Croeso

Challenging all Year 1 and Year 2 Pupils in the Enhanced Provision.

Objectives

- To support practitioners to ensure year 1 and year 2 pupils are challenged to reach their full potential within the provision areas.
- Plan meaningful activities to develop skills and independent learners.
- Making better use of the enhanced provision and areas in year 1 and year 2 to raise standards.

Overview of the Day

Session 1 – Foundation Phase Pedagogy

Session 2 – Developing Literacy skills in the Provision Areas

Session 3 – Developing Numeracy skills in the Provision Areas

Session 4 – 'The Slightly Annoying Elephant' (examples of literacy/numeracy tasks)

Lunch

Session 5 – Using books to Develop Literacy and Numeracy skills in the Provision Areas

Session 6 – Case Study – Ysgol Penmorfa, Prestatyn

True or False?

- Discuss the statements. Are they true or false?

Estyn Annual Report January 2016

In good schools…

- Staff plan creatively, taking careful account of what children already know, can do and understand.
- They link child-led and adult-led activities well together to build pupils' learning through a range of purposeful contexts.
- Practitioners plan active, independent learning experiences, both indoors and outdoors. These activities help pupils to practise and improve their literacy, numeracy and personal and social skills.

Estyn Annual Report January 2016

Estyn states where provision is excellent:

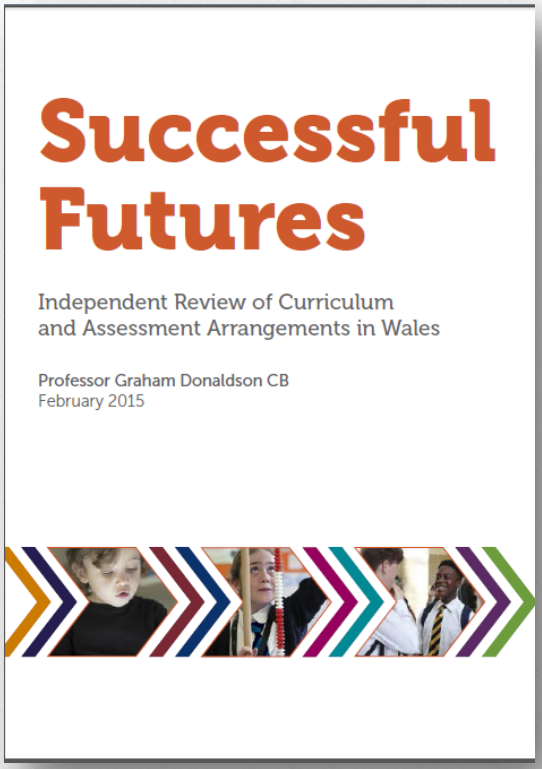
- Senior Leaders have a thorough understanding of the philosophy and purpose of the Foundation Phase.
- Confident, knowledgeable leaders encourage staff to be inventive with the curriculum.
- Excellent schools make sure children experience all elements of the seven areas of learning regularly.

Estyn Annual Report January 2016

Where leaders and teachers lack confidence in their understanding of teaching methods and curriculum requirements, they are reluctant to interpret the curriculum boldly and flexibly. They then often revert to desk based, formal methods, and pupils do not benefit from the active learning approaches that encourage the problem solving, creativity and critical thinking. For example, in the Foundation Phase, some leaders mistakenly consider that only a formal approach to learning will ensure that children perform well in national tests in Year 2. Others misinterpret the Foundation Phase philosophy by offering pupils too much choice and neglect the teaching of basic skills.

WISERD Report
Evaluating the Foundation Phase

The most effective Foundation Phase classrooms have a balance of focused, enhanced and continuous tasks. Children are twice as likely to reach expected outcomes in LLC and MD if these areas of learning are implemented with a higher degree of child choice/participation.



'The existing curriculum arrangements in Wales have some very real strengths upon which we can build – not least the pedagogy underpinning the Foundation Phase and the commitment to Welsh language and culture'

'The evidence therefore points to the need for a simpler, more connected curriculum. The weight of the evidence would also support a greater emphasis on skills and extension of the approach adopted in the Foundation Phase, where Areas of Learning rather than discrete subjects are used as building blocks.'

Estyn's Proposals – Inspection Framework 2017

1.2 Inspectors should look at the progress of pupils with relatively weak skills who do not receive support for additional learning needs.

Inspectors should also consider whether pupils are making as much progress as they could given their starting points and their age and ability. For example, inspectors should consider how well pupils with more developed skills achieve and the extent to which the work they undertake stretches them fully to achieve as well as they could.

Estyn Inspection Framework 2017

3.1 Quality of Provision – the provision challenging all pupils

The key consideration is whether the teaching is successful in engaging pupils' interest and whether it develops their skills, knowledge and understanding to an appropriately high level as they move through the school.

3.2 The breadth, balance and appropriateness of the curriculum.

In schools with pupils up to and including Year 2, inspectors consider how well the school takes account of the Foundation Phase.

Key Elements of the Foundation Phase Pedagogy

Independent Learners

Well Being

Balance of Adult/Child led

Reflection Time

Outdoor Learning

Motivation

Pupil Voice

Exploration

Practical Hands on

Stage Not Age

Problem Solving

Role of the Adults

Variety of Resources

Collaboration

Challenge

Observations

Open Ended Opportunities

Creativity

Task

On a scale of 1 to 5, rate your current Foundation Phase practice in the key elements.

How do children learn best?

Taking Risks

Using Appropriate Equipment

Having fun

Repetition

Experiencing

Listening

Experimenting

Asking

Making mistakes

Doing

Watching

Achieving Success/ Being Praised

Exploring

Copying/Imitating

Working at appropriate level

Alone / In a Group / With a Partner

Communicating

Task

Where would you place these elements of how children learn best?

- Directed Activity
- Enhanced Provision
- Continuous Provision

The Foundation Phase is asking us to recognise that:

- Children learn best through first hand experiential learning
- Children need time to practise and consolidate learning introduced through a focused task, in a non threatening environment
- Children need opportunities to extend their learning, investigate, make choices, solve problems, find out

Curriculum for Wales

Llywodraeth Cymru
Welsh Government

www.gov.wales

Foundation Phase Framework

(Revised 2015)

Children should be given opportunities to develop their skills, knowledge and understanding through:

Foundation Phase Pedagogy

a developmentally appropriate curriculum where the seven Areas of Learning complement each other and work together

activities that allow them to use their senses, be creative and imaginative

tasks and challenges that encourage problem solving and discussion

different resources, including ICT

different types of play and a range of planned activities, including those that are child-initiated

active learning opportunities that build on prior experiences and support them to become independent thinkers and learners

experiences that allow them to adopt a variety of roles, including leadership within a small group, paired learning or working within a team

continuous and enhanced provision and focused activities in the indoor and outdoor learning environments

How can we achieve this?

By creating an environment:

that is relevant to the children's interests and experiences

where children and adults have FUN!

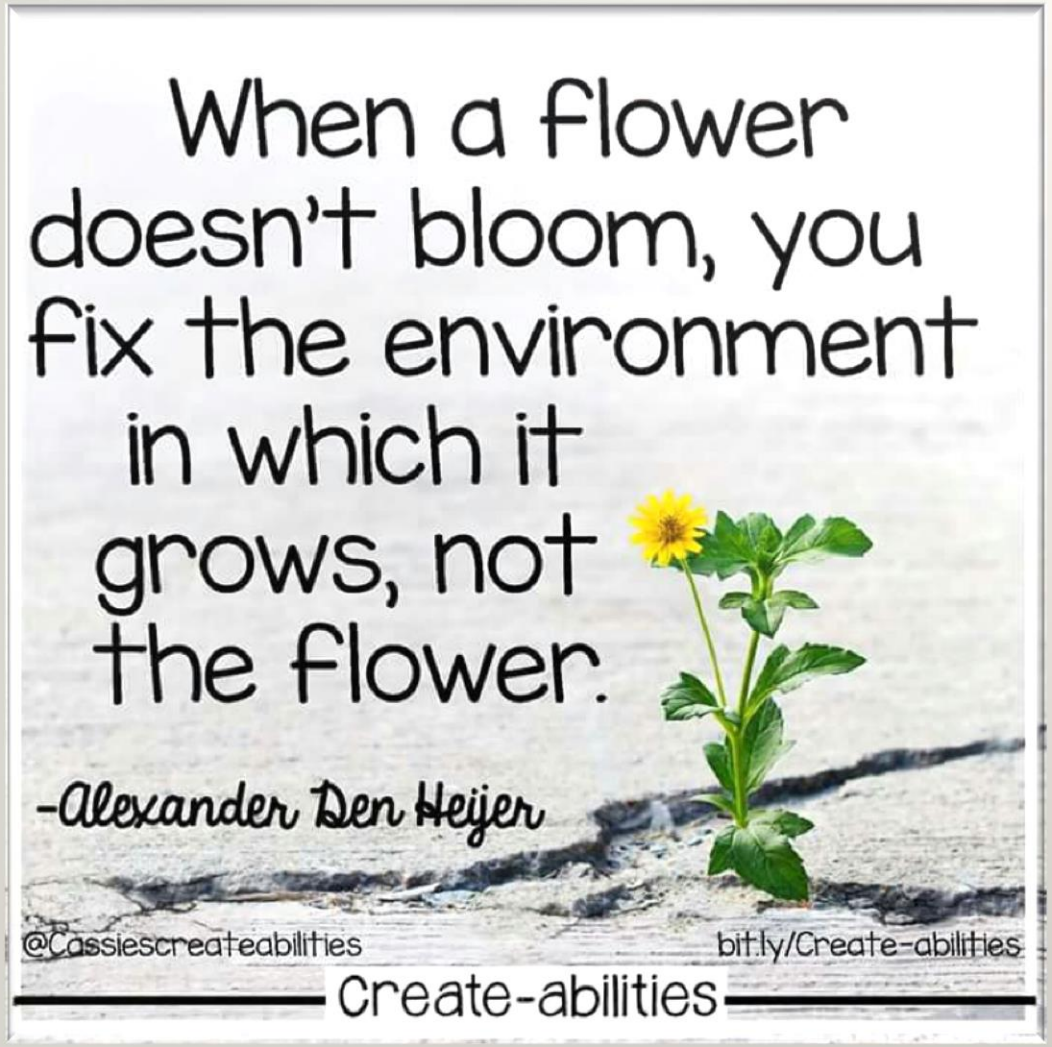
for children to be physically and cognitively active

that builds on previous learning

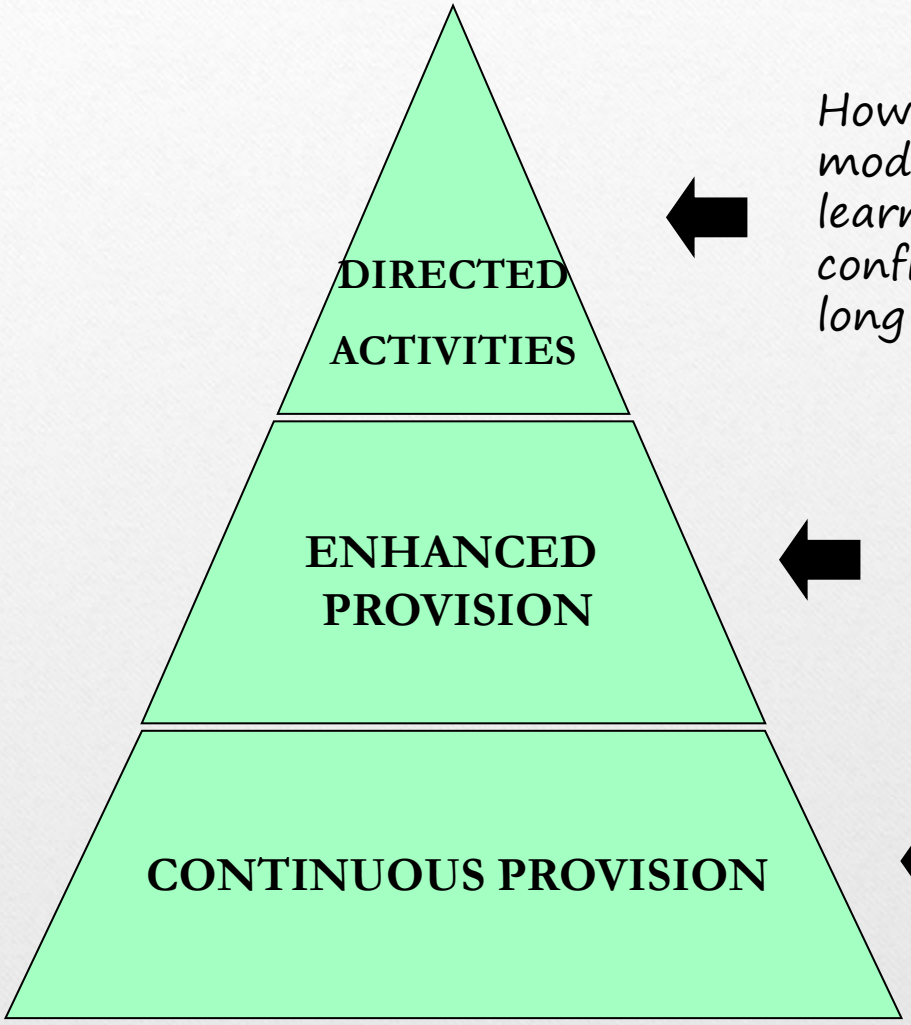
that allows skills to develop

that allows the children to make choices, be independent

that is safe and secure


When a flower doesn't bloom, you fix the environment in which it grows, not the flower.
-Alexander Den Heijer
@Cassiescreateabilities
bit.ly/Create-abilities
Create-abilities

The Triangle Model



How we initiate, direct and model what children need to learn in order to become confident, independent life-long learners

How we enhance, enrich and extend children's learning

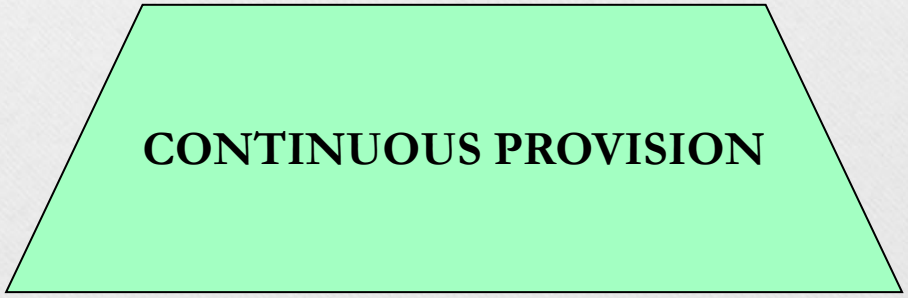
What we provide for children in terms of learning opportunities

Continuous Provision

What you provide for children every day within your teaching / learning environment indoors and outdoors.

- Provision Areas
- Routines
- Adults

- 85% of children's learning comes from their interaction within a high-quality learning environment.
- This is where practitioners must observe children's learning so that it can inform future planning.
- In the Continuous Provision children demonstrate what they really know and understand.

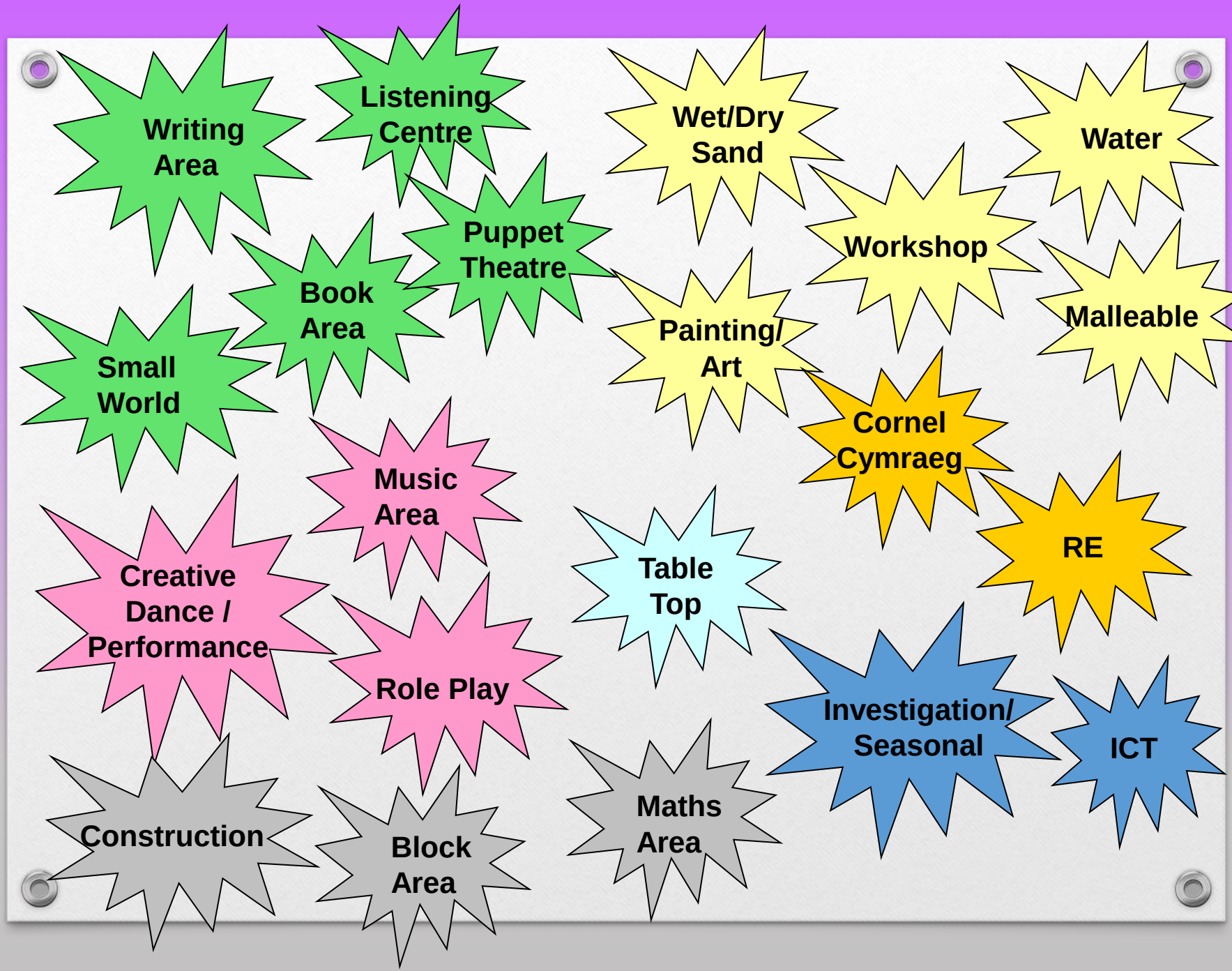


Continuous Provision Areas must be:

- clearly defined and labelled
- organised
- stimulating and inviting
- resourced appropriately
- accessible
- resources to be clearly labelled
- include areas/resources to engage both girls and boys
- rich in opportunities to develop ICT skills

Continuous provision gives children...

- a non-threatening opportunity to take risks and try things out independently.
- an opportunity to re-visit skills and concepts until they are comfortable with them.
- time and opportunity to make the connections necessary for understanding.
- time to explore/investigate/practise and consolidate their learning.


Writing Area
Listening Centre
Wet/Dry Sand
Water
Puppet Theatre
Workshop
Book Area
Malleable
Small World
Painting/ Art
Cornel Cymraeg
Music Area
RE
Creative Dance / Performance
Table Top
Role Play
Investigation/ Seasonal
ICT
Construction
Block Area
Maths Area

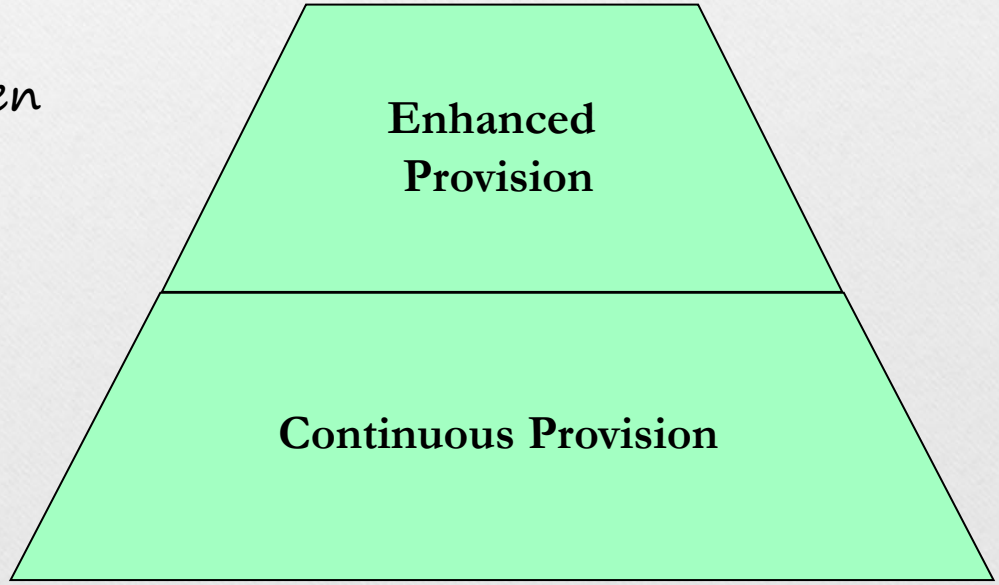
Discuss your own classroom

- Which provision areas do you have within your classroom?
- Are your provision areas purposefully resourced?
- Are they clearly labelled and accessible?
- Do you provide opportunities for your pupils to practise and consolidate skills taught?
- Are pupils provided with opportunities to develop their creativity, imagination and to problem solve?

Enhanced Provision

As a result of our observations in the Continuous Provision, we enhance our learning environment in order to provide additional learning opportunities. This will move children's learning forward.

We need to move children along the **learning continuum** –introduce new skills, concepts, knowledge based on the Areas of Learning.



Enhanced Provision

- What you **add** to the Continuous Provision to create additional/enhanced learning opportunities
- Ideas/Additional resources related to topic/theme
- Must reflect the existing interests, understanding and needs of the children
- Visits/Visitors
- Calendar/seasonal events
- Addressing any identified skills
- Challenges/Tasks

What is the role of the Adult at CP and EP?

demonstrate how to handle and use the resources correctly

encourage independence

support and extend the learning

effective questioning

make observations /assess

model vocabulary and language patterns (including Welsh)

standing back and listening

taking an active role/ interacting

model behaviour

Role of the adult

- The adult role in **Directed Activities** is to lead, develop ideas, listen, respond to the children's theories and suggestions and teach directly skills, knowledge and concepts.

- **Enhanced Provision** involves the adult enriching and extending the learning by providing additional resources, introducing new ideas, role modelling possibilities and providing time for exploration.

- **Continuous Provision** is about adults playing alongside children to observe and identify interest and to understand children's thinking. It requires them to take children's learning on by sensitive intervention, responding to and suggesting ideas, making links to previous experiences etc.

Role of the adult is key

- We can only make these crucial observations about children's stage of development if we plan to observe children in all areas of provision, at continuous, enhanced and directed activities.
- The assessment and recording of evidence of children's learning and development is a key part of every Foundation phase practitioners role.

Model → Train → Reward

Promoting Independence

CP Areas
Accessible
Clearly labelled
Resourced appropriately

Provide:
Visual
audio
concrete aids

Encourage children to:
Talk
Question
Share Ideas
Plan activities
Make Choices and Decisions

Display:
Examples of work
Success Criteria

Challenges/Tasks in the Enhanced Provision

- Set tasks which consolidate concepts taught at directed level.
- **Challenges set in provision areas must be at the same level of skill taught during a directed activity.**
- Differentiate tasks, especially when linked to LLC and MD skills, appropriate to the stage/age of the child.
- Provide open-ended, problem solving tasks.
- Provide opportunities for children to be creative and imaginative.
- Incorporate DCF skills into your challenges.

"The greatest danger for most is not that we aim too high and miss it but that we aim too low and reach it"

Michelangelo

Planning tasks at EP to stretch every pupil/group

Which skill will it cover?

What's the task?

Who's the task for?

Does the child have an opportunity to practise his/her targets?

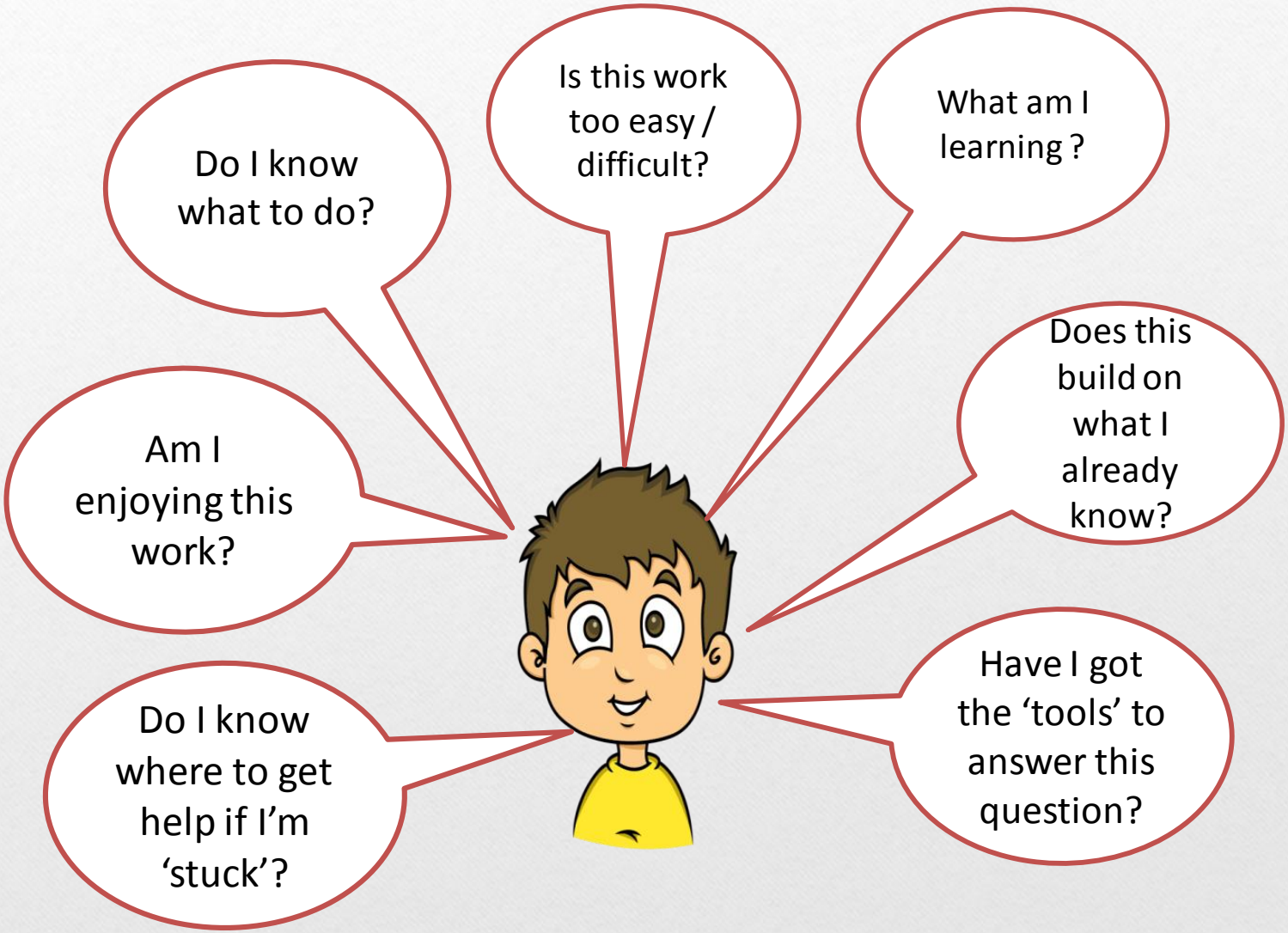
Why is the child completing the task?

What form of evidence will you have?

Is the task consolidating skills taught?

Does the task build upon previous learning?

Every Child is Important



How do I differentiate the task at EP?

Task – setting different tasks for certain pupils

Resources – scaffolds, frames, manipulatives

Content Matter – more or less complex tasks

Expectation – open-ended tasks allowing answers at different levels

Independence Level

Pace – more time, chunking tasks, time constraints

Accessibility – visual/audio aids

Context – choosing a context more relevant to the learner

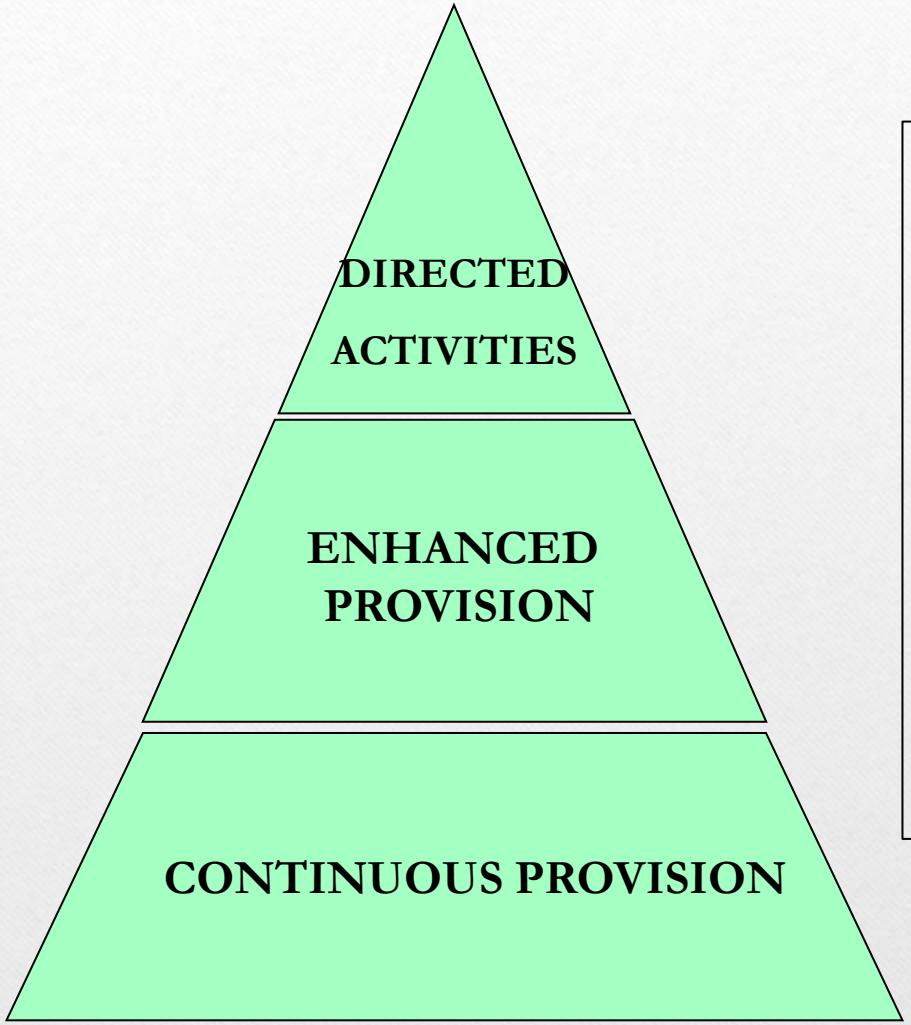
Support – teaching assistants, teacher, peers

Enhanced Provision/Darpariaeth wedi'i Gyfoethogi

Date/Dyddiad: .....

 Sand *Tywod*	 Water *Dŵr*	 Paint *Paent*	 Dough *Toes*	 Small World *Byd Bach*
 Construction Blocks *Adeiladu/Blociau*	 Role Play *Chwarae Rôl*	 Table top *Gweithgareddau bwrdd*	 Mark Making *Ardal Ysgrifennu*	 Make it Area *Cornel Creu*
 Book Corner *Cornel Ddarllen*	 Investigation *Darganfod*	Maths Area *Ardal Mathemateg*	 Music *Cerdd*	 Physical *Corfforol*
Additional Experiences/*Profiadau Ychwanegol*:				

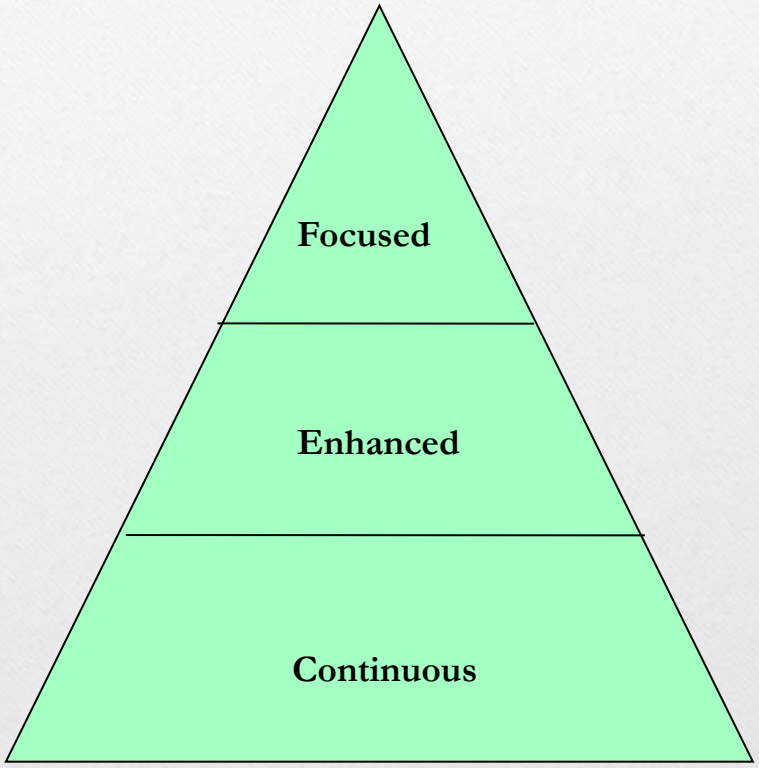
Directed Activities



The directed activity does not stand alone. Children need opportunities to practise skills/concepts/knowledge during play, and in a relevant context. Directed activities must be reflected in the environment – **enhancements** to the **continuous provision.**

As practitioners the focused tasks give us the opportunity to introduce new skills/concepts etc, and model what we want children to be able to do independently.

This all then gives us the vital balance between:



Learning Outcomes

- Practitioner led/ child initiated
- Teaching/learning
- Choice/directed activities
- Planned/ spontaneous play
- Independent/ directed learning
- Modelled teaching/ impact of learning environment

opportunities to write for a wider **audience**, real **purpose** for writing..

use books, concept, topic etc as a stimulus for planning, brainstorm the possibilities

frequent use of story-reading and story-telling, reading for pleasure

Developing Language, Literacy and Communication Skills

reading is the key to writing and oracy is the key to reading

create a rich and dynamic indoor and outdoor literacy environment, where speaking and listening, reading and writing are all given high status

good quality displays illustrating the forms and purposes of writing

ensure that pupils' skills gained in LLC directed activities are reinforced, enhanced and developed further in other areas of learning / provision areas

provide a good balance between structured activities for direct teaching of reading, writing and active approaches

Developing Language, Literacy and Communication Skills

plan opportunities for pupils to speak, read and write in areas of continuous provision both indoors and outdoors, including role-play areas

ensure pupils have opportunities to write for different purposes and in a range of forms using paper and ICT across all AOL and in CP/EP

ensure writing tasks are interesting, varied and appealing to all pupils, both girls and boys

Book Corner

- books displayed attractively and easily accessible
- good quality story books including old and modern fairy tales
- poetry
- joke books
- non-fiction texts
- multicultural texts
- books about Wales
- bilingual texts
- comics, pamphlets, magazines
- story sacks
- puppets
- listening centres – CDs with accompanying books and facilities for children to record their own stories, poems and plays
- plays
- ipads
- book reviews

Writing Resources

- range of writing materials
- paper, postcards, envelopes, notepads, sticky notes, zig-zag books etc
- support for writing such as story maps
- high-frequency words on display
- topic word banks
- class books

- photo-stories / captions
- children's display board
- stimulus for writing such as story cards, virtual reality glasses
- teachers' and pupils' writing on display
- dictionaries / thesaurus
- small whiteboards and pens
- ICT equipment

Mathematical Development

Mathematical Development

Strands	Elements	Nursery Children are able to:	Reception Children are able to:	Year 1 Children are able to:	Year 2 Children are able to:
Developing numerical reasoning	Identifying processes and connections	transfer mathematical skills to play and classroom activities			
		identify steps to complete the task or reach a solution			
		select appropriate mathematics and techniques to use			
		select and use relevant number facts and mental strategies			
		select appropriate equipment and resources			
		use knowledge and practical experience to inform estimations			
	Represent and communicate	use everyday and mathematical language to talk about their own ideas and choices			
		present work orally, pictorially and in written form, and use a variety of ways to represent collected data			
		devise and refine informal, personal methods of recording, moving to using words and symbols in number sentences			
	Review	use checking strategies to decide if answers are reasonable			
		interpret answers within the context of the problem and consider whether answers are sensible			
		interpret information presented in charts and diagrams and draw appropriate conclusions			

Range of Experiences

Children should be given opportunities to:

- experience a mathematically-rich environment that allows them to explore and develop mathematical concepts and language
- develop practical mathematical skills in a range of contexts
- communicate in a range of mathematical contexts for a variety of purposes and audiences
- practise, develop and refine their mathematical skills within all aspects of provision, including continuous provision, and through all Areas of Learning
- experience and use a range of media and stimuli including emerging technologies
- understand and use a range of measures and recognise and use shapes within play and structured activities.

Understanding rather than doing

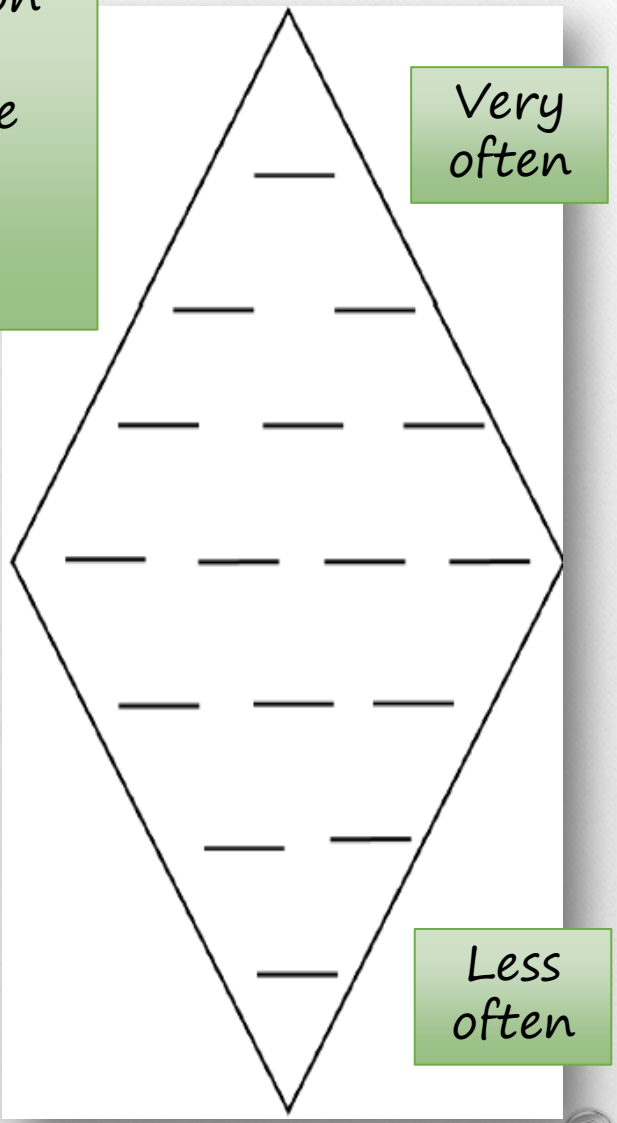
- explaining reasoning
- using vocabulary
- justifying choices
- come to a conclusion
- checking work
- reasonable answers
- real life problems
- choosing strategies independently
- discovering rules
- identifying when to use a calculator

Providing Tools

- Ensuring that the appropriate skills have been introduced before the task (stepping Stones)
- Ensuring that the children progress step by step independently
- Ensuring every child has the necessary tools to answer the task (but not too easy)
- Ensuring interesting tasks that are appropriate to the learning level of the children
- Ensuring that all children are challenged
- Not leading the children through the tasks but develop their independence
- Ensuring that all children learn from the task
- Ensuring that appropriate support is at hand to move children forward

Graphic
Role play
Investigation
Sand
Water
Malleable – clay
Reading
Music
Physical
ICT
Create
Building
Small World
Outside
Table top
Number

In which provision areas do the children have the opportunity to practise their numeracy skills?



Resources to Promote Numeracy in the Areas

Continuous Provision Resources

- clock
- calendar
- Timer – stop clock
- ruler
- tape measure
- Other measuring apparatus
- Balance scale
- Recording sheets
- Question cards
- Water measuring jugs
- String, wool, ribbon
- 'multilink', paper clips, lolly sticks
- Scissors
- Pencils/ dry wipe pens/ felt pens

- Maps
- compass
- Grouping apparatus – hoops , Venn / Carroll skeletons
- calculators
- Computers / ipads
- 'post-its'
- menus
- till
- Price tickets
- timetables
- numbers
- Clipboards
- Spoons and pipettes
- Boxes, tins, bottles & others
- Counters , Numicon, Multilinks and other resources to aid calculations

Skills which develop in the Provision Areas

Not only a practise task, but:

- showing they have understood the concept / skill
- consolidating ideas
- investigating
- try out new things
- using different resources
- observing
- creating links
- experimenting
- deepen understanding
- question methods and ideas
- discuss ideas and thoughts
- build on their understanding

What are the characteristics of a numeracy/maths focus task?

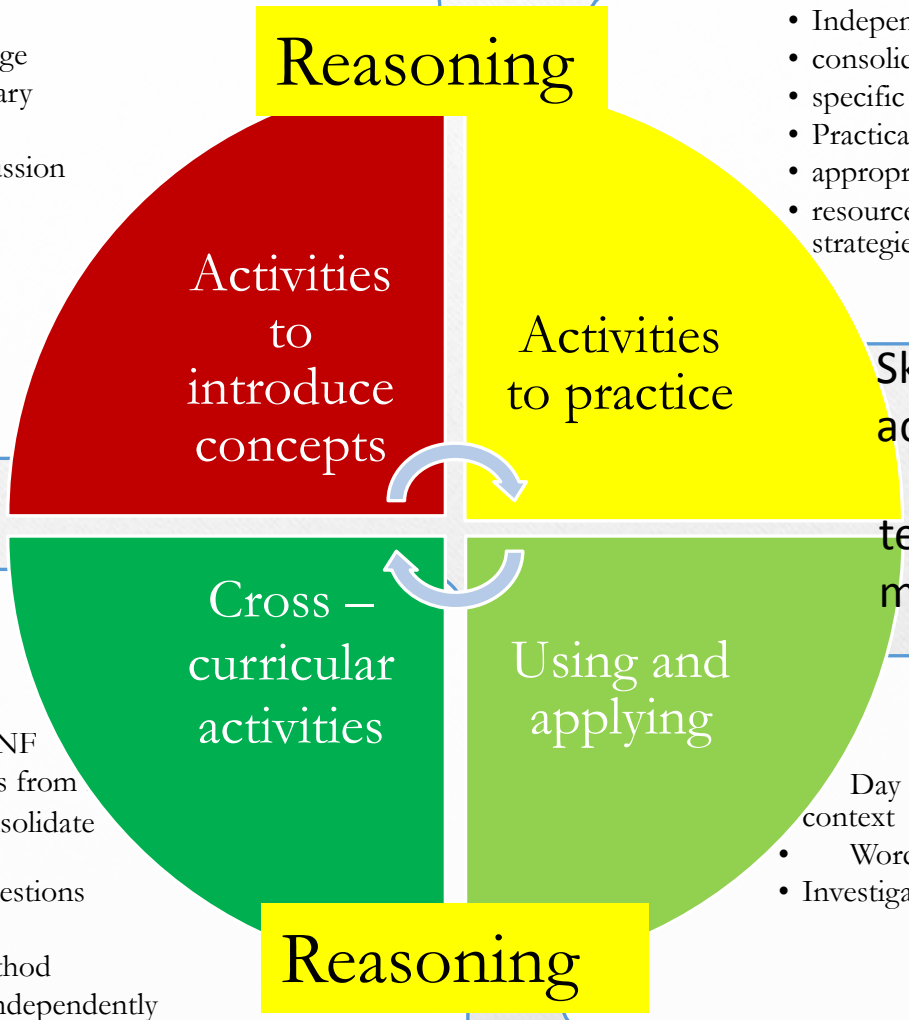
The teacher :

- Chooses appropriate tasks
- models
- Questions effectively
- Discusses strategies
- Introduces resources
- Creates links and relationships to previous work
- Provides context to work

The children:

- Discuss in pairs/ groups
- Ask questions
- Experiment with resources
- Develop other contexts
- Investigate links and relationships
- Explain the work in their own words

Numeracy Framework



- specific aspect
- previous knowledge
- introduce vocabulary
- list ideas
- question and discussion
- Starting activities
- stimulate thinking
- model strategies
- use apparatus
- Offer support
- all aspects of PoS
- mental maths

AfL

- Independent practice
- consolidate ideas
- specific outcomes
- Practical work
- appropriate worksheet
- resources to aid with specific strategies

Skill rich activities

teaching methods

- Identify element of NF
- Non-bold statements from
- Identify subject to consolidate
- subject background
- Open, multi-level questions
- Big Questions
- Choose working method
- Develop problems independently
- Various levels

differentiation

- Day to day mathematical context
- Word problems
- Investigations

VAK

Skills Progression

follow instructions to perform the skill

repeat the skill in a similar context

identify the skill for the task

apply the skill in a variety of contexts independently

link and transfer the skill to other subjects

Unit if work—emphasis on depth - adding two digit numbers

Mental Maths

42 + 4 =

16 + 10 =

17 + 20 =

42 + 14 =

43 + 24 = no bridging

Target Boards

Mental Strategies

Resources

Number lines—jumping in ones/tens

Numicon

100 Square—vertical and horizontal movement

Inverse calculations

16 + 23 = 39

23 + 16 = 49

39—23 = 16

39-16 = 23

Creating links

Missing numbers

16 + ___ = 46

42+ ___ = 48

No bridging

Which numbers do I need to input in the calculator to change 57 to 99?

Bridging 10 calculations

43 + 8 =

44 + 27 =

16 + ___ = 82

If 67 + 14 is 81 , then what is 67 + 16 ?

74 = ___ + ___

Standard calculations—columns

.U.	T.U.
6 4	3 6
+2 3	+ 2 ?
	5 9

No bridging

Bridging

T.U.	T. U.
6 7	3 7
+ 2 6	+4 8
8 0	8 5

1 3 = 93

+ answers over 100

Checking

- Inverse

Mistakes

67 + 46 = 1013

114

Estimating

65 + 37 = 60 + 40 = 100

Is 36 + 49 more or Why can't the answer be an odd number ?

Measurement context

27p+ 59p =

43cm + 65 cm =

Word problems—use of addition vocabulary—Use of Bar Model Singapore

Mats and slides

E.g. drinks machine

Bob's Sandwiches

Investigations

Addition walls—Where is the best place to place the numbers to gt the largest number in the top brick

100 Square patterns

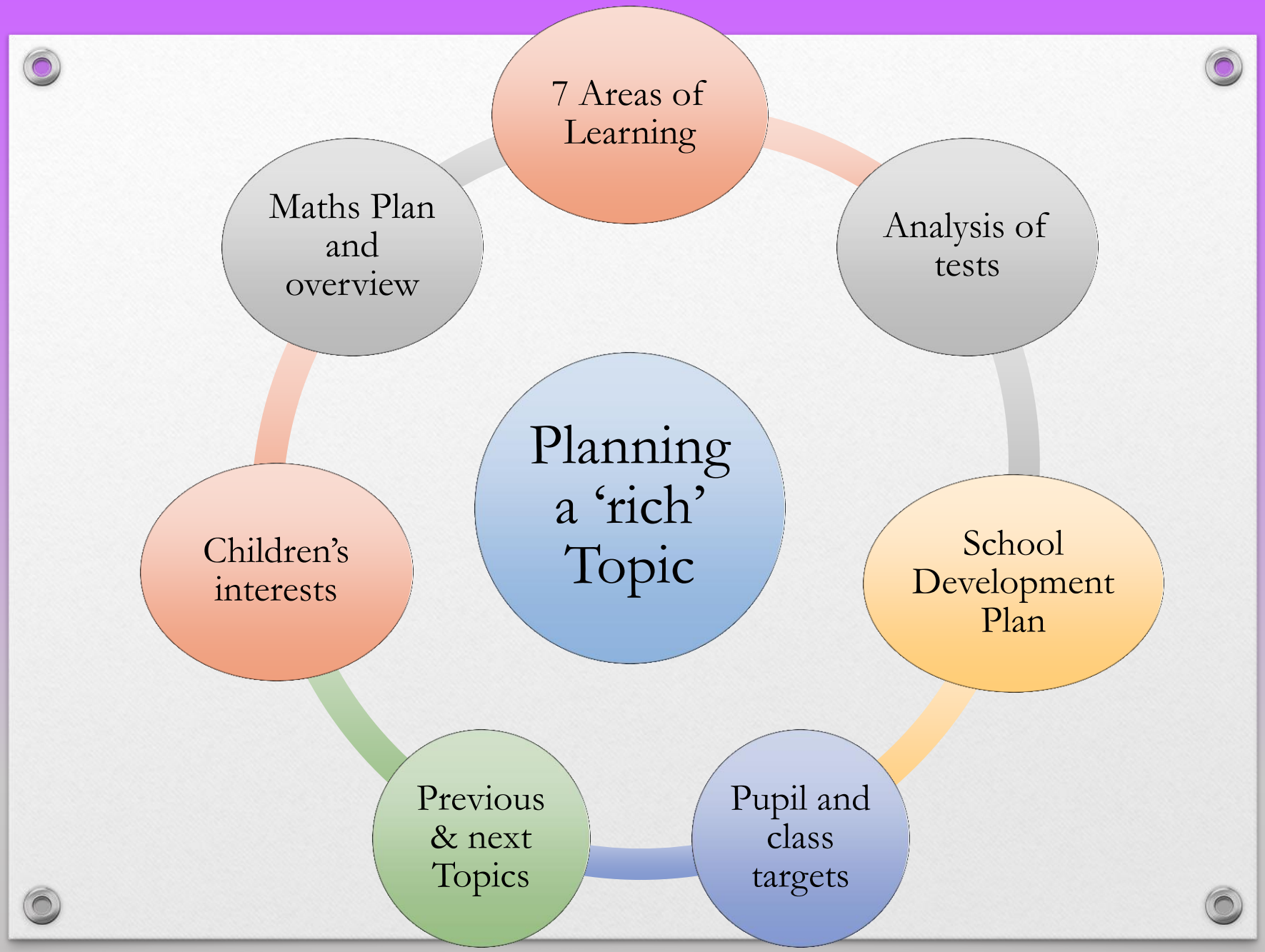
Examples of procedural and reasoning questions from the tests

Cross curricular

E.g. analyse and interpret data, tables and graphs

Introduce a variety of calculations

- 9 + 3 = ___ + 9
- 30 – 7 + ___ = 30
- ___ + ___ + ___ = 15
- 4 x 5 = 5 + 5 + 5 + __
- If 6 x 10 = 60 , then 6 x 5 x ___ = 60
- 15 ÷ 5 = 30 ÷ ___
- ___ x 4 = 24
- 25÷5= __ . Check __ x __= __
- 3 x __ + 3 = 15
- __ x 10 = 300
- 3 x 8 ÷ 8 = ___


7 Areas of Learning
Analysis of tests
School Development Plan
Pupil and class targets
Previous & next Topics
Children's interests
Maths Plan and overview
Planning a 'rich' Topic

Planning Rich Tasks

FP Skills and skills across the the curricuclum –literacy, numeracy, ICT

progression of skills

age specific challenges

developing thinking skills

building on previous knowledge

relevant - interesting

cross-curricular

deepen understanding of numeracy and subject

in day to day 'real' context

a variety of options within the task

opportunities to discuss and record independently

opportunities to make decisions, solve problems, and investigate

All children can access parts of the activity

opportunities to make decisions and solve problems independently

Possible Evidence

- Picture / Mathematical Diagram
- Photo – Annotated
- Series of Calculations
- Table
- Graph
- Object
- Adult observations of children's responses
- Voice Recording / Role Play Film

Using books as a stimulus for planning challenging literacy and numeracy tasks in the provision areas

Questions to ask when choosing a book as a basis for setting challenging literacy tasks:

Starting point – Engaging and Interesting

Genres

Opportunities to develop literacy skills across the AOL

Language rich

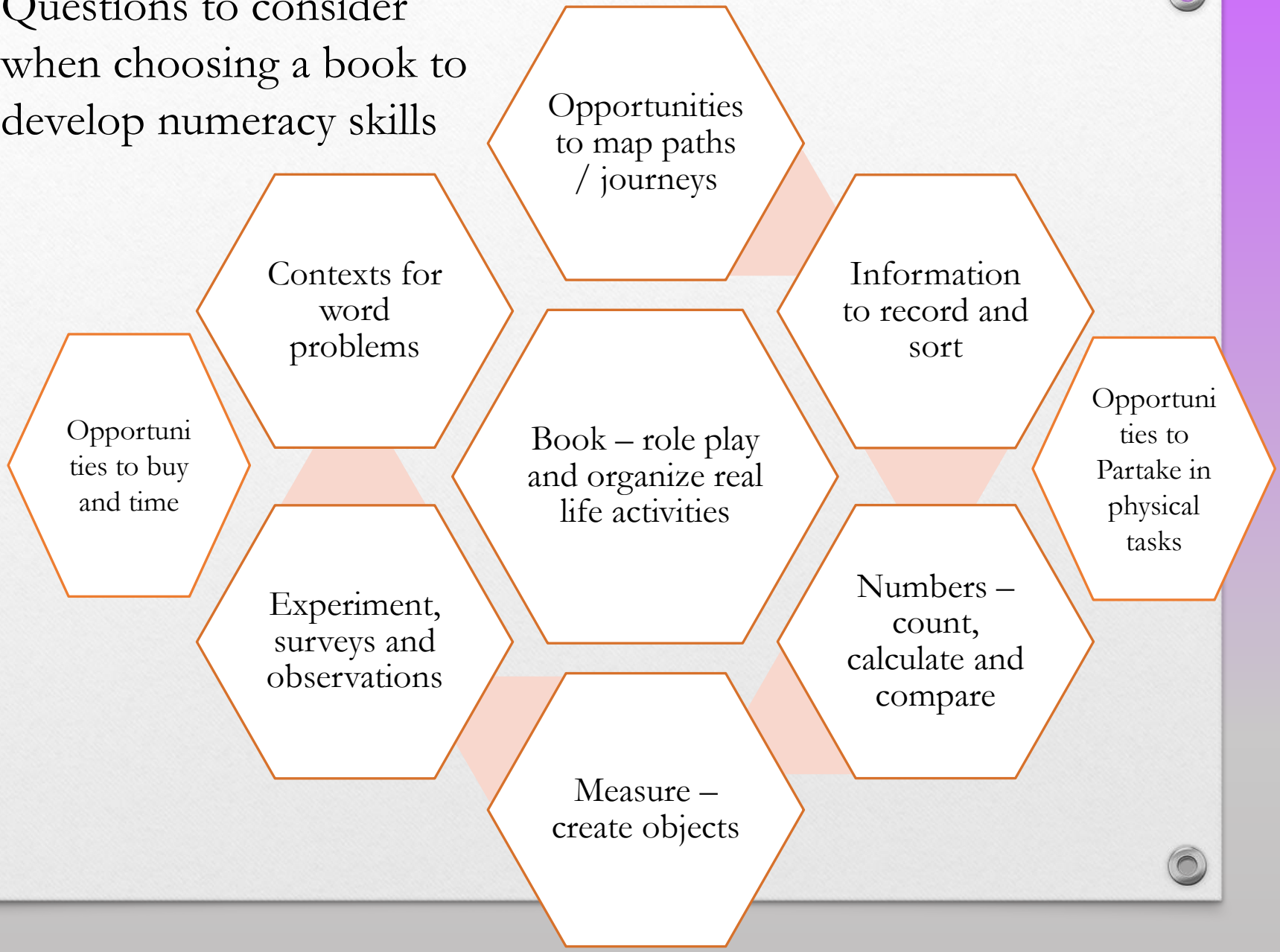
The Book

Ignite the imagination

Express opinion

Develop specific skills - grammar, punctuation etc.

Questions to consider when choosing a book to develop numeracy skills



Planning tasks to challenge every child/group in EP

- What is the task?
- Who will complete the task?
- Is the task challenging – with high expectations?
- Why is the child doing the task?
- Which skills/ outcomes are developed?
- Is the task interesting to the children?
- Does the task build on the child's previous knowledge?
- Does the child have ample opportunities to complete his targets in the task?
- Is the task repetitive?
- What is the evidence?