



## **EYFS Recovery Programme September 2020**

Due to COVID-19, teaching and learning for the Summer Term 2019-2020 has not been delivered in the usual way by pre-school providers, as many children will not have attended pre-school since March 2020. As a result of this, CHPA has reviewed its curriculum and provision content for the academic year 2020-2021. The following is in place, to not only address any lost concept learning, but to enhance future learning and ensure pupils are Y1 ready at the end of the 2020-2021 academic year.

Timetables will reflect the needs of the pupils, the balance of child initiated learning and adult led learning.

- Autumn term - 20 – 30 % adult led to 70- 80% child initiated
- Spring term – 40 - 50% adult led to 50 – 60% child initiated
- Summer term – 60 – 70% adult led 30 – 40% child initiated

Staffing ratios for the Autumn Term, in the first instance, will reflect guidance for under 5's. We will have a ratio of 1:13 minimum.

### **Prime Areas**

As is normal for the Autumn Term, focus will be placed on the Prime Areas of learning (CLL, PSED & PD). However, due to the COVID issues, for Autumn Term 2020-2021, we will initially pitch learning at the high 30-50 month band, to ensure pupils have a solid foundation and are ready to start the 40-60 month curriculum, as rapidly as possible. The initial aim is that by the end of the Autumn Term, pupils will be at expected standard for this point in time. Provision and adult facilitation will be targeted to accelerate learning in both the Prime and Specific Areas.

The introduction of Rainbow Talk, which promotes CLL and PSED, will be used to accelerate learning in these areas. This programme also feeds into the writing area of Literacy, and as a result, will help support pupils in this area too.

Until the completion of the initial entry baseline, pupil, specific need cannot be addressed. However, planning for quality interactions within provision to facilitate learning will ensure focussed targeted learning for what we expect pupils to need at that time. For example, weekly review of learning in provision and any gaps identified will then become a key area to focus upon during the following week. Adults are timetabled to ensure they actively promote learning within all areas of provision, alongside identified specific group learning needs. This will allow us to promote a 'keep up' not 'catch up' model. EYFS Lead will monitor these interactions and CPD will be given as appropriate, to ensure consistent approaches. This approach also allows us to focus on the needs of individual pupils, ensure rapid improvements, and narrow any identified gaps.

### **Specific Areas**

#### **English**

For English, the main drive will be constant exposure to high quality texts and modelled communication, which will be both verbal and written. The more we immerse the pupils in words and speech, the more they will absorb and replicate this within their own learning. As studies, including EEF research has found, this is the most effective way of ensuring high attainment within EYFS. This learning will be cumulative and child led to ensure all key skills are thoroughly embedded and that they are Y1 ready, by the end of the academic year.

#### **Phonics**

EYFS Phonics recovery timetable

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	Phase 1	Phase 2	Phase 2 or Phase 3	Phase 3	Phase 3	Phase 3 or Phase 4

The options above depend on pupil knowledge retention, accurate use and assessment.

## Reading

This links directly to the Phonics plan (previous page). Reading will be taught daily as part of reading comprehension sessions. This will be alongside individual weekly reads, group reading, daily story time and text based Literacy lessons.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	Rhyme and knowing text carries meaning Sharing quality texts Introduce L to R; 1:1 correspondence Reading Lilac (30-50 secure)	Noticing initial sounds when reading. Teach reading of basic texts, prediction etc. Reading Pink (40 – 60 emerging)	Teach comprehension questions alongside skills of reading Reading Pink (40 - 60 developing)	Teach comprehension questions alongside skills of reading Reading Red (40 - 60 secure)	Teach comprehension questions alongside skills of reading Reading Red/Yellow (ELG)	Teach comprehension questions alongside skills of reading Reading Yellow (ELG)

## Writing

The introduction of Rainbow Talk, which promotes CLL and PSED, will be used to accelerate learning in these areas. This programme also feeds into the writing area of Literacy, and as a result, will help support pupils in this area too. By promoting this, it will feed into the teaching of sentence starters.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	Mark making (30-50 secure)	Mark making (40 – 60 emerging)	Teaching basic sentence starters Caption modelling (40 - 60 developing)	Teaching basic sentence starters Caption practise (40 - 60 secure)	Teaching of sentence construction including spaces, full stops, capital letters Writing of phrases/ sentences independently and in provision (ELG)	Teaching of sentence construction including spaces, full stops, capital letters Writing of phrases/ sentences independently and in provision (ELG)

## Maths

Maths provision in EYFS-R will focus upon embedding 30-50 months knowledge expectations before moving onto 40-60 months (the usual starting point). This speed of transition from 30-50 to 40-60 will be cohort dependent, based upon initial Baseline and ongoing Assessment. Focus upon 40-60 months provision, will however be no later than the start of Autumn 2, to ensure pupils are able to reach ELG expectations by July 2021 and be Y1 ready.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	Rote counting to 10 Introduce a number a week 1 – 3 Basic patterns (30-50 secure)	Rote counting to 20 Identify numbers taught Introduce a number a fortnight week 4 - 7 (40- 60 emerging)	Rote counting to 20 Visualisation of numbers to 10 Identify numbers taught Introduce a number a fortnight week 8 - 10 (40 - 60 developing)	Rote counting to 20 and beyond Identify numbers taught Introduce numbers week 11 - 20 (40 - 60 secure)	Rote counting to 20 and beyond Application of numbers to problem solving including doubling sharing etc. (ELG)	Rote counting to 20 and beyond Application of numbers to problem solving shape and measures (ELG)

## Parents

To enable parents' full opportunity to contribute to their children's learning, we use the online learning journal 'Tapestry'. This enables us share achievements and expectations with parents, in addition to them contributing with evidence from home. We ensure that at all times, parents are a central part in bridging the gap of learning missed due to COVID-19.

## **Transition**

Due to COVID-19 transition as planned, has been unable to take place. The offer for the cohort 2020-2021 is as follows:

- An initial welcome phone call to introduce CHPA staff to the new starters – Miss Johnson
- A booklet explaining all about CHPA and ideas to support their child at home
- A socially distant home visit where staff will drop off relevant materials and say hello to the child – EYFS staff
- Phone calls held with current pre-school provision to ensure exchanging of data and discussions about each individual child – Miss Johnson and Mrs Nicholls
- A PLP with activities to support their child during the summer break – EYFS staff
- A child friendly 'Welcome to CHPA' booklet – Mr Burgess and Miss Johnson
- A pack of forms to be completed and sent electronically, ready for entry to CHPA - Admin
- In September a visit to provision with their parents – EYFS staff
- From 7<sup>th</sup> September a phased entry with just mornings (8:30am-12:15pm, including the provision of lunch)
- From 14<sup>th</sup> September full- time (8:30am-2:30pm – during COVID-19 guidelines)

## **Educational visits and visitors**

Due to the uncertainty of the current times and to support the health, safety and well-being of pupils and staff, no educational visits will be undertaken until February 2021 or in the event of significant changes in Government guidance. The need for visitors to support curriculum learning, will be risk assessed on an individual basis e.g. music service.

## **Remote Learning Contingency**

Guidance and expectations regarding Remote Learning Contingency is available within its own document.