

## Features of a Reception Classroom at Thames View Infants

### Planning

- Teachers have an individual personalised weekly planning folder which includes weekly plans and annotated daily and lesson plans.
- Plans are broken down into key components: a pacy introduction/starter, teaching segment, child consolidation, plenary. Differentiation (including provision for gifted and talented pupils) and other personalised learning is identified on plans where appropriate.
- The weekly provision plan (referred to as the purple plan), maps out the consolidation provision, adult/child led activities and resources that are set up each day and across the week.
- Each class has a Guided Reading Folder, divided into 5 differentiated groups.
- Red planning folder containing annotated previous weekly planning, timetable, and class lists used to record children's progress during adult led activities.
- Plans are annotated, tailored where necessary to meet the needs of individual classes.

### Pupil Grouping

- Each class has five differentiated groups (A to E) clearly displayed, based on reading ability.
- These groups continually change based on formative and summative assessments and there is a continual pupil progress dialogue between teachers, teaching assistants, parent readers and parents/carers. This is supported by regular meetings between the class teachers, the Head of EYFS, and Deputy Headteacher/Inclusion Lead.
- During consolidation time, known as "Free Flow", children work outside of their groupings unless directed to an Adult Led teaching session, for example - Guided Reading, Language Support, Guided Writing, Maths groups.

### Classroom Organisation

- Groupings organised into 5 ability groups.
- There is a space for children to sit in a horse shoe during teaching segment.
- Teachers planning board includes: timetable, 5 differentiated groups, children's individual book band identified, Talk for Learning prompts, Behavior display (Star, sun, clouds) and reading buddies.
- Resources are organized into areas, for example Maths Area, Graphics Area and Creative Area so that children can access them independently. Tables are set up with activities based on consolidation opportunities (from the weekly plan) and other learning opportunities. Children are also encouraged to access resources independently – outside of what is formally planned.

### Learning and Teaching

#### During the Teaching Segment:

- children sit in a horse shoe on the floor (some may be on chairs)
- Largely you will see TAs sitting with individual/groups of children, supporting them as directed.
- Children sit with a talk partner, organised by the class teacher, usually arranged according to more able readers paired with less able readers. (All children have buddies).
- Talk for learning taking place where appropriate, including sustained shared thinking, uptake, extended dialogue, differentiated questioning, exploratory talk, commentary.
- Pupil modeling and demonstrating.

- Talk buddies (where appropriate in EYFS).
- Whole Class Interactive technologies used to support teaching.
- Practical resources used where possible.

#### During Directed consolidation time:

- One TA working with a focused group and CT working with a focused group while other TA is either supporting a child 1:1 with complex needs or supporting the class with their directed learning.
- Independent learning taking place.
- Children using practical resources.
- During Guided Writing - Targets identified for children and written in books, with the child present.
- All lessons incorporate differentiated consolidation activities 1 group per day over the week. During a single day there are 5 different small group Teacher/TA led activities across CLL and PSRN.

#### During Free Flow:

- All adults follow the EYFS Rota for Reception.
- Adults are allocated the following roles:
  - Supporting an activity in the corridor
  - Working on an adult led activity in class
  - Working on an adult led activity outside
  - Floating – scaffolding children’s learning, providing focus activities for children that require more direction and supporting adults across the setting where necessary.
- Children work freely across the setting, accessing a range of spaces (in and out doors).
- Children working with adults, collaboratively in small or large groups, individually.
- Children working with resources that are already set out according to the weekly plan, accessing resources independently.