

Foundation Stage Review 2015/16

- GLD of 81.3% achieved at profile - exceeding predictions by about 6%
- Implementation of EExBA-R & use SPTO to track progress - Early indications suggested that whilst this was a more able group than previous years, and we would expect to see end of year GLD of at least nation (67%). NB not being used into 2016/17, but data submitted straight to SPTO. IMPACT: key children identified early for specific intervention
- Writing intervention to support children just below expected at Profile from Spring 2: This was reviewed each half term to ensure the correct children were being supported. TA's undertook training, and were responsible for managing their own groups under guidance from the year leader. IMPACT: 82.4% children achieved expected or above for Writing at Profile
- Following Phase assessments differentiated phonics groups were introduced Spring 1. These groups were reviewed $\frac{1}{2}$ termly. TA support was directioned where most appropriate. An additional group was added Summer 1 with the additional support of a year 2 teaching student. This group was reduced in size when she left, but is led by a TA. IMPACT: children are using phonics more effectively in their daily, focus & self-initiated writing. Resulting in higher Expected & Exceeding results at Profile. This grouping will continue in September (after induction) and children will be integrated into whole school streamed phonics when appropriate
- Addition of Core Texts to topics - This had variable success. Children responded well to those used, but needs a higher focus next year - with introduction of DEAR this may have a greater impact
- Continue to zone areas of learning within FS Garden, including creation of a 'Mud Kitchen'. This was well established early in the Spring term at minimal cost
- Implementation of music scheme: Despite technical issues the scheme has provided clear progression in pitch, pulse & rhythm. IMPACT: Children have been noted to be continuing some of these themes during BBT. Evidence of EAD broader
- Moderation Programme: Exceeding/Emerging with year 1 staff, WSCC FS profile moderation (literacy & PSED), FS Profile moderation. IMPACT: GLD levels increased as boundaries for achievement are clearer, particularly in PSED & Writing. Building in-house evidence file.
- EYFS Profile will NOT be statutory from September 2016. However it would be advisable to continue with this assessment until an alternative is introduced
- Topics were not retitled, but due to shift in boy focus some may need to be amended/ altered into 2016/17 e.g.
 - : Autumn 1 - Me & My Family, Where I Live (inc. People who help us)
 - Autumn 2 - Toys & Teddies, Advent
 - Spring 1 - Space, Chinese New Year
 - Spring 1 - And they all lived happily ever after, Down on the Farm
 - Summer 1 - God's House, Bug Safari
 - Summer 2 - Water (inc. Moses), Fun at the Beach, Australia