

CLD report

1. Recovery curriculum discussion
2. Data discussion for under achieving groups, EYPP, boys, girls, children who have been with us longer than a year (if in attendance) what was attendance like during lockdown/ interventions etc?
3. Learning at nursery and learning virtually.
4. Training needs

The Recovery Curriculum – a discussion- with Lindsay Read and Helen Currie

1.How much of a sense is there of what activities children have had access to with their families and what they have missed?

It was reported from Lindsay and Helen that both schools have made considerable effort to not only stay in touch but to engage all families throughout the pandemic. Many families have shared what their children have been doing through their Class Dojo. A survey has been sent to families to find out what they would like support with in terms of curriculum access. Although this has not yet been completed and collated early indication suggests that families would like more help with : early literacy and phonics.

Helen said that they felt that some of their children did not necessarily have access to good quality toys to support early play. To help close this gap FANS started a project, initially at Low Hall, with Leyton Children and Families Centre – ‘We Play’ – to give vulnerable families a good quality wooden train set with extra tracks and trains to play with, funded through Pupil Premium. To try and measure the impact of this intervention families were also asked to complete a wellbeing survey to see how the pandemic had impacted on their social, emotional and mental health. A sand timer to encourage families to play together with the train set, for 10 minutes per week, to start with and to signal to their child that the session was about to start. Parents/Carers have to agree to turn off the T.V, phones etc to be able engage fully with their child. Families are asked to record how much they like playing with the train sets and as a incentive to trial the initiative they are able to keep this toy as a thank you. Lindsay says they also intend to make short videos to show families how to extend play with the train set and these videos will be available to all families.

2. How easy or difficult has communication been with families ?

As previously discussed many families have continued to use the Class Dojo to remain in touch with both Low Hall and Church Hill which has made it easy to see who is engaging with the curriculum on offer. Around 97% of families use their child's Class Dojo well and are being supported with their child's learning, e.g. through stories and songs; keeping in contact with the community ,e.g. through advertised courses and with their teachers, e.g. walking the dog with Pat. For families that maybe harder to reach, for various reasons, the schools have ensured that they stay in touch by regular calls home. It was felt that keeping in touch had been relatively easy. Families at Low Hall and Church Hill only need a phone to stay in touch so from this perspective it has been relatively easy .

3.What struggles have been felt by your families? what have you been surprised by? As reported over Lockdown digital poverty is a concern and as discussed discrepancy in quality of toys at home to support and develop play? For some families the pandemic has affected basic needs such as worry over being able to feed their families.50% children have been in attendance at both nursery schools and 62 children at Church Hill per day.

4.Data discussion for underachieving groups: Early Years Pupil Premium (EYPP), girls/boys, children that have been in attendance at nursery for longer than an year.

Autumn data showed that boys across both schools underperformed in comparison to girls.

EYPP are the children that have most been referred to Speech, Language and Communication services and for SEND and within this group boys form the largest cohort.

There was discussion around does this data also ask the questions are we measuring too early before children have had the chance to begin to develop communication skills, for example, are we measuring the wrong areas to best indicate development and are our expectations well-focused ? This type of discussion and analysis of data have shown that a focus on: speaking and communication is needed. As well as careful focus on areas of development for each school and continuing emphasis to share good practice between schools to build consistency across FANS.This may include: Church Hill continuing to developing confidence as practitioners to support learning when playing alongside children in the here and now. Low Hall to continue find ways to maintain high level activities when the nursery is very busy and their focus changes to meet high level of needs. Both schools have good practice in these areas and other areas to share.

5. What training needs have been identified in the current climate ?

To gently encourage a culture to try new things, pertinent to setting, and share good practice across both schools. Lindsay has been forming a warm working relationship with Gregg Botrall – ‘Can I go and play now’, rethinking the early years – with a view to further training and training videos for staff. To cover areas identified by Greg Botrall that need to be taught, that can't be gained through quality play environments

Training needs: same staff. Lindsay has been forming warm relationship Greg Botrall – “Can I go and play now” – trainer /training videos looking at possibility of buying into that so can use mark making maths making conversation need to be taught, other things can be gained through quality play/environment.

CH – offer good quality teaching with an eye on the product. Not as confident as practitioner is good for developing learning.

LH – can almost lose focus activities when it gets too busy as worried about not meeting needs, but are good at supporting learning through play.

Need to develop and maintain over the schools – continue to share good practice.

LH very committed to story time CH not so

Gently developing a culture to try new things/ and share good practice (CH) develop curriculum access across all staff and to develop confidence with practitioners, e.g snack time and beautiful conversation.