- The teacher and TA both carry out daily interventions in Precision Teaching sessions, based on very specific areas where individual children need catch-up teaching or extra practice. This includes Phonics intervention for the lowest 20%.
- When specific issues are identified (eg poor pencil control specific maths difficulties), daily sessions are put in place to address these for individual children (eg fine motor control exercises or number recall and counting practice). These sessions tend to be short and precise, frequent and regular, following the principles of Precision Teaching sessions.
- Both the teacher and TA carry out interventions for any County SALT therapies.
- Other specific training is undertaken according to individual needs, for example Sliding In, and an EAL support package for a pupil in the lowest 20%.
- The teacher as well as the TA take the least able Phonics group to enable Quality First Teaching for the lowest 20%.
- We are signed up this year to deliver NELI intervention for Communication and Language in Spring and Summer for the lowest 20%.
- Children who receive Pupil Premium funding are closely monitored by all staff in EYFS. They will receive High Quality Teaching as well as additional intervention if needed.

Safeguarding arrangements:

- Our head teacher, Linda Garbett, is our Safeguarding Officer, and class teacher, Sioned Young, is our Deputy Safeguarding officer.
- Sioned Young has been trained on the Paediatric First Aid Course and this is regularly updated. Wendy Palombo regularly updates her First Aid training too.
- Health and Safety visits occur regularly in school, and any recommendations in terms of health and safety are acted upon.
 - All staff regularly update their Safeguarding training.
 - EYFS staff operate safe end of the day procedures, vital to safeguarding.
 - All staff have read and understand our Risk Assessments.

Transition from Reception in to Y1:

- One of the benefits of a small school is that the Year 1/ 2 teacher is familiar with the Reception children prior to them coming up to her class.
- The EYFS and Year 1/ 2 regularly discuss each child's individual strengths and challenges, progress and attainment, learning preferences and friendship groups, and many other details. Formal transition discussions take place before transition and afterwards.
- The Year 1/ 2 teacher is aware of the Rec revised ELG expectations, and the ways in which learning takes place.
- Transition Week takes place late in the Summer Term, offering daily opportunities for the Reception children to work and play with their new classmates. Year 1/ 2 staff carry out informal assessments that will assist with planning a smooth transition.
- The Year 1/ 2 teacher holds a meeting for Reception parents in the Summer Term, and gives out information about class routines and expectations, key learning and changes generally.

IMPACT

How assessment happens and how it is used:

- Summative assessment is completed 4 times a year and is recorded on Target Tracker. This is a whole school assessment process.
- In order to make accurate summative assessments a range of factors are looked at within the EYFS Team: formative observations and learning journeys, half termly summative assessments e.g. Phonics, Maths, independent writing etc.... and TA's and the Teacher's knowledge of the children.

· Assessment is quality assured as part of whole-school Maths and Literacy moderation, and as part of TPAT EYFS moderation sessions.

Data Summary:

Year:	GLD %	Reading ELG %	Writing ELG %	Number ELG %
2017	80%			
2018	86%			
2019 (13 children)	77%	92%	77%	85%
2020 (16 children) COVID YEAR	75%	75%	75%	81%
2021 (13 children) COVID YEAR	54%	85%	77%	77%
2022 (9 children)	78%	89%	89%	89%

- EYFS profile indicates at least expected levels of progress (6 points on Cornwall points system) from Baseline for each child.
- Mithian's percentages generally remain higher than national and County averages. 2021's GLD of 54% misrepresents a very good cohort, where 5 children missed out in just one Area of Learning by one "point" (ie were at 40-60m Developing within that area).
- The percentages of children attaining Reading, Writing and Number ELGs remains higher than national and County averages.
- Therefore children have benefited from a broad, balanced and stimulating curriculum which has an emphasis on the development of reading, children's vocabulary and writing.
- Observations show children: wanting to learn, enjoying learning, being resilient/focused on tasks, challenging themselves. Very positive report feedback forms and Parents' Evening discussions shows their children enjoy coming to school and learning.
- Regular assessment of phonics through Letters and Sounds has resulted in clearly differentiated provision and ensured that all children have made progress.
- Intervention has been identified and Lowest 20% and PP children who are receiving it are making expected or better progress (6 "points" from Baseline)
- Assessment of phonics has identified more able pupils who may be encouraged towards GDS in Year 1.
- Parents have a clear understanding of the children's progress towards the ELGs. This is clearly indicated by Learning Journeys, observations and data outcomes. A very high percentage of parents access their child's Learning Journey very regularly, along with its information enabling them to help their child at home.