

SEVENOAKS
PREPARATORY SCHOOL

Tapestry Information Evening

27th February 2017

Aims of the Session

- Greater understanding of Early Years Foundation Stage Curriculum
- Greater understanding of Tapestry
- Greater understanding of how to contribute to your child's learning

Early Years Framework

- All children deserve the best start in life and the support which enables them to fulfill their potential.
- Development is rapid in the early years and experiences in the first 5 years of a child's life have a major impact on their future.
- High quality early learning opportunities provide children with the foundations children need to make the most of their abilities as they grow up.

Early Years Foundation Stage

- This curriculum sets the standards which Early Years providers must meet, ensuring children learn, develop and are kept healthy and safe.
- The curriculum is designed to promote school readiness through teaching and learning offering a broad range of knowledge and skills, including assessing and reviewing regularly.
- The EYFS aims to establish, quality and consistency in teaching, a secure foundation through learning and development, partnerships between parents and staff and equality of opportunity.

Key elements of EYFS

- The unique child – resilient, capable, confident and self assured
- Positive relationships – Staff, parents and children
- Enabling and stimulating environments – providing adult and child led opportunities

Remembering

- **Children develop and learn in different ways and at different rates.**

Areas of Learning

- Communication & Language
- Physical Development
- Personal, Social and Emotional Development
- Literacy
- Mathematics
- Understanding of the World
- Expressive art and design

All 7 areas are inter-connected

Prime areas

These 3 areas lay the foundations for learning, igniting enthusiasm and curiosity. Children develop the skills to learn, begin to form relationships and thrive

- Communication & Language
- Physical Development
- Personal, Social and Emotional Development

Specific areas

The specific areas strengthen the skills developed in the prime areas and allow children to apply the skills through,

- Literacy
- Mathematics
- Understanding of the World
- Expressive art and design

Development

- The EYFS Framework sets out age band stages for practitioners and identify typical development for a child's age. These are set out as follows;
- Birth-11 months
- 8-20 months
- 16-26 months
- 22-36 months
- 30-50 months
- 40-60 months
- Early Learning Goal *(Children should be at this stage or beyond on Entry to Year 1)*

Assessing

- Practitioners observe children in the setting and make judgements on their development using the age band guidance.
- Practitioners then define their judgement using **Emerging Developing Secure.**

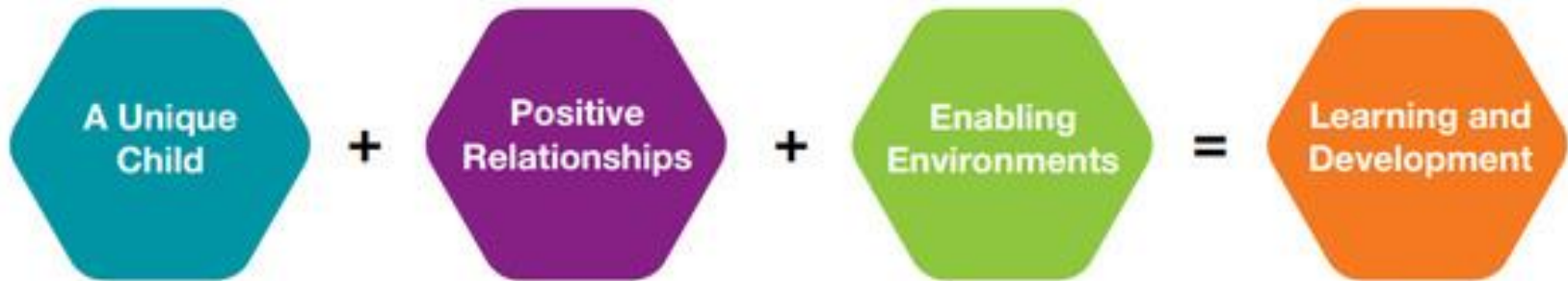
Planning

- Starting the term with a topic
- Building on the children's interests
- Developing children's development from observations and assessments – identifying next steps in their learning

Development Matters

Children develop and learn in different ways. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

Children learn to be strong and independent through positive relationships.



Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.

How a teacher uses Tapestry

Observations and Assessment for Learning

- We use several methods of observation in the early years;
- A lot of time is spent playing and interacting with the children; observing, watching and noting what the children are playing with, their interests and how they learn.
- Observing child initiated activities (without a planned learning objective) – we use an iPad for visual reference as well as written notes. These would include what the children are doing, who with, what was said by whom, any relevant context to the play, what they are learning and how they are learning (e.g. imaginative role play to deepen understanding of a concept – pretending to be a flying ladybird after a discussion on lifecycles and wing cases).
- Observing planned activities (teacher led with a learning objective) – iPad for visual reference; photographs and short videos. We also use assessment sheets to record whether the children have met the LO independently, with some initial support or are working towards the LO. This also includes making relevant notes about what the child said, questions asked, problem solving skills, concentration levels and any other relevant context to the observation and LO.

Recording Assessment

- At the end of each day we upload the children's individual photographs, videos and written observations onto their Tapestry profiles. We assess the observation against the age related developmental strands in the Development Matters in the 3 prime areas and 4 specific areas.
- We assess observations against the characteristics of effective learning objectives set out in the Development Matters (ways in which children engage with other people and their environment; focusing on playing and exploring, active learning and creating and critical thinking e.g. child building a marble run with a friend that keeps collapsing, how do they go about solving this?) Characteristics of effective learning underpins children's learning and development across all areas.
- We also assess the children's levels of well-being and involvement against the Leuven Scale.
- Each child's Tapestry profile is an individual record of their personal interests, the ways in which they learn and personal development.

Next steps

- At the end of the week we evaluate the weeks activities including both the planned and child-initiated learning and highlight any areas of development that have resulted throughout the week. This includes strengths, areas for development, surprises and personal interests.
- Strengths – plan future activities to extend learning (e.g. Selects the correct numeral to represent 1 to 5 objects, then extend to 1 to 10 objects). As well as sideways activities that incorporate mathematical language, estimating, one more, one less and recording).
- Areas for development – plan future activities to support learning either individually or in small groups (e.g. Beginning to represent numbers using fingers, provide lots of repetition activities; number rhymes counting fingers, objects, claps, numerical board games.
- Surprises – those light bulb moments, delight in the moment! Plan further activities to reinforce concepts and allow children to rehearse new skills.
- Personal interests - several children showing an interest in emergent writing then we would incorporate a writing area into topical role play – garden centre; making labels, seed packets.

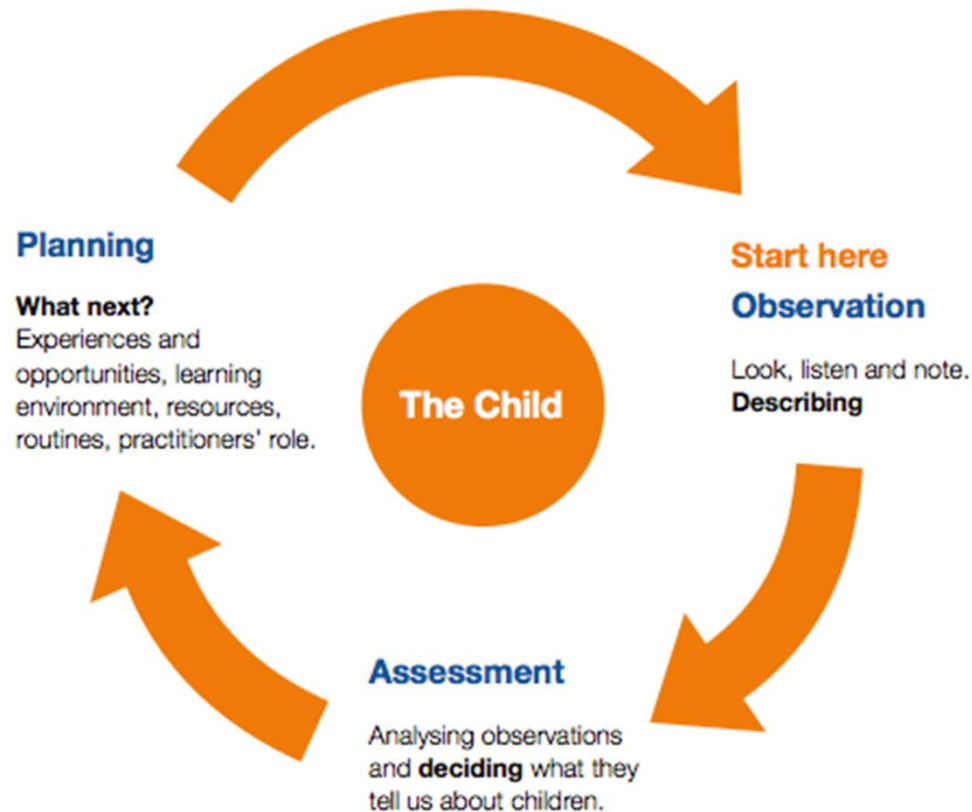
Future Planning

- The evaluations from the previous week would then feed into the next week's planning (e.g. If we previously noticed a child was struggling with balance and co-ordination, we would plan for this in gym activities, if a child was beginning to show an interest in writing their name, we would plan for this in literacy). The plans flow from week to week building on skills.
- Every week we write a topical weekly plan with planned activities with specific learning objectives for each of the 3 prime areas and 4 specific areas of learning. This plan also includes resources which facilitate good quality play (e.g. topical role play area, small world play, sensory etc). The weekly plan also includes differentiation (all children develop at different rates and have different interests).
- The plans are fluid and sometimes altered due to weather opportunities, celebrations, current affairs, home experiences, conversations etc.
- At the beginning of the year we write a long term plan; This sets out the half-term topics (fluid – children interests) and the developmental strands from the Development Matters as objectives. The developmental strands are lifted weekly from the long term plan to ensure planning coverage of all seven areas of learning.

Tracking

- At the end of each term we take a thorough look at each child's individual Tapestry profile; including our own observations and parental observations. We then upload the data from Tapestry onto the Kent Tracker.
- From the Kent Tracker, we can evaluate the data; we can look at specific groups e.g. boys physical development against girls, oldest children's PSED development against youngest etc. Planned group intervention can be put in if and where necessary.
- From Tapestry, we can generate the children's personal and individual next steps in the 3 prime areas and 4 specific areas. This allows us to see any gaps in the children's developmental profiles and feed this into the planning cycle.

And so the cycle of observation, assessment and planning in the early years continues...



Characteristics of Effective Learning
Playing and exploring – engagement Finding out and exploring Playing with what they know Being willing to ‘have a go’
Active learning – motivation Being involved and concentrating Keeping trying Enjoying achieving what they set out to do
Creating and thinking critically – thinking Having their own ideas Making links Choosing ways to do things

Area of Learning and Development	Aspect
Prime Areas	
Personal, Social and Emotional Development	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour
Physical Development	Moving and handling
	Health and self-care
Communication and Language	Listening and attention
	Understanding
	Speaking
Specific areas	
Literacy	Reading
	Writing
Mathematics	Numbers
	Shape, space and measure
Understanding the World	People and communities
	The world
	Technology
Expressive Arts and Design	Exploring and using media and materials
	Being imaginative

Development Matters in the Early Years Foundation Stage (EYFS)

This non-statutory guidance material supports practitioners in implementing the statutory requirements of the EYFS.

Children develop quickly in the early years, and early years practitioners aim to do all they can to help children have the best possible start in life. Children have a right, spelled out in the United Nations Convention on the Rights of the Child, to provision which enables them to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family

background, learning difficulties, disabilities or gender. This guidance helps adults to understand and support each individual child's development pathway. Other guidance is provided at **www.foundationyears.org.uk**. The EYFS statutory framework is available on the Foundation Years website as well as the Department for Education website: **www.education.gov.uk/publications**

