Assessment in Reception Parents workshop

- The importance of Early Years
- Working in partnership with parents
- Overview of the curriculum in EYFS – 7 Areas of Learning
- The importance of parents contributions to children's learning
- How we can support each other to identify learning

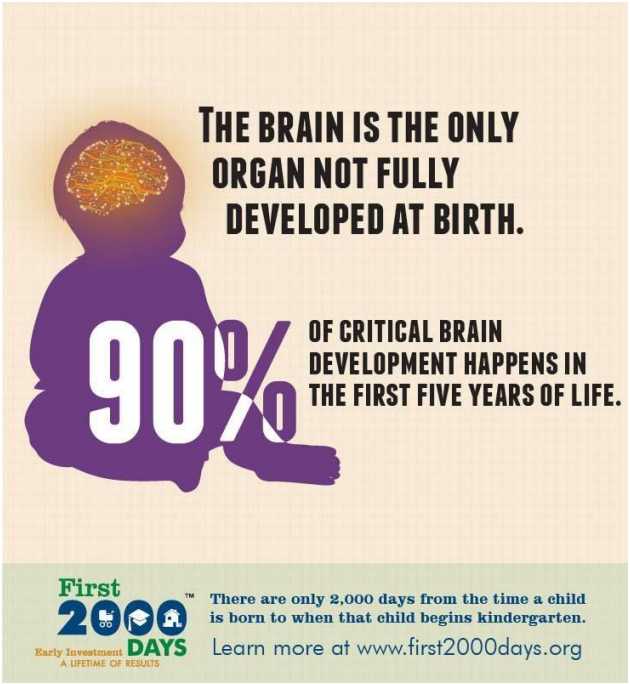
Learning in Reception

‘The successfulness of an adult can be accurately determined by the time a child is 5 years old’.



‘I’m want to be a police woman!’

Importance of Early years





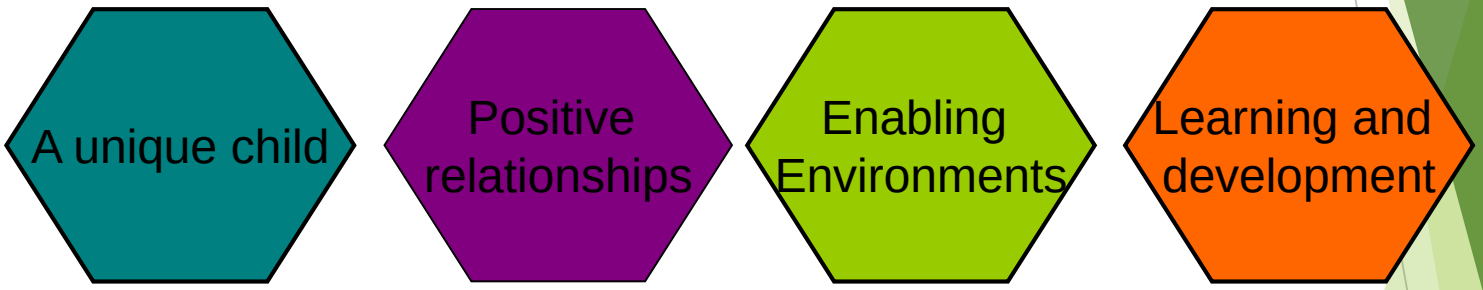
Importance of Early Years

- “The successful education of the child during her/his years of schooling and the participation of that child in society as an adult, depends to a greater degree upon the foundation laid during the early years” (Evans, Myers and IIfled, 2000)
- Neuroscience findings provide important evidence about the influence of quality interactions during the first five years on the growth of children’s neural pathways. Mustard (2002) states that, “the weight of the evidence shows that the quality of the experiences an infant, toddler and young child is exposed to during the Early Years affects learning capacity in the whole school system

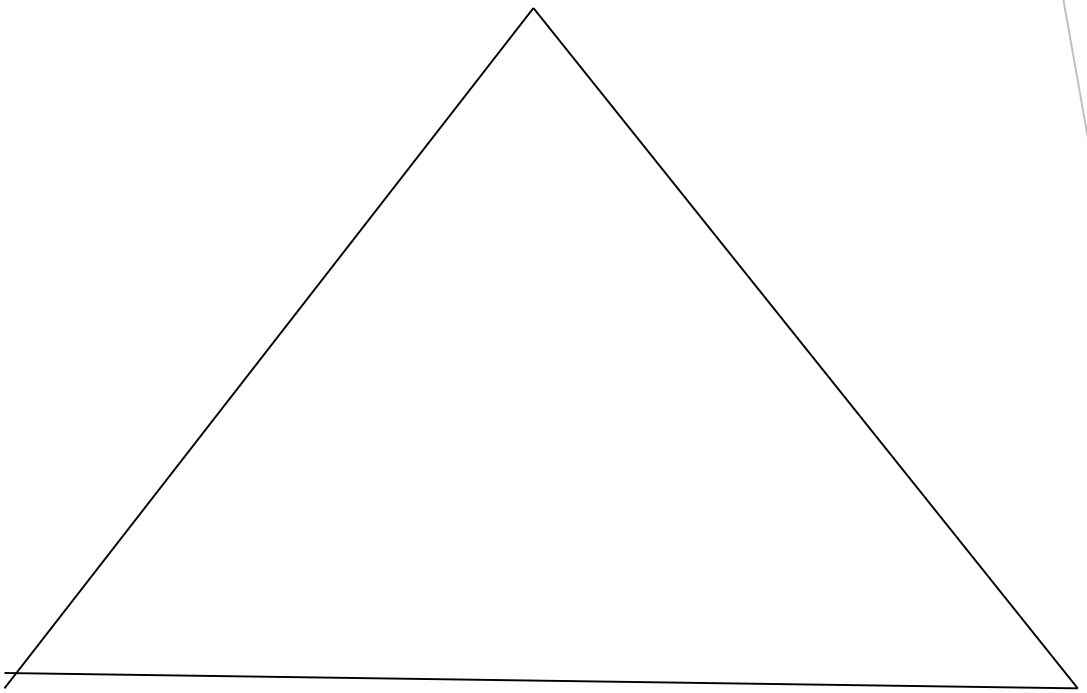
Importance of Early Years

- Ramphele (2002 cited in Young, 2002) claims that the stimulation that a child receives in the early years and the development of the child's brain will affect his/her, "…physical and mental health, capacity to learn, and behaviour throughout childhood and adult life." **The evidence emerging from brain studies points out that the early years are the key to laying the foundations for life long learning.**
- Several studies (High/Scope, Effective Provision of Pre-School Education [EPPE], Abecedarian, Head Start) indicate evidence that benefits of high quality Early Years provision were present 27 years later.
- In a longitudinal study (which tracked chn from pre-school to post university), the children who attended high quality Early Years - the effects that were noted were higher social responsibility, higher earnings and economic status, higher educational performance among other benefits (Hohmann and Weikart, 2002).

Ways of working



Parents



Children

teachers

Learning in Reception

- Children learn mainly through a play based curriculum
- Indoor & Outdoor provision all year
- Activities which interest the children and where they are continuously engaged in learning.





Characteristics of effective learning

- Lifelong learning skills related to dispositions and attitudes to learning
- Playing and exploring – Engagement (Willing to have a go)
- Active learning – Motivation Trying hard, developing persistence and resilience, taking risks
- Creating and thinking critically – Developing thinking - Having own ideas, making connections

EYFS: Areas of Learning

There are 7 areas of learning – 3 prime areas

- Personal, social, emotional development (P.S.E.)
- Communication and language (C.L.)
- Physical Development (P.D.)

EYFS: Areas of Learning

- 4 specific areas:
- Literacy Development (L.D.)
- Mathematical Development (M.D.)
- Understanding the World (U.W.)
- Expressive Arts and Design (E.A.D.)

Personal, social and emotional development





Making relationships, becoming confident learners and managing feelings and behaviour.

Communication and Language development





Developing children's competence in listening, understanding and speaking.

DFE –Language catch up programme

Literacy development





Developing skills in phonics, reading and writing.

Mathematics





Allows children to solve problems and develop an awareness of numbers, counting, shape, space and measure

Understanding the world





Children develop their knowledge and skills to make sense of the world. This will include activities such as exploring and investigating, designing and making, ICT and cultural celebrations.

Expressive Arts and Design





In this area children will be experiencing art, music, movement, dance and imaginative role-play.

Forest school

- Forest School can increase a child's confidence and self-esteem through exploration, problem solving, and being encouraged to learn how to assess and take appropriate risks depending on their environment.

- Previously 'quiet' children have been shown to improve in their confidence and communication to work with others,



Assessment in EYFS

- Learning Profiles – record of children's learning
- Different types of observation – writing what children have learnt or said
- photographs

  samples of children's work
- Child's voice – Writing what children say about what they have learnt and finding out what they would like to learn next.
- Parent aspirations form

How can you contribute?

- 7 areas of learning form – what learning have you noticed at home?
- Characteristics of effective learning
- Playing and Exploring
- Has your child been finding out or exploring anything new?
- Has he/she tried something different? Explain what.
- Active Learning
- How long has he/she concentrated on an activity?
- Have he/she tried something and kept on trying until they have completed it?
- Creating and thinking critically
- Does your child talk about what he/she is thinking?
- Has your child talked about how they want to do something?

Future dates to note:

- Wednesday 16th November 4.00 -5.00 Phonics workshop
- Wednesday 11th January 4.00 – 5.00 Helping your child with reading
- Wednesday 25th January 4.00 -5.00 Helping your child with writing in Reception
- Thursday 9th February 4.00 -5.00 Maths in Reception

Parental involvement

- Parent workshops – curriculum
- Parent workshops on strategies to support children- Parentgym
- Workshops for children requiring extra support – January/February
- DFE language intervention for targeted children
- Family learning sessions at school to support literacy at home
- Join the PSA – help with fund raising for vital resources for children
- Volunteer in the school- help with reading and other activities 2 days a week

Other info:

- Bug club video links to parents- please read the online books with children as this will provide extra practise for them. One is a picture book, later on will be colour band book, second book will be a book they can sound out words to practise their phonics
- Physical books in book bags- please ensure they are returned every week.
- £1 towards ingredients for cooking activities
- Make sure all homework is completed bug club and seesaw
- Look out for any announcements on seesaw

Last thoughts……

- At Uxendon Manor we believe strongly in working together for the benefit of your children.
- At no time is this more important than in EYFS as what they learn now will have the greatest impact in their life and lay the foundations for future success.