

FS - Teaching and Learning Meeting - Thurs 22nd Sept 2016

Who was there? Class Teachers, Early Years Practitioners, Nursery Assistants, Learning Mentors

The purpose of the meeting is to find out about teaching and learning in FS. We use the terms: FS1 and FS2 - we make up the Early Years.

The government decide statutory requirements for teaching and assessment - they don't tell us **how** we have to teach, they describe **typical** behaviours for children at each stage from 0-5 years and schools assess and measure progress against these.

Through 7 areas of learning and development we track children's progress, learn where gaps are and plan new opportunities to move children on throughout the Foundation Stage (FS).

We make a 'Baseline' assessment after about 3 weeks where we decide which of the typical behaviours children are demonstrating (Frequently/Naturally), linked to the sheets in the back of the Learning Journal. We focus broadly on **22-36 months (especially for our younger children), 30-50 months and 40-60 months entering/developing**. The behaviours you see at home may differ from what we have seen - children are settling in new environ/with new adults and won't yet be as confident as they are at home.

3 Prime areas - **PSE** (personal, social, emotional), **CL** (communication and language), **PD** (physical development) - development starts here

4 Specific areas - **L** (literacy), **M** (maths), **UW** (understanding the world), **EAD** (expressive arts and design)

Our teaching and learning in all 7 areas takes place through Child Initiated Play (CIP), whole class teaching, small groups, active groups, Busy Fingers and Guided Reading. Specific sessions include P.E. in the hall, library sessions and Outdoor Learning. See class timetables for more information.

The observations (made on stickers) in the Learning Journals make reference to the 7 areas of learning e.g. 'CL' is 'Communication and Language'. They also refer to **Characteristics for Effective Learning** - engagement/motivation/critical thinking and whether the activity was adult or child initiated. The adult will circle the abbreviations that they can see were demonstrated within an observation.

Learning Previews are used to share short focuses for our learning - keeping you informed. You will receive one once every 3 weeks or so and it will refer to songs to sing, books to read and ideas to link with our learning as well as a mention of what areas of Letters and Sounds (phonics) have been covered so far.

Parent teacher consultations with your child's teacher - meet in autumn, spring and summer term. Staff use Learning Journals as a basis for these meetings - Learning Journals go home for a week at a time throughout the year- share with family/friends and ask for your input too.

Magic Moments - we encourage parents to complete these as a snapshot of new learning from home e.g. 'Charlotte is playing in her kitchen. She counted out 4 plates to give one to each of her bears and I can hear her saying "What would you like? Remember to say thank you."' or 'Charlie has learnt to ride his bike and swam across the width of the pool without any help today.' or 'Sam retold the whole of the 'Monkey Puzzle' to his Nanny.'

Throughout the year we will be adding useful information to our website under 'Learning Together' including the Early Years Foundation Stage Framework Booklet, notes from parent meetings, Phonics Workshops and websites/apps to support you at home.

www.foundationyears.org.uk - this is a really useful website for FS families.

<http://www.foundationyears.org.uk/what-to-expect-when/> - use this to understand more about your child's development throughout the Early Years.

[Oxford Owl First Year at School](#) - see our Learning Together page for lots of hints and tips.