

| Seven Features of Effective Practice | Key strands of the feature of Effective Practice | What we do at Cropwell Bishop School to implement the feature of effective practice (need to make these items school specific) |
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| The best for every child | Effective transition into and out of our setting | <p>Close links with main feeder nursery – Lime Trees, providing additional transition experiences for the children during the spring and summer terms. These include mixed continuous provision experiences and shared story sessions.</p> <p>Class Teacher has a meeting with Lime Trees to discuss and gain a wider understanding for each child. Class Teacher will contact all other settings to discuss and gain a wider understanding for each child.</p> <p>SEND and Safeguarding concerns and support information are passed on to ensure appropriate provision, possible care plans and support can be put in place.</p> <p>A ‘New Starter Meeting’ is conducted in the preceding Summer term for parents to meet the staff, ask questions and be informed of rules routines and expectations. ‘Getting ready for school’ packs and resources are handed out.</p> <p>Transition into Foundation 2 begins in the Autumn term, mapped out as follows:</p> <p>WEEK 1 – First day 2 hour familiarisation with staff and setting - second day full morning (without lunch) to experience routines and wider setting. - third day full morning (with lunch) to experience routines and wider setting.</p> <p>WEEK 2 - Optional Morning & Lunch or Full Time</p> <p>WEEK 3 - Full time</p> <p>This transition period allows for staff to focus on developing detailed knowledge of the individual children, and identification of arising need for support with time to implement provisions. Additionally, this time supports the development of relationships and routines in the new setting.</p> <p>Foundation 2 share a playground with year 1 for playtimes and lunchtimes, during which children become familiar with class 1 staff. Foundation 2 children will have a transition experience with the class 1 staff in the class 1 environment. Foundation 2 staff have a hand over meeting with year 1 staff to pass on information and gain a wider understanding for each child. Children with specific needs/support may have additional transition experiences with class 1 e.g. sharing of ‘all about me’ sheets, location of ‘safe spaces’ etc. Parents are offered a ‘drop-in’ slot to discuss the end of year report and readiness for year 1.</p> |
| | Expectations and aims | <p>The development of skills towards the Early Learning Goals have been mapped out in each of the 17 areas to support the expected progression is made.</p> <p>Any individual support and care plans are in place for the most vulnerable and these act upon the advice of specialist services.</p> |

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| | | <p>Children's progress is tracked and gaps in learning are identified. Gaps are then planned to be closed through appropriate intervention.</p> <p>Effective use of additional funding such as EYFSPP to provide targeted support in interventions.</p> <p>Our setting aims to provide a learning environment and the desired provisions that meets the needs of all.</p> |
| High quality care | Consistency of approach and expectations by all adults | <p>Our tight unit team prides itself on the consistency of modelled behaviour and delivery of expectations. Modelling and rewarding calm and caring interactions making specific links to 'kindness' being one of our core values. Clear boundaries and routines following school's behaviour and rewards systems and procedures.</p> <p>Our 'Behaviour Weather Chart'</p> <p>All children's names are displayed on the sunshine to signal good behavior. If a child displays undesirable behavior a warning is given. If this continues the child will move their peg to the rain cloud. If the undesirable behavior continues, they move down to the storm cloud and instantly sit out for the duration of a sand timer. Once the timer has finished, we will talk to the child to help them resolve/address the issue. The peg then returns to the sunshine.</p> <p>We follow the whole-school positive behavior policy which recognises and celebrates the four core values Respect, Perseverance, Pride and Kindness (see school behavior policy). In KS1 we have adopted four animal characters to help attribute meaning and appeal to the core values. Respectful Rabbit, Proud Peacock, Persevering Panda & Kind Kola. If a child has been spotted displaying these values an adult will heavily praise the child and ask them to move their peg up onto the superstar! All superstar children are entered into a prize draw on a Friday. All pegs are returned to the sunshine to start a new day as a fresh start with aspirational opportunities.</p> <p>High quality professional development (ongoing cpd including appraisal) for all with a focus on child development and the early stages of learning.</p> <p>All CPD experiences are disseminated to staff.</p> <p>Promotion and support of independence and self-care via slowly developing routines, expectations and provision/curriculum activities. These developing expectations are shared through termly newsletters sent home. Food and drink provision supports a healthy lifestyle and is modelled by staff.</p> |
| | Safeguarding and welfare arrangements and procedures | <p>All staff have their own CPOMS log in and all concerns and incidents are recorded, and all relevant staff are alerted.</p> <p><i>See Safeguarding Policy</i></p> <p>Child protection arrangements in place, known and applied by all.</p> <p>Rigorous and proactive safeguarding work and procedures for matters such as medication and personal care.</p> <p>Safe and secure environment with all health and safety and ratio requirements met</p> <p>Detailed risk assessments.</p> <p>Adult to child ratios are abided by 1:30 onsite, 1:6 offsite.</p> |

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| | | <p>Children are involved in half termly online safety sessions.</p> <p>Safer recruitment, conduct and induction processes applied for all adults including ensuring staff are suitably qualified and trained (including first aid).</p> <p>Behaviour expectations and agreed systems for reward and sanction are known and applied by all adults.</p> |
| The curriculum, what we want children to learn | | <p><i>See EYFS Curriculum Match (Red Document)</i></p> <p>The above document provides links to documents including clarity over the detail of the knowledge we want pupils to learn and the skills they develop. These progressive documents have considered appropriate sequencing to the development of knowledge and skills so that it is cumulative and progressive to ensure it meets end of EYFS expectation and feeds into the learning across the school.</p> <p>Our curriculum design reflects key principles of science of learning such as: the need to revisit and retrieve/recall both knowledge and skills numerous times over a long period, the need to ensure cognitive load is not overwhelmed to prevent learning and the development of memory, a focus on explicit instruction of knowledge and skills before moving onto application, and proactively planning to ensure links and relationships across the curriculum are identified and made explicit to support the development of schema. Also, clarity and detail of how the knowledge and skills are reliant on each other and developed in unison have been considered.</p> <p>The EYFS curriculum highly focuses and values the development of language and vocabulary. These skills and knowledge are carefully considered with clear and explicit planning for key vocabulary. Opportunities to encourage their implementation are both modelled and promoted by adults in free play and explicitly planned for during directed learning.</p> <p>Our curriculum content and focus reflects the distinctiveness of the school's context and that of the children.</p> |
| Pedagogy: helping children to learn | Teaching and learning approaches | <p>We aim to deploy and implement the most appropriate pedagogical approaches dependent on the intended learning and area of development. We use a range of pedagogical approaches which include learning through play, learning by adults modelling, learning by observing each other, learning through guided support and learning via some direct instructional teaching. As the year progresses so does the pedagogically shift towards a higher weighting of adult lead experiences in order to prepare the children for year 1.</p> <p>Our indoor setting consists of one main classroom, a smaller (shared) room and a peg room with sand/water tray. Our outdoor setting consists of a separated outdoor KS1 playground (shared). Due to the layout of these settings and the nature of their shared use we cannot offer complete free-flow use of all these areas, at all times. However, we take great care to ensure our areas, both inside and out, are used and provide high-quality and purposeful provision. We ensure the continuous provision on offer in our settings are engaging, challenging and develop skills across the curriculum during child-initiated learning. Children engage in both guided and independent adult-initiated activities which are closely linked to our current engaging topics.</p> |

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| | | <p>Our continuous provision consists of a combination of core and enhanced offer provision. Core offer provision remains unchanged in the setting and allows for repeated experiences that can develop with the child and act as a safe and familiar resource to explore new learning. Enhanced offer provision is new and linked to topic or curriculum learning and allows for the exploration and investigation of new learning.</p> <p>Our weekly woodland session offers opportunities for holistic growth through regular sessions. It is a long-term program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting. We also use this opportunity to develop curriculum taught skills and knowledge in an inspirational setting through paired and team challenges which require the development of social skills in the natural setting.</p> <p>We set half-termly homework challenges to be enjoyed and explored in their home environment. This encourages the children to continue to develop their newly acquired skills, knowledge and vocabulary to further strengthen their learning.</p> |
| | Role of adult | <p><i>See detail within the 'Role and actions of the adult' column on the characteristics of learning document (pink) and also the How we deliver each of the areas of the EYFS documents (blue).</i></p> |
| | Enabling Environments (see turquoise columns of Characteristics of Effective Learning documents) | <p>Physical environment and timetabling enables each of the identified teaching and learning approaches to be implemented and delivered by adults.</p> <p>The environment (both inside and outside) is physically organised and presented to promote high quality play, independent access to resources and activities, opportunities for large and small group teaching/activities, and 1-1 interactions.</p> <p>This environment provides pupils with scaffolds, inspiration and support for the development, learning and application of new knowledge and skills. It is an environment in which pupils feel safe, secure and confident. They have a sense of place and ownership and it both celebrates their successes and inspires them to try new things and independently apply previous learning.</p> <p>Indoor learning areas, as previously mentioned, are comprised of core and enhanced offer provision. Prime areas of C&L and PS&ED are naturally fostered through the social nature of interacting with peers in the classroom and are modelled and supported by adults. Our selfcare station provides children with the opportunity to take ownership of their own basic hygiene including nose blowing and hand washing. Fine motor skills are supported on our funky fingers table. Specific areas are supported through our reading corner, phonics wall, maths corner, writing table, roleplay corner, craft table, recourse station, curiosity cube, construction carpet, games table, small world and water/sand area.</p> <p>Outdoor learning areas reflect indoor learning environments and act to provide pupils with scaffolds, inspiration and support for the development, learning and application of new knowledge and skills. Prime areas of C&L and PS&ED are also naturally fostered through the social nature of interacting with peers in the outdoor area and are modelled and supported by adults. Fine motor skills are supported through a range of core outdoor provision including the writing</p> |

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| | | shed, investigation tweezers, den pegs and beanbags. Gross motor skills are supported through a range of core outdoor provision including bikes, scooters, climbing equipment, hoops and large construction. Specific areas are supported through our Reading Shed, Writing Shed, Maths Shed, Mud Kitchen, Investigation Trolley, Creative Trolley and construction materials. The additional space and equipment enables them to develop a wide range of gross motor skills. |
| Assessment: checking what children have learnt | Clarity over why we assess | <p>Training and CPD for staff offered by The Equals Trust.</p> <p>Whole team understanding of the Early Learning Goals and preceding developmental steps enables all adults to support learning and identify when children have reached benchmarks and expectations.</p> <p>Whole team understanding of what assessments will shape future learning experiences and inform the interventions and provisions which follow.</p> |
| | Clarity, expertise and consistency of how we assess | <p>Training and CPD offered by The Equals Trust</p> <p>Moderation across The Equals Trust</p> <p>Guidance and supporting documentation such as benchmarks (I can statements, etc) shared within The Equals Trust can be used to support judgements</p> <p>Agreed understanding over how we record and store information from assessments from SLT</p> <p>Discussions related to borderline assessment decisions and sharing of assessment knowledge related to groups and individuals</p> <p>Clarity over assessment being an ongoing process as part of the wide range of teaching and learning interactions with children not just one off focussed tasks or activities (assessment to be part of teaching and learning not taking adults away from this)</p> |
| | Making effective use of the information we gather by responding effectively and precisely | <p>Ensure school's planning cycle uses assessment findings (our own, previous setting and parents) to identify what all children already know and what they can do. This to then informs planning to make sure teaching and learning activities build upon what children can already do (and are interested in) and provide opportunity to teach, and for children to develop, the next steps in all areas of learning and development.</p> <p>Use the range of assessment findings to consider if they are highlighting that a child may have a special educational need and there needs to be a planned response in partnership with others such as school SENCO and specialist agencies.</p> <p>All staff clear on the learning intentions our enabling environments and specific activities are designed to help pupils attain and develop.</p> <p>When working with pupils on focussed activities and playing along side them we make continuous small assessments that help us identify knowledge and understanding. This 'in the moment' assessment is then used to respond in precise and individualised ways to aid pupils in learning new things, refining their actions and consolidating their existing knowledge and understanding.</p> <p>Arising gaps in children's learning which have been identified inform the selection for, and aims of, targeted intervention groups. Information regarding the children's intervention progress is monitored and informs future interventions and learning experiences.</p> <p>Gaps of learning identified in phonic assessments informs the selection of one of the home reading books to help practice selected sounds.</p> |

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| | Clarity over how we make, record and track formal summative assessment judgements | <p>(DfE Baseline is conducted once the children have settled. This information coupled with school specific baseline gathering will inform a baseline judgement for O Track (school monitoring system).</p> <p>EQT requires assessments to be made and plotted on O Track at mid year (before Feb half term) and end of year.</p> <p>School specific half termly judgements are made through knowledge of the child, evidence gathered and through discussions with adults in the setting. These judgements inform next half term's targets. These judgements also inform half termly interventions.</p> <p>Phonics assessments made at the end of each phase.</p> |
| Self-regulation and executive function | Self regulation | <p>See detail within the characteristics of learning documents (pink) and also the How we deliver each of the areas of the EYFS "self-regulation" and "managing self" documents (blue)</p> <p>Language development is central to self regulation, children use their language to guide their actions and plans. See detail within the How we deliver each of the areas of the EYFS "speaking" documents. Also see details related to the 'role of adults' in all the characteristics of learning documents (pink) and also the How we deliver each of the areas of the EYFS documents.</p> <p>(add jigsaw and schools core values)</p> |
| | Executive function | <p>See detail within the How we deliver each of the areas of the EYFS "listening and attention", "self regulation" and "managing self" documents (blue)</p> <p>(add jigsaw and schools core values)</p> |
| Partnership with parents | Communication and sharing of information and valuing the knowledge parents have and the contribution they make | <p>Transition in: parent information meeting to introduce staff and parents and share key transitional information, expectations and aims. Parents also have the opportunity to have discussions with staff. Parents are provided with the class email should they wish to email over any questions, queries or information. Parents receive a welcome booklet and essential information. Parents fill in an 'All About Me' sheet with essential information they wish to pass on about their child.</p> <p>Ongoing throughout EYFS: weekly sharing of learning intentions and what has been taking place, class webpage, parents meetings, termly newsletters, day to day verbal communication and sharing of information, information passes through home reading diary, specialist parent meetings such as 'what is phonics and how we teach it?', parents evenings and posts through our online evidence portal 'Tapestry'.</p> |
| | Providing support and guidance to parents | <p>Transition in: parent information meeting, welcome booklet and sharing of school readiness leaflet, class email providing individualised support if necessary.</p> <p>Ongoing throughout EYFS: weekly sharing of learning intentions and what has been taking place, home learning activities, specialist parent meetings such as 'what is phonics and how we teach it', day to day verbal communication and sharing of information and advice on how to support their child, information passed through home reading diary.</p> <p>Meetings with parents to respond to individual needs and circumstances (including in partnership with other such as SENCO and outside agencies).</p> |