

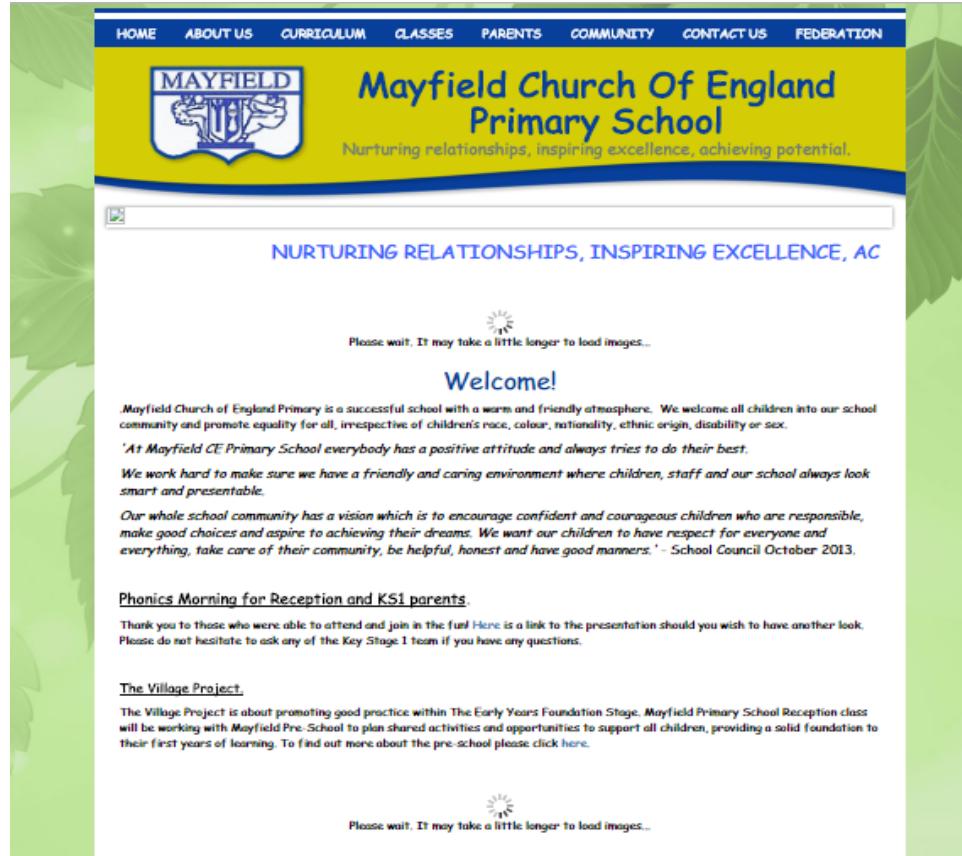


THE FIRST YEAR





Both settings have informed parents of what the Village Project is about, making it an integral part of all we do...also providing information on our websites with links to the other setting.

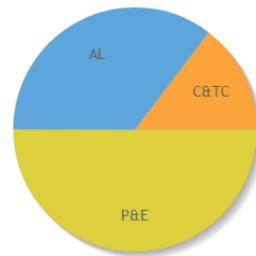


Autumn Term COfEL for all children across the settings

These assessments were made by 8 staff members for 33 children, between 08 Sep 2016 and 30 Sep 2016.

The approved assessments are distributed as follows:

- 577 are for the category Playing and Exploring, of which:
 - 311 are for the subcategory Finding out and exploring
 - 69 are for the subcategory Playing with what they know
 - 197 are for the subcategory Being willing to have a go
- 407 are for the category Active Learning, of which:
 - 301 are for the subcategory Being involved and concentrating
 - 44 are for the subcategory Keeping on trying
 - 62 are for the subcategory Enjoying achieving what they set out to do
- 169 are for the category Creating and Thinking Critically, of which:
 - 89 are for the subcategory Having their own ideas
 - 52 are for the subcategory Making links
 - 28 are for the subcategory Choosing ways to do things



Period Autumn Term 1, ... Group All Children

We have also joined our Tapestry (online learning journal) accounts so that we may do group observations and contribute to all children's learning journals across the two settings.

Parents are also using this platform to feedback, add observations and communicate more.

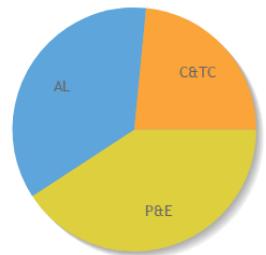


Summer Term COfEL for all children across the settings

These assessments were made by 8 staff members for 62 children, between 02 May 2017 and 16 Jun 2017.

The approved assessments are distributed as follows:

- 788 are for the category Playing and Exploring, of which:
 - 400 are for the subcategory Finding out and exploring
 - 115 are for the subcategory Playing with what they know
 - 273 are for the subcategory Being willing to have a go
- 691 are for the category Active Learning, of which:
 - 413 are for the subcategory Being involved and concentrating
 - 111 are for the subcategory Keeping on trying
 - 167 are for the subcategory Enjoying achieving what they set out to do
- 453 are for the category Creating and Thinking Critically, of which:
 - 172 are for the subcategory Having their own ideas
 - 135 are for the subcategory Making links
 - 146 are for the subcategory Choosing ways to do things



Period Summer Term 1, ... Group All Children

Dual sessions have supported our practice in providing more opportunities for active learning and critical thinking. As we plan for next year we look to provide resources across both settings to continue to stimulate this, including outside construction opportunities.



Shared events have been used to celebrate how well our Village Project time is working.... Giving parents, staff and a children a chance to reflect on the positives that have come from this venture.



“Preschool had a wonderful time visiting the school and seeing the music man. These sessions are proving invaluable in developing our children's social interactions and communication with their older peer group” 😊
Preschool Key Person



“Yesterday pre school and the new Robins, who are starting in September, came over for a music session with our current Robins. The current Robins were very supportive of the younger ones and set a lovely example. The new children showed fantastic confidence and listening, following instructions well and joining in with the songs and rhymes”. Reception Teacher



Even the Preschool's youngest child (just 2), felt at ease joining in with a new social situation, amongst older children. He has been part of a number of shared sessions both at the school and preschool.



The Reception class and Preschool are busy preparing for a shared sports day to celebrate this years Village Project time...plans are all ready in the pipeline for a Teddy Bears Picnic and Pirate day next academic year!

Learning experienced during shared sessions is enthusing and inspiring little learners in both settings...this pre-schooler (3 yrs) independently made a shaker following the Music Man visit... leading to an impromptu phase 1 letters & sounds game

"Many thanks for this. Cannot believe it is school countdown now. Thomas is sad he cannot come in today as thrives at preschool and loves his visits to and from the 'big school'". Parent

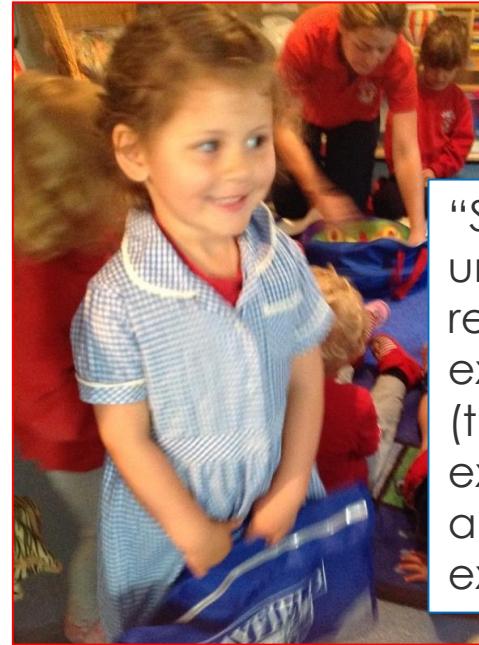


"She loved her visit and was full of excitement when she came home!" Parent



"Ruby was very engaged and really enjoyed sitting at the writing table with some of the older children who came to visit us from the reception class..." Key Person Preschool

"...it is lovely to see her confidence grow and to see her engaging and chatting with her new friends" Parent



"She loved trying on the uniform and I think she is really starting to get excited about school (though I may need to explain a bit more about what to expect!!)." Parent.



The school gave the preschool some uniform to support our role play for transition. Based upon parents comments for 'explaining more about school' we updated the 'school welcome' pack. Preschool also added more 'school readiness information to their website.

"Barney told me all about this visit. He had great fun and was very excited to be in "big school"!!" Parent





Maypole Fun!!
We enjoyed coming together for our village
May Fayre...



“This practice was so lovely to watch today.... also extremely funny!!!! Love how all the children mixed so well” Parent



“Seb loved every minute! As the older child this year, it was lovely to see him help his younger friends from the preschool. Well done Robins and pre school”. Parent



“The children were fantastic and showed huge confidence dancing around the Maypole in front of a huge audience at the village Mayfair yesterday! Well done everyone!” Reception Teacher.

“Our little ones really flourished dancing round the Maypole...shows how much confidence has grown throughout the year – well done to all, Preschool and Primary x” Parent

“It was wonderful to have the Robins class involved in the Maypole dance this year, especially as they had done it as pre-schoolers. Their confidence and bond with the younger children supported our little ones in enjoying this village celebration and experience. You did us all proud”. Preschool





We asked current early years parents from both settings for their feedback on the Village Project from their point of view, as well as the use of Tapestry within both settings....this is a sample of their comments



“Barney loves going into "big school" as he calls it! He tells me all about it and the way he is so animated and detailed I know it is very exciting for him! He loves preschool and his friends there too. I think tapestry is a great tool to keep up to date with what he is doing there and at what level he's working at”. Carly,
Preschool Parent

“This transition period has really helped Arwen to feel confident and move from pre school to reception with ease. She loves to see some old familiar faces from pre school when they come to share learning time and she loves to tell me about her old friends from pre school. It is so important to have this shared time to make the early years one learning voice”.
Freya, Reception Parent

“Charlie loves it to! He got used to being around older children and instead of them being scary he was able to make friends and the transition became far easier. He became confident in his surroundings which really gave me peace of mind for when he finally started primary full time. He just loves primary school now. He left preschool unable to write his name despite being confident with his letters and having great support however he started primary and within a couple of weeks could confidently use a pen and write his name clearly. I really feel that without this transition time he wouldn't have settled as quickly at primary and his progress consequently wouldn't have been so rapid. We have been so lucky with both Rosie and Charlie's start in both preschool and primary and I just hope the good work carry's on. Fab job guys!” Charlotte,
Reception Parent

“Connie loves going into to primary school! She is always so keen to tell me about it. I'm certain this will mean it's not a huge transition for her.”
Natalie, Preschool Parent

