

St Catherine's EYFS Policy Document



Curriculum Vision

'Teaching in foundation stage challenges children to become independent, motivated learners who are full of curiosity about the world around them. Within our fun, happy and secure environment, our children experience consistent teaching, engaging hands-on learning and a child-centred curriculum that ensures the consistent development of skills across all areas of learning. Children are encouraged to explore, take risks, and form positive relationships with their peers in a setting that celebrates the uniqueness of every child.'

Reviewed: September 2022

Next review: September 2023

Aim of policy

- To ensure that all children make a positive start to school life from starting F1 to leaving F2.
- To ensure that all 17 areas of the curriculum are embedded through direct teaching and child initiated play.
- To ensure that all EYFS classes work together as a team, and that they're consistent in their approach to teaching and learning.
- To ensure that teaching through play is at the heart of what we do at St Catherine's
- To set out consistent routines across EYFS so that transition from F1 to F2 are seamless
- To deliver high quality early reading, maths and phonics across the key stage
- To identify our commonly used transactional support strategies to enable all learners to achieve their full potential
- To outline paperwork expectations

Areas covered:

Healthy minds project

Planning in the moment (play)

Assessment and paperwork: learning journeys, focus children, class provision map, class evidence books, class timetable, end of year report

Early maths

Early literacy

Phonics

Religious education

Home learning

EYFS non-negotiables

Spotlight children

Healthy Minds Project

At St Catherine's we believe that transitions throughout the day are often the most stressful times for the children in our care. Our aim, is to ensure that we plan and prepare transition times effectively so that all children are happy. We know that lining up; waiting for long periods of time and lots of noise can cause distress for some children. We use Makaton signs and communication in print to support all children when following instructions/routines. (see appendix 1)

Morning routine

All staff welcome children and parents/ carers into the setting with a smile. Staff are available to listen to and play with all children and their parent/ carers throughout stay and play (8:30-9:00am) children self-register and choose their own lunch on parent pay. Children vote for a story by putting their name block next to the book they would like the teacher to read at story time. We believe that when children make choices about the books they would like to read, they are more likely to concentrate and join in.

Lunch routine

Children are sent to wash their hands and collect their coats whilst listening to calming music with the lights turned down. The teacher ensures that all children are calm and quiet before they're sent to the dinner hall. In the dinner hall the queue time is short and the noise level is low. The majority of lunch time staff are EYFS teaching assistants this ensures that the children feel safe and happy whilst in the dinner hall, and on the yard. EYFS teaching assistants communicate with teachers and parents regularly about lunch times. Parents are able to talk to EYFS lunch staff during stay and play every morning.

Afternoon routine

Children come back from the yard with a familiar teaching assistant that works in EYFS. Children come in listening to calming music with low lighting. Children are greeted by their smiling teacher. The teacher will lead a calming activity as the children come in and get ready for learning.

End of the day routine

Children help to put things back where they live, then sit on the floor for singing. The teacher leads a planned singing session. Children learn new songs and rhymes with actions/ Makaton. When singing is finished, calming music is played and the children collect their own belongings. The teacher sends the children a few at a time to avoid queues. The school day is finished by a song and the home time prayer. (See appendix 1 for home time songs and prayer words)

Planning in the moment (play)

Planning in the moment is all about capturing the children's current interests at that particular time. We interact with the children to build on what the child is already doing (in the moment.) We observe the children to see if we can add to their play and help move their learning on. This type of planning is simple and effective, as it allows those crucial moments to be captured and extended there and then rather than introducing next steps in a week or two.

We plan in the moment experiences which are an extension of the child's interests observed. This type of planning prevents us from forward planning activities during continuous provision. We listen and watch to see what the children want/need in our indoor and

outdoor provision. We ensure that our indoor and outdoor provision supports all areas of learning. Something will always spark something else, so we tune into what children are saying and doing, as this may lead to something magical. When children are allowed to select where, with what, and how to play, they are truly invested in their play and become deeply involved.

It is important that adults incorporate teachable moments that they would like the children to learn, for example, a child is making models with Numicon, and the adult shows curiosity about the holes. The child also shows curiosity and by the end of the interaction the child knows that each hole represents a number.

Each week we identify our focus children to ensure that we record some of our teaching through play with every child every half term. We record what the child was interested in, what they did/said and the teaching from the adult (see appendix 2 for examples of parent letters, and weekly rota.)

Parent meetings

During a child's focus week, the teacher/practitioner will meet with the child's parents/carers and the child. The teacher/practitioner will share photos, observations and discuss the child's learning and development. These meetings are held in the classroom and replace parent's evenings.

Assessment and paperwork

Every child in EYFS has a learning journey. These are scrap books that practitioners, children and parents contribute to. Parents are asked to add to their child's learning journey regularly. Every child has a baseline assessment in the first few weeks of school, then a focus week every half term. Interactions with children are regularly recorded by practitioners. Practitioners write up their interactions to reflect in the moment teaching that clearly highlights speech (in yellow) and the practitioners teaching (in pink).


Observations are ongoing all of the time in EYFS. Some are written down, but most of them are remembered and shared with other practitioners every day in classes, every week in staff meetings, during MER with the foundation stage leader, and in moderation meetings every half term.

Summative assessment

Baseline assessment in Early Years is a short period of time in Autumn 1 where practitioners make judgements for all children against the ages and stages of development. Baseline assessment reflects what the children can do when they start either Foundation 1 or Foundation 2. Children who move from our F1 to our F2 keep their summer term data as their baseline. However, all children have a baseline week, therefore the same evidence collected to start their new journey.

St Catherine's baseline assessment is child led within our indoor and outdoor provision. Practitioners observe what the children are doing and provide teachable moments where appropriate. Teachable moments are **fewer** during our baseline period to ensure that practitioners assess all children in the first few weeks.

Baseline assessment example:

Baseline assessment for Theresa Green		Autumn 1 week 2
<p>Theresa is laid on her stomach lining up animals. "1 2 6 8 10."</p> <p>T: I love your counting Theresa can have a turn?</p> <p>"sure you can" she smiles.</p> <p>T: 1 2 3 4 5 6 oooo 6 animals. "Put them in a line and count them" (sings) models touching each one slowly. "Your turn now." Teacher uses communication mat to modelling taking turns.</p> <p>"My turn" Theresa points to my turn on the communication mat. "Put them in a line and count them. 1 2 3 4 5 6 I got 6."</p>	<p>Theresa marks with a thick black pen on the large wipe board on the floor. She makes lines, dots and circle shapes.</p>	<p>Theresa stands at the classroom door to wave bye to her parents.</p> 
<p>Theresa taps Miss Sefton and says "Miss I'm really hungry."</p> <p>T: Ok, do you want some snack?</p> <p>"Yes please"</p> <p>T: shows her where the snack is and reminds her that she can get snack whenever she wants. Teacher reminds her where the bin is and to wash her hands.</p>	<p>"What time is dinner I'm starving?"</p>	<p>Theresa is on a bike pushing herself with her feet on the floor.</p> <p>T: encourages Theresa to put her feet on the peddles. Theresa does this for 10 minutes.</p> <p>"Hey child A put your feet on the pedals likes me."</p>
	<p>Theresa is outside playing in the water.</p> <p>"Hey, that's mine! Give it me back. Thank you."</p>	<p>Theresa recognises her own name. She can independently hang up her coat.</p>

All teachers in EYFS review and evaluate their summative data 6 times throughout the year. We use the non-statutory guidance birth to 5 matters and the statutory early learning goals as a journey through F1 and F2.

Class provision map

Once baseline assessments are complete, each class teacher will fill out a class provision map to identify specific children who need support. These are reviewed regularly and updated when needed. The three areas of need are communication and interaction, cognition and learning, social, emotional and mental health and sensory/physical need. (See appendix 3 for an example)

Raising attainment plan

When the class teacher reviews their summative data, they also plan and identify who needs more time to meet an expected objective. This includes gaps in any of the 17 areas of learning. Plans will be reflected in continuous provision and in direct teaching.

Itkit intervention tool

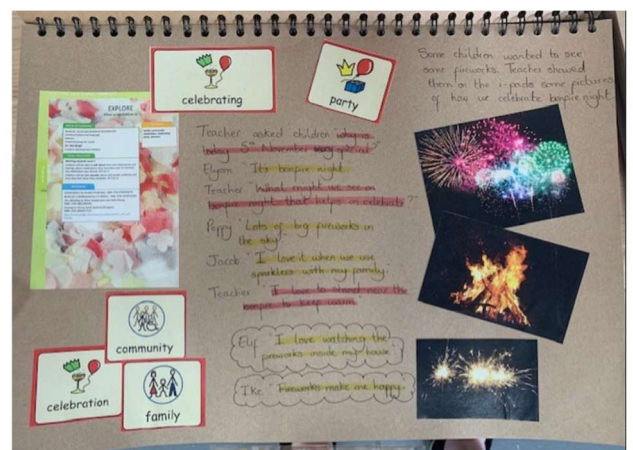
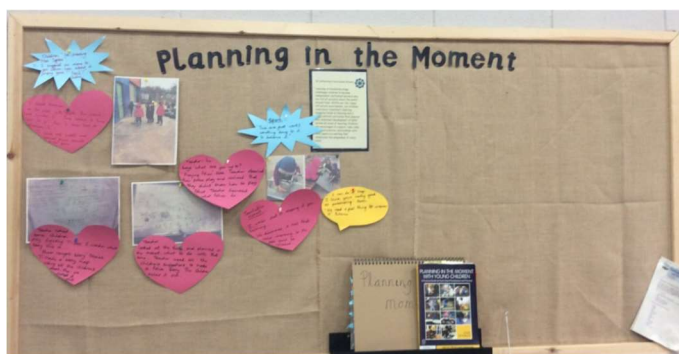
When baseline has finished, each class teacher will identify children who are not yet on track in any of the prime areas of learning. The Itkit intervention tool will breakdown targets and suggest activities to support staff and parents to ensure that the child meets the identified area of learning and development. The Itkit is used every day and recorded on a class Itkit overview document.

Class timetable

Each class has a timetable that identifies all the spotlight children (SEND, EAL, behavioural, premature, summer born) and who is supporting them, for example, child A has a TA 1-1 during phonics, child B has his own maths resources during whole class maths and child C has gross and fine motor activities every day to support muscle strength for writing. SEND children who need to be in the practitioners mind throughout the day would be clearly identified on the timetable. The named practitioner (shared out and on a rota) would scan the room regularly to check that they are regulated, engaged and happy. Those children who cannot engage in their own play would be identified on the timetable, with an activity for a named practitioner to plan for and deliver at certain times in the day (first thing in the morning, after lunch, outside) The class timetable will also identify which adult is inside/outside, which daily planned reading session it is (listen, join in, planned outcome, act out), and what the number of the week is.

Class evidence books

Each class has an evidence book for RE that records group teaching. The RE book links to the come and see programme, with clear links to key vocabulary, scripture, prayers and activities. The planning in the moment (play) book starts on the wall as a display, and updated every week. The display and book show the spark, children's speech, practitioner's teachable moments and next steps/going forward. This covers all 17 areas of learning.



End of year report

It is mandatory that reception class teachers report on the characteristics of effective learning, prime and specific areas to parents and year 1 teachers, at the end of the reception year. Teachers will share reports, data, gaps in learning, learning journeys, class evidence books, class provision map, RE and RWI assessments. F1 teachers will share the same information with F2 teachers.

Mathematics

Mathematics is taught through play following the children's interests, and through direct teaching. In F1 we consolidate children's understanding of numbers 0-3 through planning in the moment. In F2 we teach a number of the week to embed numbers 0-10 by the end of the reception year. We provide lots of opportunities to play games, and use resources that teach subitising and counting as soon as they start nursery. Subitising is the rapid, accurate, and confident recognition of numbers represented pictorially. Both F1 and F2 children have access to mathematical resources as part of continuous provision (see appendix 4 for number resources)

Subitising



Children have the opportunity to experience real life situations in relation to shape, space and measure. Children are free to pour water; measure sand/mud; lift, drag and manipulate real life objects that are heavy.

Retrieval maths

In FS we deliver short snappy repetitive retrieval maths lessons that are meaningful to the children. Retrieval means practising what we have learned already to ensure that it goes into our long term memory. Skills taught in our maths lessons are: subitising, 1-1 correspondence through meaningful counting, number names, number sequence, cardinal value, place value, visualisation, and forwards, backwards, more and fewer.

In F1 their retrieval maths lesson is a short group time where the teacher models counting through registration, the class calendar and through singing number rhymes and using their fingers and objects. In the summer term F1 begin the process of voting for a story.

In F2 we count the votes for the voted story and work out which book has the most votes. We count the blocks in towers of 10 and use the language of "1 lot of 10 and 7 ones make 17." Children repeat the full sentence and rehearse it with their learning partner. The children will find the number of votes on the class number line and link it to the full sentence. "1 lot of 10 is represented by the one and 7 ones is represented by the 7, 1 and 7 written together makes 17." In the Spring term the children will take turns to make the numbers with Numicon. In the summer term the children will draw a pictorial representation on the number on whiteboards.

When children self-register they move their star to the counting board. We count the stars to find out how many children are at school and how many are away. The children air write the numbers, and write them smaller on their hand. The teacher models number formation rhymes, to support recognition and writing. Again the teacher models place value by

modelling the language again "2 lots of 10 makes 20 represented by a 2, then 6 ones makes 26 represented by a 6. 2 and 6 together reads 26.

The teacher hides a number every day on the class number line, then sings "hey numbers in a line, hey numbers you're so fine." The children will work out what number is hiding and explain how they know. The teacher will model the language of "because, 1 more, 1 less, in-between" to explain how they knew the number. The teacher then asks what 1 more than that number is. All children work out the answer using their fingers/number fan/wipe board/Numicon. In the spring term the children use a whiteboard and pen to draw a pictorial representation of 1 more and 1 less (adding another dot to the base 10/ adding 1 more hole to the Numicon, crossing out a dot/ hole.)

Shape, space and measures

The children sing the days of the week using Makaton. The teacher models the sentence "yesterday was..." and the children repeat it. The children tell their partner and then work out what day it is today by using the song. The teacher models the sentence "today is..." and the children repeat. The teacher models the sentence "tomorrow is..." and the children repeat it. The teacher models working out the date by saying "yesterday was..." now we need to use the number line to jump on the number line to the next number. The children sing the months of the year song and work out what month of the year it is. The teacher models "the month of the year is..." We sing songs to keep the children engaged and to transition from one activity to another.

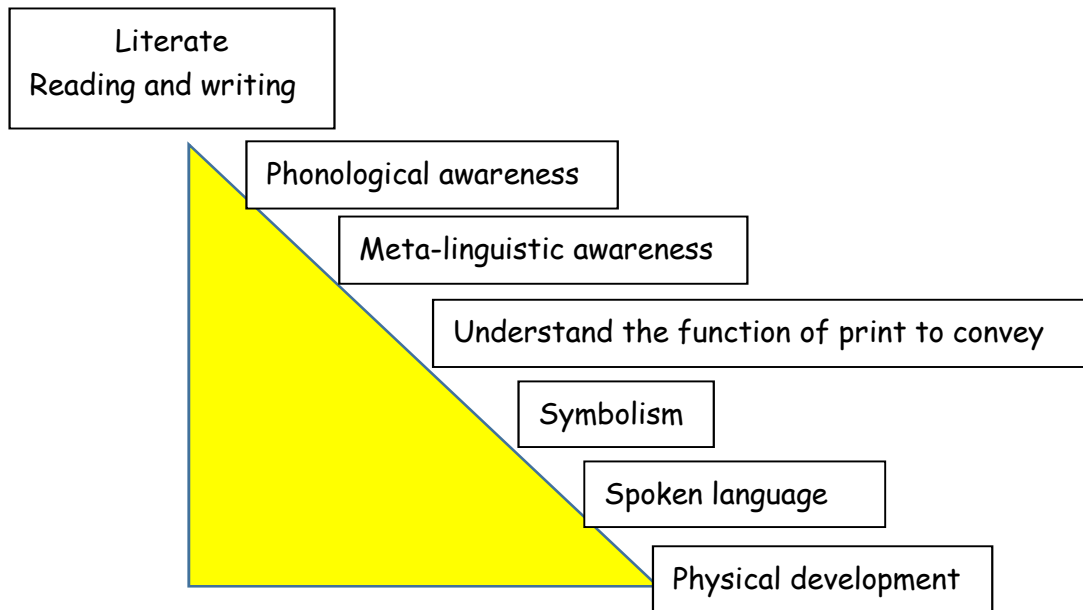
Each week a different number is taught. When we teach numbers 1, 3, 4, 5, 6, 7, 8 we also teach circle, triangle, rectangle, square, pentagon, hexagon, heptagon and octagon. We make the link between the number of the week and the number of sides/corners that these 2D shapes have.

Maths lesson

Our maths lesson is linked to the first part of retrieval maths, the number that is hiding. Each week we teach a different number. Throughout the week we introduce: the Numicon piece, the number character, number formation rhyme, how to count it with objects, how to find it on a number line. Find 1 more/1 less than the number and count that many claps/stamps, number bonds, addition and subtraction. In the summer term, doubling and halving is taught practically. (See appendix 4 addition and subtraction policy)

Early literacy

At St Catherine's we believe that there's a lot more to reading than just phonics. Before we teach letters and sounds, we embed the foundations for reading. We start teaching RWI (phonics programme) in F2 Autumn 2. We teach all the other elements alongside phonics for the duration of the reception year.



Physical development: sit still and do, proprioception (awareness of position and body), balance, sensory experiences, crossing the middle line and fine motor.

Spoken language: making sounds, saying words, saying phrases, saying sentences and listening.

Symbolism: using one thing to represent another. Writing is the symbolic representation of speech and reading is the decoding of symbols.

Understand the function of print to convey meaning: reading and writing in context. Why, where and how do we use print. This requires lots of modelling from adults.

Meta-linguistic awareness: to access phonics teaching, children need to be able to think about and talk about language. Children need to be able to see language as an object that can be manipulated, examined and discussed. We model this through our 4 steps to engaging reading.

Phonological awareness: phonics is our symbolic system for reading and writing. Alliteration, oral rhyming words, syllables, onset-rime and phonemic awareness (hear, say, manipulate spoken sounds)

- Fred talk: Fred frog only speak in pure sounds. The children have to say the whole word.
- Silly sentences: substituting words to make sentences silly allows children to manipulate language.

- Singing board: we have a singing board with three songs on. We learn these songs off by heart using Makaton. We hear lots of rhyming words, onset-rime and alliteration when singing these songs/ rhyme/ poems.
- Initial sounds: our teacher is really silly! She always emphasises the first sound in our names... Mmmmiss ssssssefton
- Environmental print: reading print around us by remembering the colour, shape, size and pictures.

Words we love

Practitioner's model finding and hearing new words and finding out what they mean. Eventually the children will start to do this, and share words they love with the class. These words are collected onto a display with a picture and action to help the children remember them. We share words the we love with our parent/carers in our home learning books. We practise these words every day in context.

Planned reading time

Teachers select 2 books (mixture of fiction and non-fiction) of interest to the children, and put them onto the voting station. Every child votes for the story that they want the teacher to read. The teacher reads the book with the most votes. F2 vote for books to keep the children engaged, and feel part of the selection process. F1 start the voting process in the summer term (voting as a class.) During lesson one, they listen to the story from the beginning to the end, so that they hear the story structure and make their own decisions about the plot/dilemma. In the second lesson, they join in with the story, so that they can remember some of the repeated refrains/rhyming words/alliteration, and start to remember the story structure. In the third lesson, the teacher plans a focus for the book. It might be rhyming/alliteration, new words for the words we love display, reciprocal reading, questions and answers about the book, spotting red words, Fred talking green words, hot seating or rainbow talk. In the fourth lesson, the children help the practitioners to act out the story using adults/children/or objects. In the fifth and sixth lesson, the teacher reads a linked text and teaches the children songs, rhymes and poem linked to the story plan. The story plan enables children to develop their vocabulary, understanding of rhythm, rhyme, and alliteration, comprehension, remember stories off by heart, and gives them lots of ideas for independent play.

Reciprocal reading session plan

Summarising sheep: retell main points

Predicting pig: guess what might happen next

Enquire Emu: ask and answer questions about the characters and plot

Clarifying cow: make sense of words, images, ideas, link thoughts and feelings, imagining the scene

Use these characters every time when teaching reciprocal reading. Have these characters displayed in the reading area.

Select a book and use white card to plan your questions, vocabulary, pauses for thinking.

TTYP

- Have new words to discuss written on white card and slot it into the page that it appears in the book.
- Have questions written on white card slotted into the book
- Have images for TYP, think, discuss feelings slotted into the book

Provision activity after every session in the reading area

- Words and questions from the story displayed
- Character images photocopied and displayed

Respond, in the moment, activity ideas:

Send them off to draw/ write. Make something for example a wedding card if it's a fairy tale story, a door for a castle, a cape for the superhero. Act out a part of the story in group.

Phonics

In F1 children are taught phonics in the moment through play, and during whole class story time. In the moment practitioners will model Fred talk (blending sounds together to make a word), and Fred fingers (segmenting words for spelling- breaking words into sounds), and model using sound cards to make words. F1 practitioners teach letter formation rhymes and display the RWI freeze frame for children to refer to. Practitioners model initial sounds, and Fred talk, when reading books whole class and ask the children to copy. Practitioners model being readers and writers all the time, by thinking out loud and writing/reading for a purpose (reading a recipe, writing a Birthday card, writing a letter, writing their name on pictures, reading a funny magazine, reading signs and labels e.c.t.) Direct teaching of RWI starts in the summer term in F1.

Alongside phase 1, F2 teachers teach RWI to the whole class with the support of their TA's. TA's support spotlight children and provide any additional resources they might need. F2 teachers teach all set 1 sounds and word time 1-7 then assess all children. All F2 children are assessed by the foundation stage leader, then put into groups according to the number of sounds they know, if they can hear Fred talk, if they can independently blend and if they can read words that are written down. For the rest of the year, the children will be assessed each half term and move groups accordingly. We aim for all children to be able to read at green book level by the end of reception. We have two trained fast track tutors to deliver 1-1 reading in reception.

Religious education

RE is taught using the come and see programme. All practitioners know the programme well and teach it through play. Teachers use books that link to RE (Baptism, wedding, Advent, Nativity, Easter, welcome, friends, church, wonderful world) and plan for them as part of the planned book time. Teachers follow a yearly plan for RE to ensure that all sections of the programme are covered by the end of the year. RE assessments are carried out 3 times per year in F2 (Autumn, Spring and Summer)

Home learning


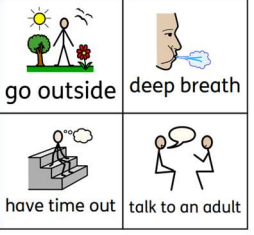


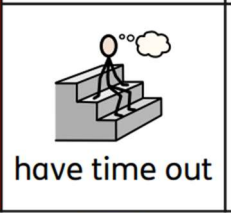

Teachers send home weekly home learning that covers early maths, early reading, and things they can practise at home to support independence. Two library books are chosen in class and sent home with a reading record for parents to write in. Once whole class phonics starts, the sounds and words they have been taught will be added to the homework. Once the children are in groups, they will have homework to match their phonic knowledge.

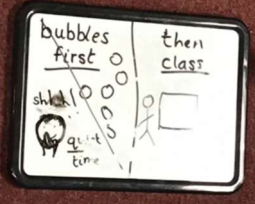



EYFS non-negotiables



All practitioners that work in EYFS follow a set of non-negotiables to ensure that we're all consistent in our approach to behaviour and teaching and learning see appendix 6.

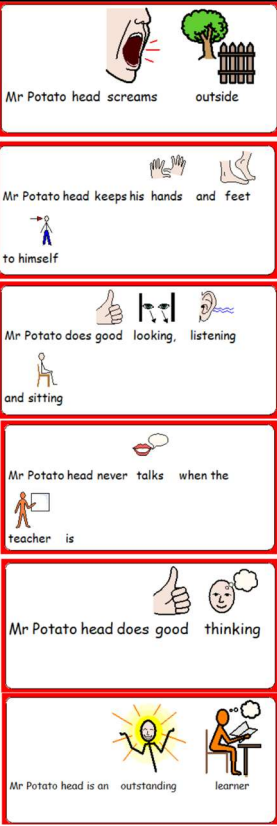
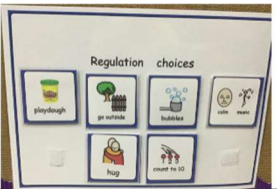
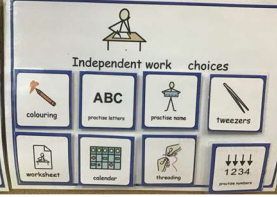
Spotlight children








SEND, EAL, S&L, premature, summer born children might need extra support/time. Below are some of the strategies that we might use to ensure that we meet the needs of all learners.

Visual/other support	Action	Why
 	<p style="text-align: center;"><u>Lanyard cards</u></p> <p>Children/child display signs of being in red zone. Adult shows angry card on lanyard. Adult turns the card over to let child choose a way to calm down.</p>	<ul style="list-style-type: none"> Children need to be in green zone for learning
 	<p style="text-align: center;"><u>Lanyard cards</u></p> <p>Children/child display signs of being in green zone. Adult shows happy card on lanyard. Adult turns the card over and says "I can see you're happy in green zone, give me a high 5, let's stay that way."</p>	<ul style="list-style-type: none"> Positive reinforcement
  <ul style="list-style-type: none"> 3 minutes 	<p style="text-align: center;"><u>Quiet time</u></p> <p>If child/children chooses timeout ("quiet time") adult draw on the wipe board, first quiet time then... whatever is next on the timetable. If needed the adult models quiet time being silent (no talking with other adults or children.) Adult refers to board when child tries to talk. Adult uses 3 minute timer for this. Adult decides if he is in green zone or not after the 3 minutes. After 3 minutes adult decides what is going to happen next- more quiet time or the next thing drawn. Is he/she ready? Will he/she be able to join class? Will he/she be able to get on with his/her work?</p>	<ul style="list-style-type: none"> Spot to make sure child knows where to sit (tap it if child moves off it) Wipe board for engagement (everything you need to communicate can be done on here) First and next language is used for consistency and so child knows exactly what is happening Quiet time is silent- no teacher talk so that the child can concentrate on calming down and understand that this isn't reward time (we don't want this to be fun and last a long time) Quiet time reminders throughout- sign and point to visual so that he remembers exactly what is expected of him

Visual/other support	Action	Why
	<p><u>Wipe board and pen is used all the time to:</u></p> <ul style="list-style-type: none"> • Write/draw first and next • To engage child/children when the class teacher is delivering carpet time (<i>some examples- class teacher is modelling finding 1 more in maths- TA draws the number in dots then adds 1 more "how many altogether?" Teacher is identifying nouns in a picture- TA draws picture and lets child point to the nouns on the board. Teacher is reading a story, teacher draws a text map to go with the story</i>) • To give instructions when children/child is finding teacher talk too hard to follow (<i>some examples- inside we're calm and quiet. We don't shout in people's faces ,we walk inside and run outside</i>) • Reminders during lesson time in class and on the corridor (<i>some examples- good sitting, looking, listening, not talking when the teacher is</i>) 	<ul style="list-style-type: none"> • Models behaviour expectations without talk overload • Keeps children/child focussed • To ensure children/child always knows what's happening next
	<p style="text-align: center;"><u>Stars</u></p> <p>Some children may need the day breaking up for them with a reward after some/all activities. Adult gives child stars to add to his/her chart (3 altogether) these stars are waiting for the child to earn them on his/her timetable. When the child has collected all 3, he/she can choose a reward from his/her reward choosing board.</p>	<ul style="list-style-type: none"> • Adult gives stars for: being like Mr Potato head (good sitting, listening, walking, hands and feet himself, walking inside, calm and quiet inside, does as he's asked the first time, good listening, not talking when the teacher is) • For completing work
	<p style="text-align: center;"><u>Rewards</u></p> <p>Child chooses which reward he/she would like by putting the picture he/she wants on his/her timetable. Adult says "5 minute reward time then...." Pointing to pictures on timetable. Rewards are things the child likes to do.</p> 	<ul style="list-style-type: none"> • Reward choices are desirable (lots to choose from, well stocked) • Child can have reward time with adult interaction if they want it • Reward time is to break up the day and give the child something to work hard for


Visual/other support	Action	Why
Sensory breaks Adults choice when needed	<p><u>Sensory breaks: Adults choice when needed</u></p> <p>Child displays the need to run, jump, inappropriate touch and be loud. Adult decides which activity to do and for how long.</p> <p>Cornflour, making playdough, outdoor games basket (balls, skipping rope, bean bags), crash mat to fall/jump on, tug of war with a skipping rope, deliver note to SLT</p>	<ul style="list-style-type: none"> To meet the child's sensory needs instantly
	<p><u>Timetable</u></p> <p>Some children may need an individual timetable. Some children may need an individual choice timetable. Child's timetable has a choice for everything. Child decides if he/she wants to complete the task with the class or on the corridor/quiet part of the classroom. Child makes the choice when they're about to happen not in advance. Wash hands in class or toilets (toilets less noise and less distraction)</p> <p>Lesson class or corridor/quiet area (to be taught by the teacher if he is calm and safe or corridor if he isn't)</p> <p>Dinner class or corridor (calm and safe to be with peers, not calm and safe- corridor/somewhere safe)</p> <ul style="list-style-type: none"> An adult might need to make the decision for the child if he/she has chosen whole class but the class teacher cannot teach because he/she is distracting the class. Class teacher might make the choice for him/her if she/he cannot teach with him/her in the classroom. 	<ul style="list-style-type: none"> Child to make the choice according to how he/she is feeling- feeling silly, loud, energetic, distracted- best to work on the corridor/somewhere else. Feeling calm, safe and ready to learn best to be with his/her peers and class teacher. Child's emotional well-being is our top priority- we know that if he/she isn't happy he/she will not learn Makes choices as they're about to happen not in advance, child's feelings/behaviour can change
	<p><u>Spot to sit on</u></p> <p>Child has a spot to sit on in class when sitting on the floor. If the spot becomes a toy, masking tape might work better.</p>	<ul style="list-style-type: none"> So child knows exactly where to sit Adult can tap it as a reminder for good sitting/where to sit
Touch	Soft touch massage, hand rub, hugs for when child is disregulated (some children like it, some don't)	<ul style="list-style-type: none"> For reassurance and to calm down


Visual/other support	Action	Why
	<p><u>Behaviour links to Mr Potato head</u></p> <p>Mr Potato head is an outstanding learner and this is what we inspire to be.</p> <p>“You’re an outstanding learner just like Mr Potato head, why.....”</p> <p>Mr Potato head screams outside (we link this to a child who screams inside)</p> <p>Mr Potato head keeps his hands and feet to himself (we link this to when a child hurts themselves or others)</p> <p>Mr Potato head does good looking, listening, sitting</p> <p>Mr Potato head never talks when the teacher is (we link this to when the child calls out in class)</p> <p>Mr Potato head does good thinking (we link this to when the child is doing work/lesson time)</p> <ul style="list-style-type: none"> • Adult adds Mr Potato head reminder activities into his weekly timetable and builds the display again. (Some examples- Mr P's body parts frozen child/children to melt them and the adult uses the visuals to reinforce what they "mean eyes= good looking feet= safe feet to himself" body parts wrapped up for him to unwrap. Body parts hidden outside/inside. Draw Mr P and label) 	<ul style="list-style-type: none"> • Mr P is used as a whole class mascot to reinforce positive behaviour • lots of children find being told off tricky, so we use Mr P as a reminder as much as possible • Mr P activities to reinforce positive behaviour
	<p><u>Regulation choices</u></p> <p>When child needs to regulate, he/she can choose a regulation choice and put it on his/her timetable.</p>	<ul style="list-style-type: none"> • Child needs to be in green zone to listen and learn
	<p><u>Independent work choices</u></p> <p>Adult to notice when class work is getting too much for the child. Adult to add an independent task to child's timetable (choose activities that the child can do independently)</p>	<ul style="list-style-type: none"> • To break up lesson time when adult notices that he/she has lost interest • To build in independent time


Visual/other support	Action	Why
	<p style="text-align: center;"><u>Controlled choices</u></p> <p>Adult uses own hands to indicate two choices: In class or out Apple or banana Water or milk This pencil or this pencil This story or this story You or me (put coat on, put shoes on, write e.c.t)</p>	<ul style="list-style-type: none"> Controlled choices are used to help him/her focus in what is happening in the moment Controlled choices are used as a distraction Controlled choices are used to ensure that child does what the adult needs him/her to do without realising it
	<p>All adults use Makaton/gesture when talking and teaching, for example:</p> <p style="text-align: center;">  "Child you seem happy" </p> <p style="text-align: center;">  "Child do you need the toilet?" </p> <p style="text-align: center;">  "1 more than 2 is 3" </p>	<ul style="list-style-type: none"> Makaton transforms the lives of people with communication difficulties, by giving them a way to express themselves independently. Being able to communicate eases frustration and gives people confidence and independence while they develop communication and language skills.
 	<p>Use a wipe board to draw first/next activity Planned teaching for those who are not able to initiate their own play.</p>	<ul style="list-style-type: none"> Play is developmental To meet the needs of children who play solitary/parallel play To support those working towards the second stage of play development.


Appendix 1: communication in print to follow at transition times



Lunch time routine


Wash hands


Get band


Get coat


sit on the carpet

 
wait for a tap on the head

Home time routine


coat


bag


book bag

   
hat scarf gloves glasses

 or  
drawings or home learning

 
sit on the carpet

Morning routine


book bag



coat



water bottle



wash hands



star


Outside routine


wash


coat


trousers


wellies


outside



thank you



lunch



prayer

Thank you God for all of our breakfasts.

Thank you God for all of our lunches.

Thank you God for all of our dinners.

Thank you God for everything.

Sha la la la la la la la

Thank you God for everything.



Day



sorry



good



hometime



prayer

Now the day is over, we lift our hands and say

Thank you heavenly Father for today.

We're sorry for the wrong things, but glad about the right.

Keep us heavenly Father in your love tonight.



love



Home time song

Open and shut them, open and shut them (open and close hands)

Give a little clap (clap, clap, clap)

Open and shut them, open and shut them (open and close hands)

Lay them on your lap (hands on knees)

Make them climb up to the sky (hands up high)

Wave them down and say good bye (wave)

Appendix 2: focus children

Name	Focus week	Name	Focus week	Name	Focus week
	Autumn 1 week 6		Spring 1 week 2		Spring 2 week 6
	Autumn 1 week 6		Spring 1 week 2		Spring 2 week 6
	Autumn 1 week 6		Spring 1 week 2		Spring 2 week 6
	Autumn 1 week 7		Spring 1 week 3		Spring 2 week 7
	Autumn 1 week 7		Spring 1 week 3		Spring 2 week 7
	Autumn 1 week 7		Spring 1 week 3		Spring 2 week 7
	Autumn 2 week 1		Spring 1 week 4		Summer 1 week 1
	Autumn 2 week 1		Spring 1 week 4		Summer 1 week 1
	Autumn 2 week 1		Spring 1 week 4		Summer 1 week 1
	Autumn 2 week 2		Spring 1 week 5		Summer 1 week 2
	Autumn 2 week 2		Spring 1 week 5		Summer 1 week 2
	Autumn 2 week 2		Spring 1 week 5		Summer 1 week 2
	Autumn 2 week 3		Spring 1 week 6		Summer 1 week 3
	Autumn 2 week 3		Spring 1 week 6		Summer 1 week 3
	Autumn 2 week 3		Spring 1 week 6		Summer 1 week 3
	Autumn 2 week 4		Spring 2 week 1		Summer 1 week 4
	Autumn 2 week 4		Spring 2 week 1		Summer 1 week 4
	Autumn 2 week 4		Spring 2 week 1		Summer 1 week 4
	Autumn 2 week 5		Spring 2 week 2		Summer 2 week 1
	Autumn 2 week 5		Spring 2 week 2		Summer 2 week 1
	Autumn 2 week 5		Spring 2 week 2		Summer 2 week 1
	Autumn 2 week 6		Spring 2 week 3		Summer 2 week 2
	Autumn 2 week 6		Spring 2 week 3		Summer 2 week 2
	Autumn 2 week 6		Spring 2 week 3		Summer 2 week 2
	Autumn 2 week 7		Spring 2 week 4		Summer 2 week 3
	Autumn 2 week 7		Spring 2 week 4		Summer 2 week 3
	Autumn 2 week 7		Spring 2 week 4		Summer 2 week 3
	Spring 1 week 1		Spring 2 week 5		Summer 2 week 4
	Spring 1 week 1		Spring 2 week 5		Summer 2 week 4
	Spring 1 week 1		Spring 2 week 5		Summer 2 week 4

Focus children letter home to parents (1)

Focus children letter home to parents (1)

As you are aware from my parent workshop, we do something called 'focus children.' When it is your child's focus week we record a small number of our interactions with your child. We also send you a letter asking for some information that week, so we can hear all about your home news and learning. We will send you a copy of your child's focus sheet home. Sometimes you might see a box at the bottom saying 'going forward' this might have some suggestions in for all of us to do at home/school. If you don't see a 'going forward' box, then we have decided that at that time, there isn't anything to record. The original sheets will be in your child's A3 learning journey that you can read during stay and play. We also record WOW moments in your child's learning journey. This is when we write down what your child has done independently. Sometimes these WOW moments are accompanied by a photo, but not all the time. We don't write lots of observations because we don't want our time to be taken away from the children.

We really appreciate your responses to focus week, and can't wait to see all the fantastic things you have done at home. If you would like to send photographs for me to print for your learning journey my email address is:

ESefton@stcatherines.academy

We have stay and play every single day from 8:45-9:10am (F1 8:45-9:10 and 12:30-1:00pm) you can join your child in play and see how your child likes to learn. This time is also for you to talk to the teachers if you need to. If you would like to see how we teach something specific, a member staff is always available to demonstrate. We do have two very strict safeguarding rules for our stay and play:

- No mobile phones
- No adults in the toilets

We really love to see you in stay and play sessions, and thank you for your time,

Thank you for your continued support

Miss Sefton

Foundation stage leader






Focus child letter home (2)



Planning for your child's Learning Journey

Next week's focus week is _____. We will be observing them while they play to find out more about their interests and how they are progressing.

We value the knowledge and understanding you have of your child and would really appreciate it if you would like to share this with us so that we can work together to meet your child's needs. The following week, their observations will be stuck in their learning journeys for you to read.

 <p>interest</p>	<p><u>What is your child interested in at the moment?</u></p>
 <p>amazing</p>	<p><u>What amazing things has your child been doing at home?</u></p>
 <p>visit</p>  <p>holidays</p>  <p>celebrations</p>	<p><u>What special things are happening in your child's life at the moment?</u></p>

Please return this sheet by the end of the next week with any additional information or photographs. You can also email us at ESefton@stcatherines.academy

Thank you for your support!

Appendix 3: class provision map

St Catherine's Catholic Primary School		Class Provision Map	
Area of Need - Communication and Interaction			
Provision description	Frequency	Group size	Intervention target
PECS book and Makaton to communicate wants and needs	Everyday	1-1	Communicate wants and needs
Turn taking and waiting for a turn	<i>In the moment</i>		
model language correctly e.g. Arzaan says "the car broke" adult says "yes the car broke"	<i>In the moment</i>		Speech and language
He/ she/ they	<i>In the moment</i> <i>In the Hub</i>	1-1	Speech and language
Makaton checklist to support transition times (lunch time, home time, after lunch)	Everyday		Self-organisation
Bubbles, loud noises, interesting objects, feathers, corn flour, shaving foam, e.c.t.	<i>In the moment</i>		Eye contact, waiting, suspense, ore and wonder, develop their interest in others (desirable adults and children)
Lanyard with key vocabulary on (toilet, drink, food, coat, wellies, wet suit, adults, mum, Stefan)	<i>In the moment</i> <i>(every single time he needs/ wants)</i>		To use visual support to request
Stop- greet- go (good morning, good afternoon, hello, goodbye)	<i>Every morning, every afternoon, at the end of every day</i>	1-1	SCERTS JAS.4 greets
Going with his interests, adding language, modelling full sentences, using lanyard visual support, promoting independence, promoting interactions with his peers	<i>Every morning by Sophie Kirk for 10 minutes</i>		Intensive interaction

Area of Need - Cognition and Learning

Provision description	Frequency	Group size	Intervention target	Outcomes (RAG children's names)
Zephan to have objects to count when I count the vote blocks for story. Zephan to have his own number line for "hey numbers in a line" and his own calendar. Zephan to count the stars with teacher for self-registration. Zephan to have a number fan to represent numbers. During RWI, Zephan to have a set of picture cards, small RWI sound cards and a magnetic board with letters on. When writing, Zephan to have the magnetic letters and a wipe board pen to have a go. Adult to model running a finger over the letter and saying the rhyme. Class TA to support him with these resources at all times. TA to encourage singing, signing/ actions at singing time.	Everyday During 4 lessons -Retrieval -maths -RWI -story -singing	1-1 during whole class input	Join in with whole class inputs (daily maths retrieval, story, RWI)	
TA to support Kal when talking to his learning partner	Everyday		To take turns in conversation. To understand who, what, when, where questions.	
Adult draws an activity on a wipe board for Umar to complete before choosing his own learning	Everyday	Any	To complete an adult task before choosing his own learning	
Provision description	Frequency	Group size	Intervention target	Outcomes (RAG children's names)
Praising positives, reinforcing rules, communicating with parents, emotion cards, first then	In the moment		emotional-regulation strategies and bespoke behaviour strategies	
Provision description	Frequency	Group size	Intervention target	Outcomes (RAG children's names)
Making playdough, painting, soapy sand, ice, herbs,	In the moment		Provide sensory experiences (inappropriate touch)	

Appendix 4: addition and subtraction policy

Foundation Stage

Counting and Combining sets of Objects

Counting in context (concrete experiences) with the use of Nu



Children need a deep understanding of the values of numbers through pictures, images and objects e.g.

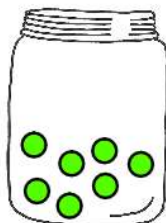


In order to achieve GLD, FS children must be able to use objects in the context of play to add amounts. Children are not expected to use formal equations to express addition.

e.g. $7 + 2 = 9$

"There are 7 marbles in this jar. I'm going to put 2 more in. How many are in the jar now?"

Children count on as the 2 marbles are put in the jar.



$"7...8...9"$

altogether more add number

FS

Counting and Combining sets of Objects

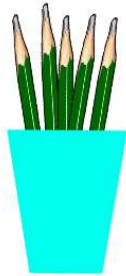
Counting in context (concrete experiences) with the use of Numiccs



Children need a deep understanding of the values of numbers through pictures e.g.



In order to achieve GLD, FS children must be able to use objects in the context of play to subtract amounts. Children are not expected to use formal equations to express subtraction.



"There are 5 pencils in the pot. If I take 1 out, how many will be left?"

Children take 2 out and count the remaining pencils / children count back as they take out each of the 2 pencils.