

Analysis of Baseline summary reports and end of Term 4 data 2016

	Number	% of cohort
NOR	28	
Gender Split	13 boys 15 girls	
Disadvantaged (FSM, E6, LAC)	8	28%
EAL	4	14%
SEND	2	7%

Area of learning and development – Personal, social and emotional development

Area of learning and development	Unique Child	Positive relationships	Enabling environments
Self confidence and awareness	We have seen a massive improvement in one child particularly around transition times. Continue to support in feeling confident to share her learning and to always do her best...to be a brave learner. One child has support from the ELSA in talking about events at home that are currently affecting behaviour and confidence in class. One child is starting to show more confidence in group situations, continue to support him by giving him the language he may need to interact with the others in the group.	Ensure those in intervention and on watch band get the nurturing needed in self confidence in particular through weekly key worker focus. Lots of positive interactions and praise. Adults to model a positive self-image and how to problem solve using our voices. Challenge further to take risk in their learning and know when to ask for help. Use key person time as an opportunity for all children to become confident talking in front of a familiar group.	Ensure resources easily accessible and children are confident to access them independently.
Managing feelings and behaviour	Children in Y R are aware of consequences for good and poor choices and most can explain these. We have seen an improvement in physical problem solving but the challenges many of our children have in speaking and communicating are reflected in this strand. Two children have personalised behaviour plans and learning stations within the classroom. One child has missed 9 weeks of school and will need support in settling back into routines with his friends.	Adults need to continue to model good behavioural expectations to children ensuring consistent at all times. Positive praise for all. Highlight to children what good behaviour looks like. Use planning meetings to support adults with strategies to help our children be successful in their behaviour choices. Intervention session to be used to support communication. Snack and chat in the leaf room.	Continue to use the 5 point scale as children are responding positively to this and understand it well. Review the school charter at the beginning of term.
Making relationships	This cohort have made good relationships with each other and adults in the class. Children in the yellow or red strand continue to find it hard to compromise with others and this remains a focus for the next term. These children are in a number of small intervention groups which we envisage will support them in learning how to talk to and negotiate with others. Talk Boost is starting in term 5 for an identified group. with the view that this will also support the way they interact with other children in independent learning time.	Encourage I and OW children to keep play going when alongside other children. In class discussions and independent time adults to highlight when children have listened and responded to another's idea.	Cosy areas for talking and allowing relationships to grow. Large canopy in Swallowtails room and use of calm cubby for a reading area in Red Admirals. Snack time is chat time to encourage friendly conversation around a table. Develop a calm, cosy area outside with the children

Reflections To summarise, the children have progressed in PSED during the 4th term, the main focus in term 5 will be Language and Communication which we believe it will impact on all areas of personal and social development. TAs starting Talk Boost intervention with both year R and Nursery children.

Area of learning and development – Physical development

Area of learning and development	Unique Child	Positive relationships	Enabling environments
Moving and handling	<p>Fine motor intervention for identified group at least 3 sessions a week.</p> <p>For one child also focus on the way she walks and moves, often on tip toes. Support in PE when breaking down key movement skills. For another child support in learning to jump and make big movements with her body.</p>	<p>Adults to model moving around a space skilfully. Adults to always be aware of physical dexterity when asking children to write – e.g. size of writing expected, whether cursive is expected yet or not.</p> <p>Can you copy my pattern? Opportunities to retrace vertical lines, anticlockwise movements.</p> <p>Support spatial awareness by providing a bigger space or fewer obstacles to begin with.</p>	<p>Increasing ops for malleable play – play dough, smash, shaving foam, gloop, jelly etc. for children to explore and enhance these skills in learn it time.</p> <p>Balls of various sizes in the outdoor classroom.</p> <p>Opportunities to be off balance to strengthen core muscles which will then also support writing.</p> <p>Fine motor intervention and activities for all children daily.</p>
Health and self care	<p>One child is now potty trained but can need support with bowel movements.</p> <p>Being safe and taking risks needs to be a priority this coming term...moving safely, using resources in a safe way and assessing risk when doing something new.</p> <p>Continue to support with dressing and undressing independently for PE.</p> <p>Focus on washing hands before eating, after toilet and importance of this.</p>	<p>Adults to highlight what is happening to their bodies when exercising, drinking etc.</p> <p>Remind a particular child to drink often for medical reasons</p> <p>Encourage independence at all times with dressing and undressing – jumpers, aprons etc</p> <p>Remind children to wash their hands before eating and ensure they know <u>why</u>.</p>	<p>Plan in focussed learning on the principles of health and self care to PSED.</p> <p>Juice ONLY at lunch time. All juice placed on a higher shelf and only water provided outside of lunch hour.</p>

Reflections We have noticed that fine motor skills are improving and this is evident in the children’s writing and confidence in fine motor activities. We need to continue to support those children highlighted above this coming term. Health and self-care will be a focus in term 5, children are good at knowing what they have to do to be healthy but not as many are confident to explain why.

Area of learning and development – Communication and language

Area of learning and development	Unique Child	Positive relationships	Enabling environments
Listening and attention	<p>The cohort have made great progress with their listening and attention. They are beginning to respond to their friends with appropriate comments that show they were listening.</p> <p>Intervention groups provide small group opportunities to model and practice conversation and concentration.</p>	<p>Explore read sessions to promote a love of stories and reading and support children in listening to others within a small group.</p> <p>Snack and chat to promote listening to others and ensure children are aware of what we are learning when it comes to conversation eg “I’m writing down your conversation because....”</p>	<p>Continue to promote the 5 point scale / Plan in time for specific listening games.</p> <p>Read the same story for a week- begin to invite children to join in, then tell the story themselves.</p> <p>Speech and language display for parents with ideas for supporting at home.</p>
Understanding	<p>Support with individual behaviour plan and timetable and SALT.</p>	<p>Keep language simple and instructions clear for I and OW children. Support HA children in responding with appropriate questions and following two part instructions.</p>	<p>Intervention – following instructions eg- making a cake, playdough, cards, puppets...</p> <p>Instructions to be part of explore read and guided writing. Create instructions for construction area for children to read to each other and then follow.</p>
Speaking	<p>Many of our children are not using the correct tense when speaking.</p> <p>Talk boost sessions for Yr R and Nursery children</p>	<p>As above. Snack and chat to encourage speaking.</p> <p>Encourage children to ask you to ‘clarify’ when they don’t understand something or a new word. Celebrate when children use new words in their learning.</p>	<p>A language rich environment. Pictures/photographs in to encourage discussion. Continue to develop a communication friendly environment .</p> <p>Allow time at the end of a session for sharing learning</p>

		Model use of speaking frames..I like ...because...	and articulating what they have learnt. All staff to use correct standard English when communicating with the children.
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Reflections.

Area of learning and development - Literacy

Area of learning and development	Unique Child	Positive relationships	Enabling environments
Reading	intervention that focusses on phase 2 and blending and segmenting. Daily read to increase confidence...they have the skills!	Use explore read as opportunities for shared reading, modelling blending and segmenting, rhyme games, and talking about setting, characters and events in stories. Include key word games as part of explore read in term 5. School library included on explore read timetable.	Children to choose where to read when it is one to one reading. Key words displayed inside and out and referred to by adults. Cosy, well presented reading areas to include photos of the children reading and foster an enthusiasm for sharing books together.
Writing	Quick write daily for small group of children - aim to increase confidence in writing and enable the children to see themselves as writers. phonics intervention to focus on writing skills at least twice a week. Super sentence writing in the mornings. Super sentence writer of the day wears a cape!	Adults are to ensure writing is positive and purposeful with a relevant and interesting context. Encourage children to use the phonemes they know in their writing...introduce power writer and concept of phoneme points as part of learning in term 5.	Learning wall relevant to current learning. A variety of opportunities to make marks indoors and out Children to continue to write their own captions to describe their learning in photos on display.

Reflections The children have made good progress in reading and writing compared to their starting points and most children can now blend and segment confidently with some children working above ARE. We will continue to support those children who find blending and segmenting more challenging through intervention and targeted teaching in phonics sessions. Phonics tracking has shown that Key word recognition needs to be a focus in term 5.

Area of learning and development - Mathematics

Area of learning and development	Unique Child	Positive relationships	Enabling environments
Number	Number recognition support- targeted teaching in group sessions and in IL. During adult led sessions support these children in explaining their learning and problem solving. (These children will also be doing talk boost which may help their confidence in talking about their learning)	Take every opportunity to recognise numbers in the environment, when lining up, getting ready to go home etc. Focus on counting backwards or in jumps of 2. Guided maths x 5 to include aspects of explore maths. Maths focus to last two weeks to give children time to fully immerse themselves in to a new concept.	Have more numbers up around the environment to refer to when in play or just when passing! E.G in the role play or in the entrance hall to read on the way to lunch. Number cards on lanyards to practice recognition when lining up etc.
Shape, space and measure	3d shape will be a focus in term 5. continue to learn 2D shapes.	Adults to be aware of opportunities in learn it time to challenge in shape, space and measure. Highlight to children what they are learning and challenge them further, particularly in pattern. Support in language of measure and encourage them to explore a variety of ways to measure in a non-standard way.	Shape to become more of a focus in maths area alongside counting. Capacity – ops in water tray, again model language. Photographs to show great maths learning. Display to show all maths learning over a longer period of time to allow consolidation in learn it time even when directed teaching has moved on.

Reflections We feel children in this cohort find mathematics more challenging than Reading/writing and in light of this we have adjusted our timetable to allow time for longer daily maths sessions and more maths intervention in term 3. Children are excited and motivated by maths sessions.

Area of learning and development – Understanding the world

Area of learning and development	Unique Child	Positive relationships	Enabling environments
People and communities	This is a focus for term 5 with an emphasis on our local area and our experiences with in it e.g. who goes to the park? Who do they go with etc and encourage children to discuss similarities and differences between their experiences.	Adults can model talking about their own customs and routines showing sensitivity to the fact that everyone is different.	Clues from Power writer to build up a display about our town in the classroom. Put laminated photos of Melksham around the outdoor area for children to use in role play,
The world	As above, the main barrier for learning with in this strand is children's ability to communicate their exploration effectively. Supporting children with their speech and language should also support this area. This cohort are interested in the world around them but some need support in articulating their learning.	Adults to link in to learn it time in the way they interact and talk with children about their learning and what they experience in their environment. Introduce problem solving activities for children to discuss and talk about changes. Explore Melksham and discuss the environment	Notice bulbs emerging, signs of spring over next few months (weather dependent!)
Technology	Children are now confident in using the IWB and camera to support their learning. Introduce programmable toys and remote control toys in term 5.	Support children with their interactions with technology, encourage them to use appropriately and think about when it can be used to support their learning.	ICT to have a bigger profile in the classroom. Ensure IWB has 4 pens, torches have batteries. Use laptops to support learning. Talking tins and mobile phones.

Reflections Opportunities for visitors to FS planned into term 5.

Area of learning and development – Expressive art and design

Area of learning and development	Unique Child	Positive relationships	Enabling environments
Exploring and using media and materials		Adults to explore materials alongside children modelling combining media, planning what they are going to make and coming back something to make it even better. Sing silly songs in key worker time – encourage children to make up own songs and add music and or movement to it.	A well resourced creative environment – ensure a variety of media and materials available, a selection of musical instruments and the opportunities to explore movement to music in performance space outside. Leave free spaces in the environment for creative use eg in the art area
Being imaginative	Support with imaginative play through structured, adult modelling. MTP focus on this strand in term 5 to support children in having more purposeful learning experiences in the role play areas in particular.	Support children when they are being imaginative to extend their ideas and represent in a variety of ways, Children need to feel secure to try out new ideas in a group and when introducing a narrative that they will be listened to. Talk for writing in term 5 can support children in developing their own narratives based on a story they have learnt.	Deconstructed role play to provide opportunities to make props, costumes etc. Children to realise that it is okay to pretend things are real and can be quite exciting!

Reflections Develop the idea of a deconstructed role play and den building with the cohort. Link areas of the classroom together and show how resources can be used and transported for different needs (and returned at the end of a session!). Children use soft toys a lot in play so widen this to encourage imagination. Discourage pretending to be animals or a baby and provide props to fill these roles, children need to be encouraged to pretend to be talking people or animals if appropriate and articulate ideas rather than making noises.

Children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them. Development is not an automatic process, however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments.

The four themes of the EYFS underpin all the guidance. This document - Development Matters - shows how these themes, and the principles that inform them, work together for children in the EYFS.

