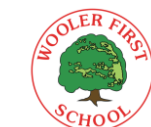


Focus Children: A minimum of 2 children per week are focus children for a period of 2 weeks, 3 times per year. They each have 3 personalised next steps during this time. These are created by adults the week before, either from previous summative assessment, incidental observations from the previous weeks or our own knowledge of the children. Pupil Premium children will have extra weeks as focus child and therefore many more adult interactions. This will challenge, target and support their individual needs.

Inputs (or when adults teach key concepts in small or larger groups) happen a number of times throughout the day. The majority of this work is practical, hands-on and is not written down.

Others areas of the curriculum are also taught through direct input by an adult at various points each week.

During the week staff look on the noticeboard at the next steps for each of the focus children and tailor their interactions accordingly. They challenge and question where appropriate at the level that is right for that child. Adults move the child's learning forward there and then - 'in the moment planning.' We believe all adults are teachers and every interaction is an opportunity for a 'teachable moment.' They use the words and guidance set out in OFSTED's document 'playing and interacting in the Early Years' as a touch point for their verbal and written interactions. These observations are collated on Tapestry towards the end of the week in order that parents can share in their child's learning.



## EARLY YEARS RATIONALE

Created by Victoria Symons, EY leader  
September 2019

WE PUT THE INDIVIDUAL CHILD AT THE CENTRE OF EVERYTHING THAT WE DO!  
We understand that play based learning is the key to successful, happy, confident and resilient learners of the future.

Although our Nursery and Reception Class vary a little in the day-to day running children are encouraged to learn and explore on their own through things such as daily independent cooking. Adults support early writing through 'Story Scribing.' *Sometimes* provocations or invitations are added to an area e.g. if the area is not being used that much or to challenge and further children's knowledge and experiences when an adult is not around.

Any teaching activities or interactions that staff have with children that are not the focus child are written up on the A3 sheet that is kept in the class. Here we can see what areas of the curriculum have been covered. Interactions with individuals and groups show 3 things: what did the adult see, what did the adult teach the child or group, what was the outcome? These are the crucial moments when teaching takes place. These are just some of the interactions that happen all day long in our Early Years.

Parents and carers are sent a letter the week before their child is focus child. It asks if they have any concerns, or worries. It also asks if there is anything of significance going on at home e.g. birthdays, new pets etc. Staff will use this information during the child's focus week to help them individualise their learning. Parents are asked to attend a meeting with the teaching staff the week following when their child has been 'focus child' to discuss their learning and development.

Our environment is very important. We do not always put out table-top activities. Adults encourage children to choose what they'd like to do, indoors and out. Adults model how to respect, play with and look after our resources. The vast majority of what the children can see on shelves is available to play with at all times. Tidy up police check on peers at the end of each session. While resources are changed periodically (possibly after they've been introduced to a focus child or small group) our environment is kept 'clutter' free – enabling good tidying and respect for these expensive resources. After we have completed our summative assessment staff analyse the data and make changes to the overall environment – see separate plan. Staff know that they are showing children how to learn, rather what to learn.