

Seven Features of Effective Practice	Key strands of the feature of Effective Practice	What we do at Heymann School to implement the feature of effective practice
The best for every child	Effective transition into and out of our setting	<p>Liaison with pre schools</p> <p>Meetings with parents</p> <p>Transition sessions/days</p> <p>Guidance booklets</p> <p>Work with SENCO at pre school settings</p> <p>Work with specialist services for pupils identified with additional needs</p> <p>Initial provision and care plans for any individual pupils with appropriate staffing to enable access and provision for all</p> <p>Early identification and assessment of individual needs</p> <p>Specific units of work in the first half term focussed on developing detailed knowledge of the individual and the development of relationships and routines</p> <p>Nursery provision that is progressive and develops to prepare children for their Reception year and the approach within this year</p> <p>Progressive approach to provision and expectations that near the end of EYFS prepares children for Yr1 and the national curriculum</p>
	Expectations and aims	<p>Open ended planning and tasks that allow personalisation</p> <p>Clear progression models for core skills and knowledge</p> <p>Knowledge of children and identification of gaps and next steps</p> <p>Effective use of additional funding such as EYFSPP to provide targeted support</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> <p>Provision allows access for all and meets needs of all</p>
High quality care	Consistency of approach and expectations by all adults	<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>Clear boundaries and routines following school's behaviour and rewards systems and procedures</p> <p>Getting to know the individual and their preferences, needs and interests</p> <p>Modelling and rewarding calm and caring interactions</p> <p>Promotion and support of independence and self care via slowly developing routines, expectations and provision/curriculum activities</p> <p>Food and drink provision supports a healthy lifestyle</p>
	Safeguarding and welfare arrangements and procedures	<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>Child protection arrangements in place, known and applied by all</p> <p>Behaviour expectations and systems for reward and sanction are known and applied by all adults</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>The curriculum, what we want children to learn</p>		<p>Clarity over the detail of the knowledge we want pupils to learn and the skills they develop</p> <p>Clarity and detail of how the knowledge and skills are reliant on each other and developed in unison</p> <p>Clear and appropriate sequencing to the development of knowledge and skills so that it is cumulative and progressive to ensure it meets end of EYFS expectation</p> <p>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.</p> <p>Clear and explicit planning for the development of language and vocabulary</p> <p>Curriculum content and focus reflects the distinctiveness of the schools context and that of the children.</p>
<p>Pedagogy: helping children to learn</p>	<p>Teaching and learning approaches</p>	<p>Deploying and implementing the most appropriate pedagogical approaches dependent on the intended learning and area of development.</p> <p>Mixing different approaches: learning through play, learning by adults modelling, learning by observing each other, learning through guided support and learning via some direct instructional teaching.</p> <p>During the foundation stage there is a planned development and progression in the teaching and learning styles/approaches implemented. This acts to support children in their transition into Yr1 and the more formal approaches used there.</p>
	<p>Role of adult</p>	<p>See detail within the 'Role and actions of the adult' column on the <b>characteristics of learning</b> document (pink) and also the <b>How we deliver each of the areas of the EYFS</b> documents (blue)</p>
	<p>Enabling Environments (see turquoise columns of Characteristics of Effective Learning documents)</p>	<p>Physical environment and timetabling enables each of the identified teaching and learning approaches to be implemented and delivered by adults.</p> <p>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. 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>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. The additional space and equipment enables them to develop a wide range of gross motor skills.</p>
<p>Assessment: checking what</p>	<p>Clarity over why we assess</p>	<p>Training and cpd for staff.</p> <p>Whole team understanding of: purpose, child development and benchmarks/expectations.( See I Can statements)</p> <p>Whole team understanding of what will be done with the assessment findings.</p>

children have learnt		Focus on what children can do and what they know
	Clarity, expertise and consistency of how we assess	<p>Training and CPD</p> <p>Moderation within EYFS phase, with year 1 and other schools in Trust</p> <p>Guidance and supporting documentation such as benchmarks (I can statement document for both Nursery and Reception). Agreed key objectives identified to inform assessments and planning.</p> <p>Agreed understanding over how we record and store information to guide assessments:</p> <p><b>Nursery-</b> Wow moments recorded on post it notes and kept centrally</p> <p><b>Reception-</b> Children's work books, adult observations recorded on post it notes and stored in Treasure Book.</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 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 <b>all</b> 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>
	Clarity over how we make, record and track formal summative assessment judgements	<p><i>School Baseline- children assessed in 17 areas within first 6 weeks of starting school through interaction, child's drawing and talking about picture, maths assessment.</i></p> <p><i>DfE Reception Baseline Assessment completed in first 6 weeks of child starting school</i></p> <p><i>"O Track " completed at baseline and data dates at end of each term. Children assessed for being on track for ARE or for being on track for working below ARE</i></p> <p><i>Pupil progress report concentrates on CL, PD, self -regulation and Managing Self in Nursery and in Reception, same areas plus Reading, Writing and Number.</i></p> <p><i>Pupil Progress Report discussed at termly meetings with year group team, HT, SENCO and Assessment Leads. Decisions made on if further actions need to be taken eg re-allocation of support staff</i></p> <p><i>Assessment judgements shared with parents termly through Parent Evenings and annual report.</i></p>
Self-regulation and executive function	Self regulation	<p>See detail within the <b>characteristics of learning</b> documents (pink) and also the <b>How we deliver each of the areas of the EYFS "self-regulation" and "managing self"</b> 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 <b>How we deliver each of the areas of the EYFS "speaking"</b> documents. Also see details related to the</p>

		'role of adults' in all the <b>characteristics of learning</b> documents (pink) and also the <b>How we deliver each of the areas of the EYFS</b> documents.
	Executive function	See detail within the <b>How we deliver each of the areas of the EYFS "listening and attention", "self regulation" and "managing self"</b> documents (blue)
Partnership with parents	Communication and sharing of information and valuing the knowledge parents have and the contribution they make	<p>Transition in: open afternoons, meeting with staff, sharing of videos and pictures, parent information meeting, welcome booklet, meetings with pre school settings, transition visits, sharing of school readiness leaflet.</p> <p>Ongoing throughout EYFS: weekly sharing of learning intentions and what has been taking place, website blogs, class webpage, parents meetings, weekly bulletin/newsletters, day to day communication and sharing of information based on half termly contributions in child's home book, displays and notices outside of classroom, stay and play sessions, specialist parent meetings such as 'what is phonics and how we teach it'</p>
	Providing support and guidance to parents	<p>Transition in: parent information meeting, welcome booklet and sharing of school readiness leaflet.</p> <p>Ongoing throughout EYFS: weekly sharing of learning intentions and what has been taking place, home learning activities, displays and notices outside of classroom, stay and play sessions, specialist parent meetings such as 'what is phonics and how we teach it', day to day communication and sharing of information and advice on how to support their child</p> <p>Meetings with parents to respond to individual needs and circumstances (including in partnership with other such as SENCO and outside agencies)</p>