Early Years Coordinator Report

N Bond

Summer term 2018

|  |  |
| --- | --- |
| **Strengths:**  **Nursery/Reception**  **July 2018** | * Reception staff attended ‘cross moderation’ where their judgements were agreed. * Early year’s staff have attended courses and conferences and are implementing ideas into the classrooms and outdoor environment. * GLD in Reception classes is 67% (63%-65% last year) * Newly Qualified Teacher (NQT) appointed to begin September 2018 in Nursery |

|  |  |
| --- | --- |
| **Action** | **Outcome/Impact** |
| Support new staff in Early Years | Continued to support teacher and teaching assistants new to nursery.  Supported and advised Newly Qualified Teacher (NQT) who will teach Nursery in September. NQT has been volunteering this half term. I have supported him by   * Looking at planning and assessment * Using developing matters statements * Demo lessons * Included in school trip * Arranged for him to work in 0-3 |
| Learning journals | Follow up from last terms file scrutiny. Feedback was listened to and acted upon. Items that had been missing are now visible. File are now uniform with the rest of the Early Years 0-5. |
| Tracking for success | Worked with Tracking for success lead and nursery manager. Discussed data collection, looked at how the data was recorded and groups can be explored. |
| Trust schools | Worked with DHT from Broadwood to help refine the document she is compiling to show what we do to promote language and communication in our setting, for example word walls and expectations of children speaking in full sentences. |
| Early Years Trust meeting at Bridgewater | Prepared and organised Early Years trust meeting at Bridgewater – the other schools did not attend. |
| SEN review | Attended an SEN review for a child who will be new to Bridgewater in September. I met his parents and Nursery key-worker. Spoke about his likes, dislikes and needs.  Arranged to visit him at his current Nursery. |
| Visited Riverview nursery | During my PPA, I visited a child who will be joining our Reception class who has Special Educational Needs (SEN).  Speaking to staff, playing alongside and observing the child in his educational environment has given me insight into his needs for his new environment come September. |
| After school meeting with the Trust officer | Met with our Trust Officer to discuss the ‘Reading together’ artwork. Discussed how and where it would be displayed in the city library.  Arranged for children to be transported to the library with a parent. Liaised with Reception staff re; project. |
| Maths in Early Years | Spoke to my team about giving maths as much importance as reading and writing in the classrooms. A maths table was created in both Nursery rooms, and continuous provision in Reception now complements their daily maths lessons.  The maths co-ordinator carried out a learning walk where she saw maths areas in each classroom being used by the children. |
| Day in 0-3 | Spent time in each room, looking at the environment, planning and the continuous provision.  Spoke with EYPs about her role/purpose. EYP was confident to discuss her role and what the children were learning, and how she could move the learning on.    Spoke with Nursery manager about what “Emerging 30-50” looks like in Nursery. Conversation led us to look at the Trackers. I cross referenced the Trackers with the Developing Matters Statements- It was evident that a selection of files were not up to date and evidence was not visible to match the assessment scores. By speaking with the Nursery manager, we changed several Trackers as there was insufficient evidence. Other Trackers were left as evidence was seen on IPads and was going to be filed immediately. |
| Early Years policy | Completed Early Years policy bespoke to Bridgewater. |
| Early Years sports day | I organised and resourced the activities for the Eys sports day for 120 children. |
| Free trips | I made links with Wyevale Garden Centre and organised free trips for two Nursery classes and two Reception classes. Each class were given two large pots of plants to take back to school. |
| Key Stage 1 outdoor area | Several trees donated from Wyevale Garden Centre for the perimeter of the KS1 field. |
| Deliver phonics demo lessons to 0-3 staff | I have taught a series of RWI lessons in 0-3 for the practitioners to observe. The practitioners have also observed me teach RWI lessons in Nursery. From these observations, 0-3 have then introduce 1 sound a week to their oldest group of children who are preparing to join Nursery in September. |
| Organised new to Nursery/Reception:  Arrangements for Nursery Open day; letters, lists of children, liaising with 0-3 staff re hours, making appointments lists, letters.  Arrangements for Reception Open day. Maintaining an up to date list for September Reception cohort to ensure all children on the list receive relevant information.  Organise home visits. | Liaised with parents and carers, arranging home visits and school visits for Nursery and Reception. Parents/carers were supported to fill in admission forms and school meal documentation.  Parents/carers have been given start dates for their child. |
| Write end of year class assembly/Stay and Play for Nursery | I wrote an end of year assembly for the Nursery classes.  A successful assembly was followed by a ‘stay and play’ back in class where parents looked at their child’s learning journey. 60% of Nursery parents attended the Stay and Play. A higher percentage of parents attended the assembly but due to work commitments could not attend the Stay and Play. I arranged with these parents to look at their child’s learning journal at a different time. |
| Link governor | Time spent with link governor discussing my aims/vision for the year ahead. |
| Stock for 2018-2019 | Ordered stock for indoors and outdoors for Eys. |
| Early Years data – progress | Across Early Years, children are to make 3-5 ‘jumps’ to show expected progress for the year.  In 0-3, children have made between 3.5 – 7.03 jumps in the Prime areas of learning (Personal, social emotional. Communication and language. Physical development)  In Nursery, children have made between 3.5-6.33 jumps in the Prime areas of learning. In Maths 4.35-5.09, and in Literacy 4.37-5.02.  In Reception, children have made between 3.98-6.8 jumps in the Prime areas of learning. In Maths 3.98-4.41, and in Literacy 4.1-4.53. |

|  |  |
| --- | --- |
| **Priorities:**  **Nursery/Reception**  **Autumn term 2018** | * Support NQT in the Nursery. * Monitor Learning Journals in 0-3. * Each member of staff to be given an area of responsibility in the garden to resource and restock when necessary. * Continue supporting staff to deliver outstanding teaching and learning. * Tracking for success- continue to take an active part, sharing the role of ‘champion’ with Wendy Harker |