



Autumn 2009

EARLY YEARS & KEY STAGE 1 NEWSLETTER

Special points of interest:

- Autumn A data collection
- Early Years Conference

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Cambridgeshire Advisory Service

To: Early Years / KS1 Leaders and Teachers

Well at the time of writing this we are still waiting for the barbecue summer that was promised to us - hopefully we will all have had some sunshine and have returned re-invigorated for a new and exciting term.

Support for EYFS 2009

Early Years Consultant Teacher
I am delighted to say that Elaine Lynch and I interviewed and appointed an Early Years Consultant Teacher at the end of the summer term. Aisha Eason from Eastfields Infant and Nursery School, St Ives will be delivering some training and supporting in schools from September onwards. This will be as part of the traded service that CAS offers and will be co-ordinated through the CAS office by contacting the usual numbers at the end of this newsletter.

Leading Teachers

These will continue as before and you may contact them through the details on the Portal. I know visits to them with a particular focus have been very effective - one

Head contacted me afterwards to say that the visit that she and her practitioner had made had been inspirational! It is so good to get out and see what someone else is doing, what their provision looks like and reflect on what you are doing. Remember as well, if you have that difficult corner of your room, or are not quite sure how to make access to your outdoors work the Leading Teacher can come and spend some time in your setting to provide advice and support on specific issues.

Advanced Skills Teachers

Anthony Aguda will continue to deliver some training and if he has any availability you can go and visit him at Millfield School, Littleport.

There are 2 more practitioners who are actively pursuing AST status for Foundation Stage, so it is a very exciting time for us. I also have applications for EYFS Leading Teachers and as soon as we have any vacancies I will be following these up. The more we use the team and the more impact we can show that sharing practice

is having on outcomes for children, the better it is! I am always interested to hear from people when they know that the support they have had has made a difference, so do email.

Guidance on how to access the range of support available should be in schools at the beginning of the autumn term.

Planning for EYFS

This seems to be quite topical at the moment, as people wrestle with the EYFSP guidance that no more than 20% evidence should come from adult led or guided activities and the need to take account of children's interests and have a responsive curriculum. Planning sometimes is more reflective of what the adults are doing than the child's experience of directed, guided and independent activities in a day. Take time to stand back at some point in the week and track a child's day—how much time do they spend on the carpet, working with an adult and having some independent choice? Hopefully you will be pleasantly surprised at how much flexibility there already is for children to follow their own interests and engage in sustained activities.

Planning will be the focus for the network meetings this term, so book a place and come along with yours. There is no magic way to plan, it is very much about what suits you and your setting but it is great to share ideas and see how somebody else tries to put on paper all those things that are covered during a lively EYFS day.

Moderation

Thank you for a successful round of moderation visits and meetings for both Foundation Stage and Key Stage 1. I hope you all found them helpful and I know we have collected feedback about the EYFSP moderation, but if anyone has any comments about the KS1 process do let me know. Feedback so far has welcomed the professional way in which the moderators have carried out their duties and the opportunity for that professional dialogue that enables you to make sound judgements. One problem for us is making sure that you receive all the letters

telling you about the visit or meeting and what you need to have ready. We do include copies of any letters to the Head for the class teacher, but this is still not always getting to you, we will continue to try and be innovative about making that information available for you.

Learning and Development Record

Hopefully many of you will have received these for the children who are starting school this September. You can use the information in there to support the Autumn A judgements and it should give you a good starting point for planning for that child.

Autumn A data collection

A letter will be arriving in school with guidance on how this needs to be done and the date for when it has to be submitted but remember

- finalise judgements just before half term
- collect evidence from independent and child initiated activity
- use information from previous settings to support your judgements.

Partnership with Parents

This is the title of the joint training with our PVI colleagues this year. There is one half day session, which will be repeated in each term. If at all possible it would be great if you could book with your partner setting so that we can really develop some strategies that support children and families. Watch out for the letter coming into school—you need to book this through the Early Years and Childcare Service.

Practitioner Cluster Networks

These ran last term with varying degrees of success. The Early Years Foundation Stage Advisers (EYFSA) are leading these and they are focussed on local issues that will make a difference to your children, so agenda items will vary between clusters.

New dates will be circulated shortly so please attend if you can and if not send your apologies.

Supporting Newly Arrived Pupils

In response to feedback from the Early Years Heads Conference in the spring term, Jane Taylor and Louise Crook have prepared this guidance with a particular focus on:

International migrants—including refugees, asylum seekers and economic migrants from overseas.

You can access the document on the portal www.earlyyears.ccceducation.net under the inclusion tab, for strategies and links to web based resources that you will find useful. Let us know which parts are really useful.

Primary Curriculum: Rose Report

I am sure you are already all aware of this but I would just like to highlight a few particularly relevant points for Early Years and Key Stage 1. The recommendations are that

- schools will have more flexibility to plan a curriculum that meets the national entitlement with greater discretion to select curriculum content according to their local circumstance and resources
- there need to be stronger links between Foundation Stage and KS1, with a clear progression in learning
- essential skills for learning and life should run throughout the curriculum
- literacy, numeracy and ICT should be at the core of the new curriculum
- QCA guidance on the new curriculum should include advice on how to support children who need to continue to work towards the early learning goals of the EYFS
- KS1 teachers should be involved in the EYFSP moderation

And a reminder that

- the 6 areas of learning are NOT the same as in the Foundation Stage

All of this should mean a much smoother transition for children from FS to KS1 and exciting, active and relevant learning for our young children.

Key Stage 1 Network Meetings

These are in response to a request for something supportive on a regular basis for KS1 teachers, so if you are a Year 1 or 2 teacher and would like an opportunity to network with colleagues please come along. For our first meeting we will be thinking about the implications of the Rose Review of the Primary Curriculum, with an opportunity for you to share any changes that you are already making. Those people who attended the Learning Links in KS1 course last year will be invited to share what they have done, including how planning has changed in response to a more cross curricular approach. If you are coming and would like anything else included please let me know.

Gaps—knowing, minding, narrowing Friday 5 February 2010

This is the title of our exciting Early Years Conference in February to be held at the Robinson Centre, Wyboston Lakes. Julie Fisher, a renowned independent Early Years consultant will give a key note speech about narrowing the gap and Jan Lepley will close the conference by talking about transition to Year 1. In between we have a wide range of workshops to choose from, from risk taking outdoors led by Stephen Brown to how to support EAL children (Jane Taylor and Louise Crook), something for everyone. We are not limiting places this year and hope this means that those Heads that said they would like to attend with their Foundation Stage Practitioner will find that helpful, but does mean that to be sure of a place you will need to book early.

Watch out for the flyer in school with details of how to book but put Friday 5 February in your diary now.

Autumn Term Courses 2009

Nursery Network Meeting

Eastfield Infant and Nursery School

4.15pm—5.45pm

19 November 2009 (Course code—19066)

Foundation Stage Network Meetings

There is a choice of four venues and all courses are from 4.00pm—5.30pm

Histon & Impington Infants School
4 November 2009 (Course code—19077)
Thorndown Community Infant School
11 November 2009 (Course code—19078)
Peckover Primary School
18 November 2009 (Course code—19079)
The Millfield Primary School
25 November 2009 (Course code—19080)

Key Stage 1 Network Meetings

There is a choice of two venues and both courses are from 4.15pm—5.45pm

Cambridge area
15 October 2009 (Course code—19081)

Brington C of E Primary School
13 October 2009 (Course code—19082)

New to Foundation Stage

There is a choice of two venues and both courses are from 9.30am—3.30pm

Over Community Centre
24 September 2009 (Course code—19117)

Hinchingbrooke House
29 September 2009 (Course code—19118)

Successful FS/KS1 Mixed Age Classes

Hinchingbrooke House
9.30am—3.30pm
6 October 2009 (Course code—19183)

Messy Play in the 6 Areas of Learning

There is a choice of two venues and both courses are from 9.30am—3.30pm

Hinchingbrooke Country Park
14 October 2009 (Course code—19184)

WPDC, Wisbech
16 October 2009 (Course code—19185)

The Role of the TA in Foundation Stage

There is a choice of two venues and both courses are from 9.30am—3.30pm

Crown Lodge Hotel, Outwell
19 October 2009 (Course code—19186)

Hinchingbrooke Country Park
3 November 2009 (Course code—19187)

Statutory Assessment at KS1

Over Community Centre
9.30am—3.30pm
1 October 2009 (Course code—19204)

Making CLLD Exciting in Nursery Settings

Hinchingbrooke Country Park
9.30am—3.30pm
12 November 2009 (Course code—19200)

Active Learning in Y1

There is a choice of two venues and both courses are from 9.30am—3.30pm

Oliver Cromwell Hotel, March
20 October 2009 (Course code—19188)

CPDC, Cambridge
22 October 2009 (Course code—19189)

Effective Teacher Assessment in Year 2

There is a choice of three venues and all courses are from 9.30am—3.30pm

Hinchingbrooke House
9 November 2009 (Course code—19191)

Over Community Centre
10 November 2009 (Course code—19190)

Crown Lodge Hotel, Outwell
24 November 2009 (Course code—19192)

Leading the Foundation Stage

Buckden Community Centre
9.30am—3.30pm
20 November 2009 (Course code—19201)

Using Observation for Assessment

There is a choice of two venues and both courses are from 1.00pm—4.00pm

Oliver Cromwell Hotel, March
23 November 2009 (Course code—19205)

CPDC, Cambridge
16 November 2009 (Course code—19207)

Making Learning Links in KS1

Hinchingbrooke Country Park
9.15am—4.00pm
1 December 2009 (Course code—19211)

To book a place telephone 01480

375634/375597 or e-mail :

CAS@cambridgeshire.gov.uk quoting the relevant programme code.

Contact

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