An introduction to the training pack

Continuing the learning journey is a training package which builds upon the work which is already taking place in many schools to improve provision in the foundation stage. The package has been designed to help schools to give children a positive experience of transition as they move into key stage 1 and to show how to make most effective use of information which comes from the foundation stage.

Who is this material for?
This material is for all staff and members of the governing body in maintained primary schools and especially those concerned with the transition between the foundation stage and key stage 1:

- reception teachers
- all support staff for reception and year 1 including NNEB, LSAs, and others concerned with special needs and English as an additional language
- year 1 teachers
- assessment coordinators
- curriculum coordinators
- foundation stage coordinators
- senior management team
- governor with responsibility for the foundation stage
- chair of the curriculum committee

What does the pack contain?
- A DVD
- A general introduction
- Aims
- Suggested programme for the INSET day
- An overview of the foundation stage
- Guidance for the INSET leader on each section
- Photocopiable materials for participants
- Summary feedback notes for the INSET leader
An introduction to the training pack

What are the aims?
The package aims to:
• establish an understanding of the principles of the foundation stage
• show how these principles can be used to ensure an effective transition into key stage 1
• promote continuity in learning by ensuring that year 1 teachers are aware of children’s achievements and can implement the next steps in their learning
• show how information from the foundation stage profile (FSP) can be used to support school development.

How is it to be used?
The material can be used as an INSET day.
This will require some preparation to ensure familiarity with the package and the arrangements for the day. It is assumed that someone will be responsible for ensuring the day runs smoothly. This person is referred to as the INSET leader.

INSET leader
The day requires a course leader known throughout the package as the INSET leader. This person will need to be familiar with the pack and may have had some experience of leading staff meetings or INSET days, or may want to extend their skills in this area.

Notes on the day will guide the INSET leader through the activities and there is an additional INSET-leader feedback summary handout for Sections 2, 3 and 4.

It is expected that the INSET leader will be supported by senior staff in the school to make the day a success.
An introduction to the training pack

About the day

The package is designed to provide one day’s INSET around two key areas relating to the foundation stage:

• smooth transition from the foundation stage to key stage 1
• the FSP and school improvement.

All of Sections 1, 2, 3 and 4 (Activities 1, 2, 3 and 6 only) are designed to be run consecutively to form a substantial INSET day.

Section 1 Learning from the foundation stage
Section 2 Continuing the learning
Section 3 Learning from children
Section 4 The Foundation Stage Profile and school improvement

Section 4 (Activities 1–7) can also be used as a half-day INSET session in conjunction with Section 1. The target audience for this is senior staff in primary schools concerned with transition between foundation stage and key stage 1. It is expected that Section 4 should always be preceded by Section 1, regardless of the audience.

No part should be used without Section 1, regardless of the audience.

Aims for each section are specified separately. Each section is divided into activities with step-by-step guidance for INSET leaders to follow.

Aims for Section 1: Learning from the foundation stage

• Establish a shared understanding of what the principles of the foundation stage look like in effective practice.
• Establish that all staff need to understand and value the foundation stage.

Aims for Section 2: Continuing the learning

To promote best practice for transition between foundation stage and year 1 by considering:

• transition experience for children
• effective transfer of information about children, including the FSP.
An introduction to the training pack

Aims for Section 3: Learning from children
To show how practitioners:
• learn about their children
• use information about children including the FSP to plan a relevant curriculum.

Aims for Section 4: The Foundation Stage Profile and school improvement
To show how the outcomes of the FSP can be used to:
• identify strengths and points for improvement in the provision in the foundation stage
• inform school improvement planning
• provide comparisons of achievement for different groups, for example, by gender, ethnicity, English as an additional language
• make the curriculum in year 1 responsive to children’s needs
• support performance management.

Requirements for the day
A room needs to be prepared to meet the needs of the group.
The use of a DVD facility with a screen large enough for everyone to have clear access is central to every session.
A flipchart (or equivalent) for recording key points from discussions would be useful.
The Guidance for INSET leaders indicates which photocopiable material is needed for each session. It also indicates how the pack is to be used by the INSET leader and provides key summary points to raise after discussion activities.
A programme for the day is suggested along with suggestions for an additional half day specifically for senior managers. However, some schools may wish to vary this. Please note that, whatever aspects are selected to meet a school’s particular needs, the package has been designed so that Section 1 is always used as an introduction with any audience.
An introduction to the training pack

Suggested programme for full INSET day for all school staff (see specifications in Guidance for INSET leaders)

Timings are indicated as a guide only and will vary according to the size of the group, the needs of individual schools, the style of the INSET leader and preferred lengths of sustenance breaks.

- Refreshments on arrival 9.00
- Introduction 9.15
- Section 1 Learning from the foundation stage
- Section 2 Continuing the learning
- Coffee break 10.30
- Section 2 Continuing the learning (cont.) 10.45
- Lunch 12.00
- Section 3 Learning from children 1.00
- Tea break 2.00
- Section 4 The Foundation Stage Profile and school improvement (Activities 1, 2, 3 and 6 only) 2.15
- Depart 3.30
An introduction to the training pack

Suggested programme for half-day INSET for senior staff

Introduction 9.15
Section 1 Learning from the foundation stage
Section 4 The Foundation Stage Profile and school improvement (Activities 1, 2, 3)
Coffee break 10.35
Section 4 The Foundation Stage Profile and school improvement (Activities 4, 5, 6, 7)
Lunch 12.30

The package contains some suggestions for how this work can be developed and taken forward as a longer-term project for school improvement to raise children’s achievement. These can also be developed with other audiences, such as parents and the wider community.

Delivery of the INSET day

The materials have been written with simple suggestions for organising group tasks signalled throughout in the Guidance for INSET leaders. It is assumed that the INSET leader will ensure that all activities are organised in ways which best meet the needs of participants while ensuring that the aims for each section are met and participants remain focused on the activities throughout.
Classification
E: this DVD is exempt from classification.

Technical information
Type: DVD 5 single layer
Mode: DVD video (PAL)
Aspect ratio: 4:3 (1.25:1)
Audio: L/R stereo
Language(s): UK English
Running time: 38 minutes
The program is auto-play.

Minimum specifications:

DVD players
This DVD has been designed and tested for optimum playback on domestic standalone DVD players across the range of current manufacturers. The disk will playback on all players conforming to the DVD video standard. As with all DVD technology, in a very small percentage of cases you may encounter playback difficulties. In this instance we recommend using a different playback device or platform.

Computers
Please note that this is a DVD and not a CD-ROM. It can be played on either PC Windows® based machines or Apple Macintosh® computers.

• Microsoft® Windows® 98SE – Windows XP Pro ® (with DVD-ROM drive)
• Mac® OS 9.1 – OS 10.3 (with DVD-ROM drive)
  Processor: 1.0GHz+ (1.5 GHz recommended for Windows®)
  RAM: 256MB
  DVD: DVD MPEG 2 capable with DVD drive (x4 speed)
  Audio card: Yes
  Screen: 800x600 minimum

NB: Windows Media Player must have the additional DVD Codec installed (not available on this disk). It can be purchased via http://www.microsoft.com/windows/windowsmedia/mp10/getmore/plugins.aspx#DVDDecoder

To use this DVD on a computer click once to select the button and click again to activate it. There may be a very slight pause before the clicking action has an effect. Alternatively, the disk can be used with a navigation bar.
Links to existing materials and further information

Curriculum guidance for the foundation stage, DfES/QCA 2000
Available from DfES Publications, 0845 60 222 60
Ref: QCA/00/587

Foundation Stage Profile Handbook, QCA 2003
Available from QCA Orderline, 08700 60 60 15
Ref: QCA/03/1006

Foundation Stage Information pack for parents
Available from DfES Publications, 0845 60 222 60

Seeing steps in children’s learning: the stepping stones and early learning goals in action – DVD and practitioner’s guide
Available from late Spring 2005. Details on how to obtain copies will be posted on the QCA website at www.qca.org.uk

The Assessment for Learning Professional Development Materials referred to in this booklet are part of the box of ‘Excellence and Enjoyment’ materials. Box available from DfES Publications, 0845 60 222 60 or downloaded from www.standards.dfes.gov.uk

Reference publications

DfES 2005, A Study of the Transition from the Foundation Stage to Key Stage 1, DfES SSU/2005/FR/013

DfES 2005, KEEP Key Elements of Effective Practice, DfES 1201-2005G

DfES, 2004, Excellence and enjoyment: Learning and Teaching in the Primary Years

DfES, 2004, Parents: Partners in learning

DfES Research Brief (EPPE) RB356 ISBN 1841853580

DfES Research Brief (SPEEL) RB363 ISBN 1841857653

DfES, 2003, Removing Barriers to Achievement

DfES, 2002, Special Educational Needs Code of Practice


QCA, 2000, The Curriculum Guidance for the Foundation Stage


REFERENCES
Links to existing materials
and further information

Websites
Qualifications and Curriculum Authority (QCA): www.qca.org.uk
Primary National Strategy (PNS): www.standards.dfes.gov.uk/primary/
Sure Start: www.surestart.gov.uk
National Assessment Agency (NAA): www.naa.org.uk
Department for Education and Skills (DfES): www.dfes.gov.uk
Standards website: www.standards.dfes.gov.uk

Web based materials:
Assessment Reform Group
www.assessment-reform-group.org.uk
Curriculum guidance for the foundation stage
www.qca.org.uk/ages3-14/foundation/223.html
Effective Provision of Pre-school Education (EPPE)
www.surestart.gov.uk/ensuringquality/research/earlyyears/eppe/
Every Child Matters
www.everychildmatters.gov.uk
Excellence and enjoyment: Learning and teaching in the Primary Years
www.standards.dfes.gov.uk/primary/publications/literacy/63553/
Foundation Stage Profile Handbook
www.qca.org.uk/ages3-14/foundation/163.html
Parents: Partners in learning
www.standards.dfes.gov.uk/primary/publications/literacy/1092095/
Removing Barriers to Achievement
www.standards.dfes.gov.uk/primary/publications/inclusion/883963/
Researching Effective Pedagogy in the Early Years (REPEY)
www.dfes.gov.uk/research/data/uploadfiles/RR356.pdf
Special Educational Needs Code of Practice
publications.teachernet.gov.uk
SPEEL: Study of Pedagogical Effectiveness in Early Learning
www.dfes.gov.uk/sgateway/DB/RRP/c013617/index.shtml
Forgotten Transition
www.standards.dfes.gov.uk/innovation-unit/communication/innovationinpractice/forgottentransition/
Teacher Training Agency
www.tta.gov.uk

REFERENCES
## Learning from the foundation stage

**Target audience:**
Staff and members of the governing body in primary schools concerned with the transition between the foundation stage and key stage 1:
- reception teachers
- all support staff for reception and year 1 including NNEB, LSAs, and others concerned with special needs and English as an additional language
- year 1 teachers
- assessment coordinators
- curriculum coordinators
- foundation stage coordinators
- senior management team
- governor with responsibility for the foundation stage
- chair of the curriculum committee.

**Aims:**
- To establish a shared understanding of what the principles of the foundation stage look like in effective practice.
- To establish that all staff need to understand and value the foundation stage.

**Photocopiable materials:**
- Some key features of good early years practice.
- Overview of the foundation stage.
- What does continuity of experience from the foundation stage to key stage 1 look like in practice?

**Preparation:**
Prepare DVD facility with projection suitable for large group audience.
Photocopy and distribute materials listed for each participant:
- Some key features of good early years practice
- Overview of the foundation stage
- What does continuity of experience from the foundation stage to key stage 1 look like in practice?
Section 1 has a number of activities which are broken down step by step for you to follow.

<table>
<thead>
<tr>
<th>Section 1</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>If using programme 1 (the full INSET day) outline the aims for the day</td>
<td>3 minutes</td>
</tr>
</tbody>
</table>

The day aims to:
- establish an understanding of the principles of the foundation stage
- show how these principles can be used to ensure an effective transition into key stage 1
- promote continuity in learning by ensuring that year 1 teachers are aware of children’s achievements and can implement the next steps in their learning
- show how information from the foundation stage profile (FSP) can be used to support school development.

Outline the aims for Section 1: Learning from the foundation stage

Aims to:
- establish a shared understanding of what the principles of the foundation stage look like in effective practice
- establish that all staff need to understand and value the foundation stage

Describe Section 1 by saying, for example, that Section 1 has activities which involve watching some DVD material and using this to generate discussion about the foundation stage.

Activity 1: General introduction to the DVD

Step 1: Introduce the DVD section ‘Learning from the foundation stage’ very briefly, for example by saying that it shows examples of good practice in the foundation stage. Participants are expected to watch without further comment. (NB: It will be replayed in step 5.)

Step 2: Watch the DVD section ‘Learning from the foundation stage’.

Step 3: Distribute or display ‘Some key features of good early years practice’. These notes are taken from highlighted elements in materials concerning ‘What does continuity of experience from the foundation stage to key stage 1 look like in practice?’
Section 1 (cont.)

These are:
- curriculum which is relevant to children
- first-hand experience
- learning using senses and movement
- play
- learning inside and outside the classroom
- work at length and depth
- organisation which allows independence
- partnership of families and carers
- observation-led assessment.

Step 4: Participants will be looking at the DVD section again (in Step 5). Introduce this by saying, for example, we will be looking at this material again, but this time looking for examples of the key elements of effective practice shown in the DVD. The key elements are listed in the photocopiable materials (Activity 1: Step 3).

Depending on the number of participants involved, choose the best option for organising the activity. Use:

Option A: Everyone looks out for all of these points in small groups or individually

Option B: Everyone chooses a small selection of these points to look for in small groups or individually

Option C: Everyone is allocated points to look for and may choose to be in small groups or work individually.

Step 5: Watch the DVD section ‘Learning from the foundation stage’ again.
Section 1 (cont.)

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 6</td>
<td>Depending on the number of participants involved, either use: Option A: feedback responses to the task as a whole group Option B: feedback responses to the task in small groups and then as a whole group.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Step 7</td>
<td>INSET leader summarises the examples which exemplify some key elements of effective early years practice, as listed in the photocopiable materials (Activity 1: Step 3). For follow-up reading (in participants’ own time) distribute photocopiable materials: • Overview of the foundation stage • What does continuity of experience from the foundation stage to key stage 1 look like in practice?</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Step 8</td>
<td>INSET leader recaps aims for Section 1. Section 1 aimed to: • establish a shared understanding of what the principles of the foundation stage look like in effective practice • establish that all staff need to understand and value the foundation stage.</td>
<td></td>
</tr>
</tbody>
</table>

Section 1 ends
Learning from the foundation stage

Some key features of good early years practice
(Activity 1: Step 3)

- Curriculum which is relevant to children.
- First-hand experience.
- Learning using senses and movement.
- Play.
- Learning inside and outside the classroom.
- Work at length and depth.
- Organisation which allows independence.
- Partnership of families and carers.
- Observation-led assessment.
Learning from the foundation stage

Overview of the foundation stage

Introduction

The foundation stage curriculum is part of the statutory national curriculum focusing on children aged 3 to the end of reception year. Staff should also be aware of the guidance in Birth to three matters. These materials are likely to be relevant to children entering the foundation stage in maintained nursery schools or classes.

The foundation stage makes a positive contribution to children’s early development and learning and builds a secure foundation from which later learning can grow. The early years are critical in children’s development. Children develop rapidly during this time – physically, intellectually, emotionally and socially. The foundation stage is about developing key learning skills such as listening, speaking, concentration, persistence, and learning to work together and cooperate with other children. It is also about developing early communication, literacy and numeracy skills.

*Primary education is a critical stage in children’s development – it shapes them for life. As well as giving them the essential tools for learning, primary education is about children experiencing the joy of discovery, solving problems, being creative in writing, art, music, developing their self-confidence as learners and maturing socially and emotionally.*

Charles Clarke, *Excellence and enjoyment.* (DfES, 2003)

Curriculum guidance for the foundation stage sets out six areas of learning which form the basis of learning. These areas are:

- personal, social and emotional development
- communication, language and literacy
- mathematical development
- knowledge and understanding of the world
- physical development
- creative development.

Practitioners working with children in the foundation stage will be also be guided by the *Key elements of effective practice (KEEP).* This establishes that:

*Effective practice in the early years requires committed, enthusiastic and reflective practitioners with a breadth and depth of knowledge, skills and understanding. Effective practitioners use their own learning to improve their work with young children and their families in ways which are sensitive, positive and non-judgemental.*
Learning from the foundation stage

What does continuity of experience from the foundation stage to key stage 1 look like in practice?

‘Continue to be interested, excited and motivated to learn.’

From the time children enter the foundation stage practitioners aim to help them achieve this important early learning goal. It places a responsibility on practitioners to nurture the young child’s natural desire to learn. This responsibility continues for the teacher in year 1.

Curriculum guidance for the foundation stage sets out the entitlements of these young learners in the principles for early years education. They are entitled to a curriculum which is relevant; one which builds on their interests and what they already know, understand and can do. The curriculum is a journey which takes account of outcomes described by the guidance and the key stage 1 curriculum. But that journey must be tailored to the needs of individual children. Consequently, effective foundation stage and key stage 1 planning is flexible enough to respond to the practitioners’ growing understanding of the children. Practitioners must take account of the flexibility they are allowed in approaches to the curriculum to ensure all children achieve well.

The guidance recognises that for learning to be powerful and long lasting children must have first-hand experiences and explore these through all their senses and in movement. Practitioners will provide for the different learning styles of children and enable all to achieve, whatever their preferred style.

Learning will take place inside and outside the classroom, allowing for large- and small-scale exploration of ideas.

Play must underpin learning in the foundation stage. It is regarded as highly motivating and practitioners are required to consider ways which enable children to achieve excellence but in ways which are enjoyable. Children need to feel that their play is highly valued. This requires rich resourcing in terms of skilled staff who understand the importance of children’s play, organise opportunities to play and provide space and resources for play.

Children in reception classes are entitled to experiences organised to allow them to work at length and depth. This provision should not be constrained by artificial divisions based on subject teaching used for much older children. Young children need periods of unbroken time to explore and make choices of the resources and techniques they wish to use in order for learning to be deeply rooted.

The environment is organised to enable children to develop independence and initiate their own learning. This allows them to work at their own level and does not impose a ceiling on the possible outcomes.
Learning from the foundation stage

The partnership of families and carers plays a crucial role in tailoring the curriculum to individual needs. There is a two-way flow of information: what happens at school is reinforced at home and vice versa.

Practitioners working with children use a range of strategies, for example modelling role play, extending children’s discussions, provoking high-level thinking through carefully crafted questions and helping children to access and refer to useful resources to work independently. This will enable children to sustain interest and motivation.

The effective curriculum takes account of national guidance and the needs of individual children. The FSP is an important instrument in achieving this because it is a formative assessment tool which is inextricably linked to Curriculum guidance for the foundation stage. It allows practitioners to evaluate each child’s journey in every area of learning, providing markers of attainment and, together with the guidance, helps practitioners consider and provide the most appropriate next steps.

Reception teachers value the reliability of assessment which arises from observations of children involved in their everyday activities. This model of observation-led assessment provides a good model of practice for key stage 1 teachers carrying out the national curriculum assessment arrangements.

The principles which underpin the foundation stage offer schools the chance to:

- develop a distinctive character
- take ownership of the curriculum
- be creative and innovative

as set out in Excellence and enjoyment.
## Section 2: Continuing the Learning

### Target Audience:
Staff and members of the governing body in primary schools concerned with the transition between the foundation stage and key stage 1:
- reception teachers
- all support staff for reception and year 1 including NNEB, LSAs, and others concerned with special needs and English as an additional language
- year 1 teachers
- assessment coordinators
- curriculum coordinators
- foundation stage coordinators
- senior management team
- governor with responsibility for the foundation stage
- chair of the curriculum committee.

### Aims:
To promote best practice for transition between the foundation stage and year 1 by considering:
- transition experience for children
- effective transfer of information about children, including the FSP.

### Photocopiable Materials:
- Key questions focusing on good practice in transition.
- INSET leader’s summary of key elements for a smooth transition from the foundation stage to key stage 1.

### Preparation:
Prepare DVD facility with projection suitable for large group audience.

Photocopy:
- INSET leader’s summary of key elements for a smooth transition from the foundation stage to key stage 1.

Photocopy materials listed for each participant:
- Key questions focusing on good practice in transition.
Continue the learning

Section 2

Outline the aims for Section 2: Continuing the learning

To promote best practice for transition between the foundation stage and year 1 by considering:
- transition experience for children
- effective transfer of information about children, including the foundation stage profile (FSP).

Describe Section 2 by saying, for example, that Section 2 is divided into two parts.

Part 1 has activities which involve reflecting on experiences in school and sharing these with the group.

Part 2 returns to using the DVD material to generate discussion about transition from the foundation stage to key stage 1.

For schools/INSET providers choosing to organise the INSET so that Section 1 and Section 2 follow on consecutively (which is recommended), this is a good place to have a fifteen-minute coffee break.

Activity 1: Focusing on transition

Introduce the activity by saying, for example, that in this section the focus will be on transition.

Step 1: Depending on the number of participants involved, choose the best option for organising the activity. Either use:
- Option A: participants work individually to consider why a smooth transition from one class to another is important to children (and then move on to Step 2)
- Option B: with a partner or very small group share your thoughts on why a smooth transition from one class to another is important to children (and then move on to Step 2).
Continuing the learning

Section 2 (cont.)

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2:</td>
<td>The INSET leader facilitates while participants share some key points from the reflections/discussions with the whole group. It may be useful to identify some similarities and differences in ideas.</td>
</tr>
<tr>
<td>Step 3:</td>
<td>The INSET leader briefly summarises the key points raised on why a smooth transition from one class to another is important for children.</td>
</tr>
</tbody>
</table>

Activity 2: Transition in your school

| Step 1: | Individually, reflect on transition in your school. Consider:  
  * what happens to make this a positive experience for children?  
  * what is the role you play? |
| Step 2: | Depending on the number of participants involved, choose the best option for organising the activity. Either use:  
  Option A: share your thoughts on what happens in your school with the whole group  
  Option B: share your thoughts on what happens in your school with a partner/small group. In the discussion, identify similarities and differences in practice. Then share key points from the discussion with the whole group. |
| Step 3: | INSET leader summarises key points raised by the group relating to transition in their school. |
### Activity 3: Key elements for a smooth transition from the foundation stage to key stage 1

#### Step 1:
Introduce the DVD section ‘Continuing the learning’ very briefly, for example by saying that it shows examples of good practice in managing transition from the foundation stage to key stage 1.

Participants watch the DVD without further comment. (The DVD will be replayed in Step 4.)

#### Step 2:
Introduce and distribute the photocopiable materials ‘Key questions focusing on good practice in transition’.

From the DVD section ‘Continuing the learning’ participants will be identifying the ways in which children in the film experience a smooth transition from foundation stage to key stage 1.

These points should be considered for discussion:

1. what do these children see that is the same in year 1 and in reception?
2. what do these children experience that is the same in year 1 and in reception?
3. who do these children encounter both in year 1 and in reception?
4. in what ways has leadership and management influenced a smooth transition from the foundation stage to key stage 1 for these children?

#### Step 3:
Depending on the number of participants involved, choose the best option for organising the activity. Either use:

- **Option A:** everyone considers all the questions in small groups or individually
- **Option B:** everyone chooses one of these questions to consider in small groups or individually
- **Option C:** everyone is allocated one of these questions to consider and may choose to be in small groups or work individually.
### Continuing the learning

**Section 2 (cont.)**

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>In order to answer the questions more fully watch the same DVD section ‘Continuing the learning’, again.</td>
<td>10 minutes</td>
</tr>
<tr>
<td>5</td>
<td>Depending on the number of participants involved, choose the best option for organising the activity. Either use:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Option A: feedback responses to the task as a whole group</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Option B: feedback responses to the task in small groups and then as a whole group.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>INSET leader summarises some key elements for a smooth transition from the foundation stage to key stage 1 (using summary feedback notes Activity 3: Step 6).</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

**Activity 4: Your school and transition**

**Step 1:** Organise this activity to suit the number of participants, based on earlier ideas for groupings.

Consider and discuss:

1. what does your school already do to make transition successful?
2. what needs to be done to improve transitions?

**Step 2:** The INSET leader facilitates while participants share some key points from the reflections/discussions with the whole group. It may be useful to record these points on a flipchart for future use.

**Step 1:** Organise this activity to suit the number of participants, based on earlier ideas for groupings.

Consider and discuss:

1. what does your school already do to make transition successful?
2. what needs to be done to improve transitions?

**Step 2:** The INSET leader facilitates while participants share some key points from the reflections/discussions with the whole group. It may be useful to record these points on a flipchart for future use.

**Time**

- 10 minutes
- 5 minutes
- 15 minutes
- 10 minutes
Continuing the learning

<table>
<thead>
<tr>
<th>Section 2 (cont.)</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 3:</strong> The INSET leader briefly summarises the key points raised about what the school does to make transition successful and what needs to be done to make improvements.</td>
<td>3 minutes</td>
</tr>
</tbody>
</table>

| **Step 4:** INSET leader recaps aims for Section 2. | 2 minutes |
| Section 2 aimed to promote best practice for transition between the foundation stage and year 1 by considering: | |
| • transition experience for children | |
| • effective transfer of information about children, including the FSP. | |

**Section 2 ends**

For schools/INSET providers choosing to organise the INSET so that Section 1 and Section 2 follow on consecutively (which is recommended), this is a good place to have a **lunch break**.
Continuing the learning

Some suggestions for future use of the materials

The film and accompanying notes may be used for additional purposes, including:

• drawing up and executing an action plan to improve transitions in your school
• introducing parents to the principles and practice of transition
• extending governors’ understanding of the importance of achieving smooth transition and how this can come about
• continuing professional development of new and existing staff and students.
Key questions focusing on good practice in transition
(Activity 3: Step 2)

From the DVD section ‘Continuing the learning’, identify in what ways the children in the film experienced a smooth transition from foundation stage to key stage 1.

Consider these points for discussion:

1. What do these children see that is the same in year 1 and in reception?
2. What do these children experience that is the same in year 1 and in reception?
3. Who do these children encounter both in year 1 and in reception?
4. In what ways has leadership and management influenced a smooth transition from the foundation stage to key stage 1 for these children?
Continuing the learning

Key elements for a smooth transition from the foundation stage to key stage 1

(Activity 3: Step 6)

1. Summarise feedback on what these children see that is the same in year 1 and in reception. This will include:
   - similar areas, for example role play, writing, sand and water, construction
   - dual-language display
   - notice board for parents
   - staff working together
   - well organised and accessible resources.

2. Summarise feedback on what these children experience that is the same in year 1 and in reception. This will include:
   - a similar environment
   - learning through first-hand experience
   - being listened to
   - being observed
   - high-quality play
   - outdoor provision
   - sand and water
   - construction
   - using all the senses and movement
   - chances to work at length and depth
   - links in their learning
   - well-organised and accessible resources available for children to choose themselves
   - opportunities to initiate activities and follow up their own interests
   - adult-led activity
   - whole-school support.

3. Summarise feedback on who these children encounter both in year 1 and in reception. This will include:
   - their friends
   - the same teaching assistants
   - the year 1 and reception teachers, subject coordinators, EAL staff observing and being involved
   - parents and carers.
4. Summarise feedback on the ways leadership and management has influenced a smooth transition from foundation stage to key stage 1 for these children. This will include:

- organisation of staff
- expectations of the involvement of coordinators in the foundation stage
- ensuring coordinators’ continuing professional development includes the foundation stage enabling them to support foundation stage staff appropriately
- coordinators having informed expectations for children in year 1 based on knowledge of children
- staff release time
- school organisation enables children to work at length and depth
- school resources allocated so children have effective learning environments inside and outside
- resources allocated to provide sufficient and skilled staff.

*Additional features to be found in DVD sections ‘Learning from children and ‘The Foundation Stage Profile and school improvement’:

- Curriculum based on children’s interests abilities and needs
- Parents continuing to be involved as partners in their children’s learning
- Head teacher involved in the foundation stage
- Governor interest and involvement in the foundation stage practice.
### Target audience:
Staff and members of the governing body in primary schools concerned with the transition between the foundation stage and key stage 1:
- reception teachers
- all support staff for reception and year 1 including NNEB, LSAs, and others concerned with special needs and English as an additional language
- year 1 teachers
- assessment coordinators
- curriculum coordinators
- foundation stage coordinators
- senior management team
- governor with responsibility for the foundation stage
- chair of the curriculum committee.

### Aims:
To show how practitioners:
- learn about their children
- use information about children including the foundation stage profile (FSP) to plan a relevant curriculum.

### Photocopiable materials:
- INSET leader’s summary feedback notes for Activities 1, 2 and 3.

### Preparation:
Prepare DVD facility with projection suitable for large group audience.
Photocopy:
- INSET leader’s summary of feedback notes for activities 1, 2 and 3
- Questions for discussion.
Learning from children

Section 3 has a number of activities which are broken down step by step for you to follow.

For those who have organised their INSET day to include Sections 1 and 2 it would be useful to review key points before proceeding. It is expected that Section 3 will always be preceded at least by Section 1, and ideally by Section 2.

Section 3

Aims
To show how practitioners:
• learn about their children
• use information about children including the FSP to plan a relevant curriculum.

Introduce Section 3 by saying, for example, that it has three key areas:
1. how practitioners build on what is already known about children
2. how practitioners learn about children
3. how practitioners involve children in planning their own learning.

Each of these important areas cannot be explored fully in the time available and further professional exploration is recommended.

In this section the DVD is used to generate discussion relating to each key area.

Activity 1: Learning from children

Step 1: Introduce the DVD section ‘Learning from children’ very briefly, for example by saying that it shows examples of how teachers learn about children and endeavour to plan a relevant curriculum for them based on this knowledge.

Explain that Section 3 is divided into three chapters.

Step 2: Prepare to watch the DVD section ‘Learning from children chapter 1: Building on what is already known about children’.

Inform participants that the teacher in this section has organised the mathematics activity according to what he already knows about the children: their preferences, their abilities, their needs and interests. From what you are about to see in chapter 1, consider what these might be.
### Section 3: Learning from children

#### Time

<table>
<thead>
<tr>
<th>Step</th>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 3</td>
<td>Watch the DVD section ‘Learning from children chapter 1: Building on what is already known about children’.</td>
<td>4 minutes</td>
</tr>
</tbody>
</table>
| Step 4 | Depending on the number of participants involved, choose the best option for organising the activity. Either use:  
Option A: participants work individually to consider the key point for observation  
Option B: participants work with a partner or very small group to consider the key point for observation. | 11 minutes |
| Step 5 | INSET leader facilitates group feedback of points raised relating to teacher’s knowledge of these children. | |
| Step 6 | INSET leader summarises feedback on teacher’s knowledge of these children and includes the points in the summary feedback notes Activity 1: Step 6. | |

#### Activity 2: Learning about children

**Step 1:** Preparing to watch the DVD section ‘Learning from children chapter 2: Learning about children’.  
Inform participants that the teacher in this chapter learns about one particular child, Charlene, in many different ways. From what you are about to see in chapter 2, consider what these might be. Use these questions as a focus:  
- how did the teacher, Adam, find out about Charlene’s learning in relation to writing?  
- in what ways did Adam and the head teachers plan to respond to their observations of children, interactions with parents, other staff and information in the FSP which relate to writing? | 2 minutes |
Learning from children

<table>
<thead>
<tr>
<th>Section 3</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 2:</strong> Watch the DVD section ‘Learning from children chapter 2: Learning about children’</td>
<td>3 minutes</td>
</tr>
</tbody>
</table>
| **Step 3:** Depending on the number of participants involved, choose the best option for organising the activity. Either use:  
  Option A: participants work individually to consider the key point for observation  
  Option B: participants work with a partner or very small group to consider the key point for observation. | 10 minutes |
| **Step 4:** INSET leader facilitates group feedback of points raised relating to  
  • how the teacher learns about Charlene’s learning in relation to writing  
  • how the teacher and other head teachers plan to respond to children’s needs. |  |
| **Step 5:** INSET leader summarises feedback and includes points in the summary feedback notes Activity 2: Step 5. | |

**Activity 3: Involving children**

**Step 1:** Prepare to watch the DVD section ‘Learning from children chapter 3: Involving children’  
Inform participants that in the DVD section teachers find out about what children want to do and they incorporate this in their planning. From what you are about to see in chapter 3, consider how they go about this.  
Use these questions as a focus:  
• in what ways did the teachers in this section involve children as curriculum planners?  
• how did this influence the provision?  

**Step 2:** Watch the DVD section ‘Learning from children chapter 2: Learning about children’  

**Step 3:** Depending on the number of participants involved, choose the best option for organising the activity. Either use:  
  Option A: participants work individually to consider the key point for observation  
  Option B: participants work with a partner or very small group to consider the key point for observation.  

**Step 4:** INSET leader facilitates group feedback of points raised relating to  
• how the teacher learns about Charlene’s learning in relation to writing  
• how the teacher and other head teachers plan to respond to children’s needs.  

**Step 5:** INSET leader summarises feedback and includes points in the summary feedback notes Activity 2: Step 5.

**Activity 3: Involving children**

**Step 1:** Prepare to watch the DVD section ‘Learning from children chapter 3: Involving children’  
Inform participants that in the DVD section teachers find out about what children want to do and they incorporate this in their planning. From what you are about to see in chapter 3, consider how they go about this.  
Use these questions as a focus:  
• in what ways did the teachers in this section involve children as curriculum planners?  
• how did this influence the provision?
## Section 3

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 3</td>
<td>Watch the DVD section ‘Learning from children chapter 3: Involving children’.</td>
<td>3 minutes</td>
</tr>
<tr>
<td>Step 4</td>
<td>Depending on the number of participants involved, choose the best option for organising the activity. Either use: Option A: participants work individually to consider the key point for observation Option B: participants work with a partner or very small group to consider the key point for observation.</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Step 5</td>
<td>INSET leader facilitates group feedback of points raised relating to the following questions: • in what ways did the teachers involve children as curriculum planners? • how did this influence the provision?</td>
<td></td>
</tr>
<tr>
<td>Step 6</td>
<td>INSET leader summarises feedback and includes points in the summary feedback notes Activity 2: Step 6.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Step 7</td>
<td>INSET leader recaps aims for Section 3. Section 3 aimed to show how practitioners: • learn about their children • use information about children including the FSP to plan a relevant curriculum.</td>
<td></td>
</tr>
</tbody>
</table>

### Section 3 ends

For schools/INSET providers choosing to organise the INSET so that Section 3 and Section 4 Activities 1, 2, 3 and 6 follow on consecutively from the morning (which is recommended), this is a good place to have a fifteen-minute **tea break**.
Learning from children

Some suggestions for future use of the materials
The film and accompanying notes may be used for additional purpose, including:

- identifying the implications for practice in your school relating to learning about children in order to plan a relevant curriculum for their needs
- developing an action plan to respond to these implications.
Questions for discussion

Building on what is already known about children

Activity 1: Step 3
The teacher in DVD section ‘Learning from children chapter 1: Building on what is already known about children’ has organised the mathematics activity according to what he already knows about the children: their preferences, their abilities, their needs and interests. From what you see, in chapter 1, consider what these might be.

Learning about children

Activity 2: Step 3
How did the teacher, Adam, find out about Charlene’s learning in relation to writing?
In what ways did Adam and the headteachers plan to respond to their observations of children, interactions with parents, other staff and information in the FSP which relate to writing?

Involving children

Activity 3: Step 3
In what ways did the teachers in DVD section ‘Learning from children chapter 3: Involving children’ involve children as curriculum planners? How did this influence the provision?
Learning from children

Building on what is already known about children

(Activity 1: Step 6)
Summarise feedback on teacher’s knowledge of these children.
• Outside is where these children like to be.
• Children are used to practical mathematical activities outside.
• Practical activity through first-hand experience is a preferred way of learning for these children.
• The adult knows these children are motivated mathematicians when they work in this way.
• These children are accustomed to generating, thinking about and solving problems.
• Although adult-led activities take places children confidently undertake activities independent of the adult.
• The adult knows these children can discuss and explain their mathematical thinking, that they can count reliably to 20 and are beginning to recognise characteristics of odd and even numbers, and that they can count in twos.

Learning about children

(Activity 2: Step 6)
Summarise feedback on how the teacher found out about Charlene’s learning in relation to writing including:
• observing her in role play
• interacting with her in role play
• talking to parents
• identifying and responding to Charlene’s personal interests, for example using the computer and giving directions at tidy-up time
• talking to other staff, including teaching assistants
• visiting reception to see children and find out about appropriate practice
• referring to Charlene’s FSP.
Learning from children

Summarise feedback on the ways in which the teacher, Adam, and the other headteachers plan to respond to their observations of children, interactions with parents, other staff and information in the FSP which relate to writing. They plan to provide opportunities to develop gross motor skills in writing by:

- using the outdoor area
- using easels and paints to paint large pictures outside
- using ribbons on sticks to create circles in the air
- providing role-play opportunities
- developing story-making skills in play
- modelling being a player
- ensuring that writing activities planned for children are in line with their physical and emotional development.

Involving children

(Activity 3: Step: 6)

Summarise feedback on how the teachers in DVD section 'Learning from children chapter 3: Involving children' involve children as curriculum planners? How did this influence the provision?

Children are involved as curriculum planners by:

- sharing the responsibility for curriculum planning as part of the weekly planning routines in year 1 classes
- teachers asking children what they would like to do
- teachers listening to children’s responses

This influenced the provision as the two year 1 teachers:

- discussed what children in each class had identified and adapted their own initial ideas to incorporate the children’s ideas and interests
- used the children’s ideas to deliver the learning objectives identified in the national curriculum, national strategies and school planning.
The Foundation Stage Profile and school improvement
(for use on full day INSET)

Many local authorities are leading this aspect of the work (for example by the early years service, data team or school improvement service). Detailed knowledge of local authority data collection and analysis may be available within the school. Where this is not the case schools should seek the expertise of the local authority.

<table>
<thead>
<tr>
<th>Target audience:</th>
<th>Senior staff and members of the governing body in primary schools concerned with the transition between the foundation stage and key stage 1, analysis of assessment data and school-improvement planning:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• foundation stage coordinators</td>
</tr>
<tr>
<td></td>
<td>• subject coordinators with responsibility for foundation stage and beyond</td>
</tr>
<tr>
<td></td>
<td>• senior management team</td>
</tr>
<tr>
<td></td>
<td>• assessment coordinator</td>
</tr>
<tr>
<td></td>
<td>• governor with responsibility for the foundation stage</td>
</tr>
<tr>
<td></td>
<td>• chair of the curriculum/personnel committees</td>
</tr>
<tr>
<td></td>
<td>• chair of governors.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Aims:</th>
<th>To show how the outcomes of the foundation stage profile (FSP) can be used to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• identify strengths and points for improvement in the provision in the foundation stage</td>
</tr>
<tr>
<td></td>
<td>• inform school-improvement planning</td>
</tr>
<tr>
<td></td>
<td>• provide comparisons of achievement for different groups, for example by gender, ethnicity, English as an additional language</td>
</tr>
<tr>
<td></td>
<td>• make the curriculum in year 1 responsive to children’s needs</td>
</tr>
<tr>
<td></td>
<td>• support performance management.</td>
</tr>
</tbody>
</table>
The Foundation Stage Profile and school improvement
(for use on full day for senior managers)

Photocopiable materials:
- INSET leader’s summary feedback notes (full day).
- Graph of assessment scales for dispositions and attitudes.
- Graph of assessment scales for reading.
- Coordinator’s action plan for addressing lack of interest, motivation and excitement of some boys compared to girls.

Preparation:
DVD facility with projection suitable for large group audience.
Photocopy for INSET leader:
- INSET leader’s summary feedback notes (full day).
Photocopy and distribute materials listed for each participant:
- graph of assessment scales for dispositions and attitudes
- graph of assessment scales for reading
- coordinator’s action plan for addressing lack of interest, motivation and excitement of some boys compared to girls.
The Foundation Stage Profile and school improvement
(for use on full day INSET)

Section 4 has five key areas
1. General introduction to using the FSP for school-improvement.
2. Analysing information from the FSP to make comparisons of achievement for different groups by gender.
3. Analysing information from the FSP to identify strengths and weaknesses in provision.
4. Using the FSP information to make the curriculum in year 1 responsive to individual children’s needs.
5. Using information from the FSP to improve your school.

It is expected that Section 4 will always be preceded by Section 1, and ideally also by Sections 2 and 3.
The whole of Section 4, including all activities 1–7, has been designed to link with Section 1 for a half day INSET aimed specifically at the Section 4 target audience identified above.
However used, Section 4 should be at least linked with Section 1 for any audience.

Section 4 (full day)

<table>
<thead>
<tr>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Section 1, 2 and 3</td>
</tr>
</tbody>
</table>

Outline the aims for Section 4

Section 4 aims
To show how the outcomes of the FSP can be used to:
• identify strengths and points for improvement in the provision in the foundation stage
• inform school-improvement planning
• provide comparisons of achievement for different groups, for example by gender, ethnicity, English as an additional language
• make the curriculum in year 1 responsive to children’s needs
• support performance management.
### Activity 1: General introduction to using the FSP for school improvement

**Step 1:** Introduce the DVD section ‘The Foundation Stage Profile and school improvement’ very briefly, for example by saying that it shows staff reviewing the quality of provision using the information in the FSP. Differences in the outcomes for boys and girls are examined. Implications for school-improvement planning are discussed. Finally, a headteacher and governors carry out a performance management review.

**Step 2:** Prepare to watch the DVD section ‘The Foundation Stage Profile and school improvement’

Ask participants to watch and focus on how the DVD material compares with their school’s use of the FSP.

**Step 3:** Watch the DVD section ‘The Foundation Stage Profile and school improvement’.

**Step 4:** Discuss and feedback some key points in the use of the FSP and school improvement. Ask ‘how does your school use the FSP information?’ Consider and reflect on:

- provision
- staff’s continual and professional development needs
- the involvement and engagement of children
- standards achieved by different groups of children
- priorities in school-improvement planning.

Depending on the number of participants involved, either use:

**Option A:** feedback responses to task to whole group

**Option B:** feedback responses to the task in small groups and then as a whole group.
Step 5: INSET leader summarises feedback on use of the FSP to support school improvement (use summary feedback notes Activity 1: Step 5).

Activity 2: Analysing information from the FSP to make comparisons of achievement for different groups by gender

Step 1: Distribute copies of graph of assessment scales for dispositions and attitudes which shows outcomes for boys and girls.

Step 2: Ask participants to look at the graphs for dispositions and attitudes.

   Draw attention to scale point 6.

   Ask participants to consider and discuss what this might indicate about the difference between boys and girls.

   Depending on the number of participants involved, either use:

   Option A: feedback responses to task to whole group

   Option B: feedback responses to the task in small groups and then as a whole group.

   INSET leader summarises feedback on the differences in outcomes for boys’ and girls’ dispositions and attitudes, scale point 6 (use summary feedback notes Activity 2: Step 2).

Step 3: Discuss why this difference in the interest, motivation and excitement to learn between boys and girls might have arisen.

   Depending on the number of participants involved, either use:

   Option A: feedback responses to task to whole group

   Option B: feedback responses to the task in small groups and then as a whole group.

   Participants feedback.
Step 4: INSET leader summarises key points on how the difference in the interest, motivation and excitement to learn between boys and girls might have arisen (use summary feedback notes on Activity 2: Step 4).

Activity 3: Analysing information from the FSP to identify strengths and weaknesses in provision

Step 1: Distribute copies of graphs of assessment scales for reading which show outcomes for boys and girls.

Step 2: Ask participants to identify the parts of the bar graph which raise immediate concern by comparing the level of achievement for each scale point. (Note: This will identify the points on the assessment scale where achievement is disproportionately high or low.)

Step 3: INSET leader summarises findings on graphs for scale points which raise concerns (use summary feedback notes on Activity 3: Step 3.)

Step 4: Discuss the ways in which the underachievement in scale point 8 (‘shows an understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how’) might arise.

Step 5: Feedback the possible explanations. Depending on the number of participants involved, either use:
Option A: feedback responses to task to whole group
Option B: feedback responses to the task in small groups and then as a whole group.

Participants feedback.
The Foundation Stage Profile
and school improvement
(for use on full day INSET)

INSET leader summarises how underachievement in
the use of non-fiction texts might arise (use summary
feedback notes on Activity 3: Step 5).

Activity 6
Using information from the FSP to improve your
school.

Step 1: Introduce briefly, for example by saying
we will look at an example of how a
coordinator’s action plan is influenced by
information from the FSP.

Step 2: Distribute the coordinator’s action plan.
Ask participants to use the graph
‘Assessment scale: dispositions and
attitudes’ already distributed in Section
4, Activity 2.

Step 3: Organise this activity to suit the number
of participants, whether working
individually, in pairs or in small groups.
Look at the coordinator’s plan and
consider the ways in which this addresses
the needs identified in the graph.

Step 4: Discuss and feedback key points on ways
in which the action plan has been
influenced by the summative assessment
of boys for dispositions and attitudes.
Depending on the number of
participants involved, either use:
Option A: feedback responses to task to
whole group
Option B: feedback responses to the
task in small groups and then
as a whole group.

Step 5: INSET leader summarises ways in which
the action plan has been influenced by
the summative assessment of boys for
dispositions and attitudes (use summary
feedback notes Activity 6: Step 4).
The Foundation Stage Profile and school improvement
(for use on full day INSET)

Step 6: INSET leader recaps aims of section 4.  
5 minutes

Section 4 aimed to show how the outcomes of the FSP can be used to:
- identify strengths and points for improvement in the provision in the foundation stage
- inform school improvement planning
- provide comparisons of achievement for different groups, for example by gender, ethnicity, English as an additional language
- make the curriculum in year 1 responsive to children’s needs
- support performance management.

Step 7: INSET leader recaps aims of the day.  
Today aimed to:
- establish an understanding of the principles of the foundation stage
- show how these principles can be used to ensure an effective transition into key stage 1
- promote continuity in learning by ensuring that year 1 teachers are aware of children’s achievements and can implement the next steps in their learning
- show how information from the FSP can be used to support school development.

End of the INSET day
Some suggestions for future use of the materials

The DVD and accompanying notes may be used for additional purposes, including:

- drawing up and executing an action plan to improve provision in your school based on the needs identified by analysing the outcomes of your school's FSP. (There is an example coordinator's action plan which attempts to address the difference in interest, motivation and excitement between boys and girls.)
- identify how using information from the FSP can be used in your school, including organisation of information, professional development of staff and management roles.
The Foundation Stage Profile and school improvement
(for use on full day INSET)

Assessment scales for PSE dispositions and attitudes – outcomes for girls and boys

Section 4 Activity 2

Analysis of FSP assessment PSE – dispositions and attitudes

Key to dispositions and attitudes
1 Shows an interest in classroom activities through observation or participation.
2 Dresses, undresses and manages own personal hygiene with adult support.
3 Displays high levels of involvement in self-chosen activities.
4 Dresses, undresses independently and manages own personal hygiene.
5 Selects and uses activities and resources independently.
6 Continues to be interested, motivated and excited to learn.
7 Is confident to try out new activities, initiate ideas and speak in a familiar group.
8 Maintains attention and concentration.
   The child has achieved all the early learning goals for dispositions and attitudes. In addition the child:
9 Sustains involvement and perseveres, particularly when trying to solve a problem or reach a satisfactory conclusion.
The Foundation Stage Profile and school improvement
(for use on full day INSET)

Assessment scales for reading – outcomes for girls and boys
Section 4 Activity 3

Analysis of FSP assessments – reading

Key to reading
1 Is developing an interest in books.
2 Knows that print carries meaning.
3 Recognises a few familiar words.
4 Knows that in English print is read from left to right and top to bottom.
5 Shows an understanding of the elements of stories, such as main character, sequence of events and openings.
6 Reads a range of familiar and common words and simple sentences independently.
7 Retells narratives in the correct sequence, drawing on language patterns of stories.
8 Shows and understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how.
9 The child has achieved all the early learning goals for reading. In addition, the child:
10 Reads books of own choice with some fluency and accuracy.
Coordinator’s action plan

(Activity 6)

**Dispositions and attitudes**

Scale point 6: Continues to be interested, motivated and excited to learn.

Issue: Analysis of 2004 FSP shows boys were less likely to achieve scale point 6 than girls.

90% of girls and fewer than 70% of boys achieved this goal.

**Success criteria**

Improve the engagement of boys in learning so it is equivalent to girls with the overall aim of addressing the differences in boys' and girls' attainment across the curriculum. Do this by offering a curriculum which:

- values play that engages boys by including role-play, themes and ideas that engage boys
- is resourced well to meet boys’ interests, including non-fiction books, appropriate role-play artefacts and first-hand experiences
- responds to children’s ideas of how to motivate and sustain the interest of boys
- values and makes provision for the range of learning styles
- enables learning to be active and large-scale using the outside environment.
The Foundation Stage Profile and school improvement
(for use on full day INSET)

<table>
<thead>
<tr>
<th>Task</th>
<th>Action responsible</th>
<th>Personnel and evaluation</th>
<th>Monitoring</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify whether the curriculum is 'boy friendly'.</td>
<td>Review provision for gender bias: • space and time for play • opportunities for role-play • topics and themes for learning • books.</td>
<td>Play coordinator Foundation team</td>
<td>Examine the involvement of boys in role-play. Do they engage in some activities more than others? Examine themes for gender bias, for example does the garden centre offer scope for hard landscaping as well as selling flowers and plants? Is there a rich provision of stories, poetry and books for reference of interest to boys?</td>
<td>Observation focus Coordinator 1/2 day monitoring focus</td>
</tr>
<tr>
<td>Identify whether different learning styles are valued.</td>
<td>Examine opportunities for children to be active, outside and independent, use visual, aural and kinaesthetic ways of learning.</td>
<td>Foundation stage coordinator with foundation stage team</td>
<td>Does the outside extend children’s learning across the curriculum? Examine planning and observe teaching to identify how pupils’ range of learning styles are exploited to improve engagement of boys of free play. Compare children’s ideas of an interesting curriculum with what they experience.</td>
<td>Coordinator 1/2 day monitoring focus Planning time discussion to involve whole foundation stage team Coordinator 1/2 day monitoring focus Class teacher observation</td>
</tr>
<tr>
<td>Examine children’s ideas of what motivates them.</td>
<td>Observe and listen to children. Talk to boys and girls about what they enjoy and dislike about their experience in school. Identify who they like to be with and where they like to be with them.</td>
<td></td>
<td>Compare children’s ideas of an interesting curriculum with what they experience.</td>
<td>Class circle time in groups</td>
</tr>
</tbody>
</table>
General introduction to using the FSP for school improvement

(Activity 1: Step 5)
Summarise feedback on key points in the use of the FSP and school improvement and comparisons with own school/s.
The DVD shows how the school can use the FSP to:
• monitor the achievement of groups of pupils, in this case by gender
• identify strengths and weaknesses in provision
• indicate links across the curriculum to meet the needs of pupils in year 1
• support action planning to improve provision and children’s achievement
• provide information to meet the children’s individual needs
• be part of performance management.

Analysing information from the FSP to make comparisons for different groups by gender

(Activity 2: Step 2)
Summarise feedback on the differences in outcomes for boys’ and girls’ dispositions and attitudes, scale point 6.
This will include:
• dispositions and attitudes scale point 6. ‘Continues to be interested, motivated and excited to learn’
• shows that 90% of girls achieve scale point 6 by the end of the reception year
• fewer than 70% of boys do so.
The Foundation Stage Profile and school improvement
(for use on full day INSET)

Analysing information from the FSP to make comparisons for different groups by gender
(Activity 2: Step 4)

Summarise key points on how the difference in the interest, motivation and excitement to learn between boys and girls might have arisen.

The graph indicates that, overall, girls are more positive about learning than boys. This may arise for a number of reasons.

Curriculum and activities do not address the interests of boys
Examples may include:
- role-play often dominated by feminine themes, home corner, hairdressers or places such as garden centres, which focus on selling flowers and ignore the hard landscape play.

Approaches to learning do not motivate boys
Examples may include:
- didactic teaching which limits first-hand experience and opportunities to pursue own enquiries
- a lack of freedom to move and work at places other than tabletops
- limited opportunities to learn in different ways which engage children in visual, aural and kinaesthetic approaches.

Resources which do not meet the interest of boys
Examples may include:
- clothes provided in the home corner often suiting the needs of girls, and often not even being gender neutral
- books not including non-fiction or stories on subjects which interest boys
- artefacts which interest boys not being available.
Analysing information from the FSP to identify strengths and weaknesses in provision

(Activity 3: Step 3)

Summarise findings on graph for scale points that raise concerns.

The columns for scales points 8 and 9 are very low compared to other aspects of reading. These are:

Scale point 8:
‘Shows an understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how.’

Scale point 9:
‘Reads books of own choice with some fluency and accuracy.’

Very few children, both girls and boys, achieve scale point 8.
To achieve scale point 9, all other points need to be achieved. Therefore very few children achieve scale point 9.

Analysing information from the FSP to identify strengths and weaknesses in provision

(Activity 3: Step 5)

Summarise findings on how underachievement in the use of non-fiction texts might arise.

- This underachievement in the use of non-fiction texts for boys and girls and for children across the range of capability is likely to indicate weaknesses in the quality of provision.

- There may be too few non-fiction books. It may also indicate that the curriculum does not raise questions for children to pursue. This would give children little reason to refer to non-fiction texts. Both situations could result in underachievement in this area.

- The resourcing may be in place and the curriculum may pose questions, but opportunities to work at length and depth, pursue investigations and engage in personal enquiries may not be valued or made available to children. This would also account for underachievement.
Using information from the FSP to improve your school

(Activity 6: Step 4)

Summarise ways in which the action plan has been influenced by the summative assessment of boys for dispositions and attitudes.

- The action plan involved all staff who influence provision for these children.
- They found out what the preferences of this group of boys were in terms of social groupings, curricular interests and places to be.
- They compared the boys’ preferences with the provision on offer.
- They examined the curriculum for any gender bias.
- They looked at how learning styles were met.
- They identified how they were going to monitor provision and identified success criteria in terms of outcomes for children.
section 4

The Foundation Stage Profile and school improvement
(for use on half day for senior managers)

Many local authorities are leading this aspect of the work (for example, by the early years service, data team or school improvement service). Detailed knowledge of local authority data collection and analysis may be available within the school. Where this is not the case schools should seek the expertise of the local authority.

<table>
<thead>
<tr>
<th>Target audience:</th>
<th>Senior staff and members of the governing body in primary schools concerned with the transition between the foundation stage and key stage 1, analysis of assessment data and school-improvement planning:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• foundation stage coordinators</td>
</tr>
<tr>
<td></td>
<td>• subject coordinators with responsibility for foundation stage and beyond</td>
</tr>
<tr>
<td></td>
<td>• senior management team</td>
</tr>
<tr>
<td></td>
<td>• assessment coordinator</td>
</tr>
<tr>
<td></td>
<td>• governor with responsibility for the foundation stage</td>
</tr>
<tr>
<td></td>
<td>• chair of the curriculum/personnel committees</td>
</tr>
<tr>
<td></td>
<td>• chair of governors.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Aims:</th>
<th>To show how the outcomes of the FSP can be used to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• identify strengths and points for improvement in the provision in the foundation stage</td>
</tr>
<tr>
<td></td>
<td>• inform school-improvement planning</td>
</tr>
<tr>
<td></td>
<td>• provide comparisons of achievement for different groups, for example, by gender, ethnicity, English as an additional language</td>
</tr>
<tr>
<td></td>
<td>• make the curriculum in year 1 responsive to children’s needs</td>
</tr>
<tr>
<td></td>
<td>• support performance management.</td>
</tr>
</tbody>
</table>
The Foundation Stage Profile and school improvement
(for use on half day for senior managers)

<table>
<thead>
<tr>
<th>Photocopiable materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• INSET leader’s summary feedback notes (half day).</td>
</tr>
<tr>
<td>• Graph of assessment scales for dispositions and attitudes.</td>
</tr>
<tr>
<td>• Graph of assessment scales for reading.</td>
</tr>
<tr>
<td>• Radar graph and bar chart summary of a child’s FSP at end of reception year.</td>
</tr>
<tr>
<td>• Graph of significant differences between boys and girls across the curriculum.</td>
</tr>
<tr>
<td>• Coordinator’s action plan for addressing lack of interest, motivation and excitement of some boys compared to girls.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Preparation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>DVD facility with projection suitable for large group audience.</td>
</tr>
<tr>
<td>Photocopy for INSET leader:</td>
</tr>
<tr>
<td>• INSET leader’s summary feedback notes (half day).</td>
</tr>
<tr>
<td>Photocopy and distribute materials listed for each participant:</td>
</tr>
<tr>
<td>• graph of assessment scales for dispositions and attitudes</td>
</tr>
<tr>
<td>• graph of assessment scales for reading</td>
</tr>
<tr>
<td>• radar graph and bar chart summary of a child’s FSP at end of reception year</td>
</tr>
<tr>
<td>• graph of significant differences between boys and girls across the curriculum</td>
</tr>
<tr>
<td>• coordinator’s action plan for addressing lack of interest, motivation and excitement of some boys compared to girls.</td>
</tr>
</tbody>
</table>
The Foundation Stage Profile and school improvement
(for use on half day for senior managers)

Section 4 has five key areas
1. General introduction to using the FSP for school improvement.
2. Analysing information from the FSP to make comparisons of achievement for different groups by gender.
3. Analysing information from the FSP to identify strengths and weaknesses in provision.
4. Using the FSP information to make the curriculum in year 1 responsive to individual children's needs.
5. Using information from the FSP to improve your school.

Section 4 aims
To show how the outcomes of the FSP can be used to:
- identify strengths and points for improvement in the provision in the foundation stage
- inform school-improvement planning
- provide comparisons of achievement for different groups, for example by gender, ethnicity, English as an additional language
- make the curriculum in year 1 responsive to children’s needs
- support performance management.

Section 4 (half day)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Section 1</td>
<td>35 minutes</td>
</tr>
<tr>
<td>Outline the aims for Section 4</td>
<td>4 minutes</td>
</tr>
</tbody>
</table>

Section 4 has a number of activities which are broken down step by step for you to follow.
Activity 1: General introduction to using the FSP for school improvement

Step 1: Introduce the DVD section ‘The Foundation Stage Profile and school improvement’ very briefly, for example by saying that it shows staff reviewing the quality of provision using the information in the FSP. Differences in the outcomes for boys and girls are examined. Implications for school-improvement planning are discussed. Finally, a headteacher and governors carry out a performance management review.

Step 2: Prepare to watch the DVD section ‘The Foundation Stage Profile and school improvement’.

Ask participants to watch and focus on how the DVD material compares with their school’s use of the FSP.

Step 3: Watch the DVD section ‘The Foundation Stage Profile and school improvement’.

Step 4: Discuss and feedback some key points in the use of the FSP and school-improvement. Ask ‘how does your school use the FSP information?’ Consider and reflect on:

- provision
- staff’s continual and professional development needs
- the involvement and engagement of children
- standards achieved by different groups of children
- priorities in school-improvement planning.

Depending on the number of participants involved, either use:

Option A: feedback responses to task to whole group

Option B: feedback responses to the task in small groups and then as a whole group.
Step 5: INSET leader summarises feedback on use of the FSP to support school improvement (use summary feedback notes Activity 1: Step 5).

Activity 2: Analysing information from the FSP to make comparisons of achievement for different groups by gender

Step 1: Distribute copies of graph of assessment scales for dispositions and attitudes which show outcomes for boys and girls.

Step 2: Ask participants to look at the graphs for dispositions and attitudes.
   - Draw attention to scale point 6.
   - Ask participants to consider and discuss what this might indicate about the difference between boys and girls.
   - Depending on the number of participants involved, either use:
     - Option A: feedback responses to task to whole group
     - Option B: feedback responses to the task in small groups and then as a whole group.

INSET leader summarises feedback on the differences in outcomes for boys’ and girls’ dispositions and attitudes, scale point 6 (use summary feedback notes Activity 2: Step 2).

Step 3: Discuss why this difference in the interest, motivation and excitement to learn between boys and girls might have arisen.
   - Depending on the number of participants involved, either use:
     - Option A: feedback responses to task to whole group
     - Option B: feedback responses to the task in small groups and then as a whole group.

Participants feedback.
Step 4: INSET leader summarises key points on how the difference in the interest, motivation and excitement to learn between boys and girls might have arisen (use summary feedback notes on Activity 2: Step 4).

For half day INSET this is a good place to have a fifteen-minute coffee break. 15 minutes

Activity 3: Analysing information from the FSP to identify strengths and weaknesses in provision 5 minutes

Step 1: Distribute copies of graphs of assessment scales for reading which show outcomes for boys and girls.

Step 2: Ask participants to identify the parts of the bar graph which raise immediate concern by comparing the level of achievement for each scale point. (Note: This will identify the points on the assessment scale where achievement is disproportionately high or low.)

Step 3: INSET leader summarises findings on graphs for scale points which raise concerns (use summary feedback notes on Activity 3: Step 3). 2 minutes

Step 4: Discuss the ways in which the underachievement in scale point 8 (‘shows an understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how’) might arise. 5 minutes

Step 5: Feedback the possible explanations. Depending on the number of participants involved, either use:
Option A: feedback responses to task to whole group
Option B: feedback responses to the task in small groups and then as a whole group.
Participants feedback. 7 minutes
The Foundation Stage Profile and school improvement
(for use on half day for senior managers)

<table>
<thead>
<tr>
<th>Activity 4: Using the FSP information to make the curriculum* in year 1 responsive to individual children’s needs</th>
<th>15 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1: Introduce briefly, for example by saying we are going to look at a summary portrait of an individual child’s achievement at the end of their reception year. The portrait is shown in both the bar chart and spider diagram. These show the total point score for each assessment scale on the FSP.</td>
<td></td>
</tr>
<tr>
<td>Step 2: Distribute copies of the FSP radar graph and matching bar chart.</td>
<td></td>
</tr>
<tr>
<td>Step 3: Organise this activity to suit the number of participants. Identify the main areas of strength and areas for support in this child’s achievement which should inform planning to meet her needs in year 1.</td>
<td></td>
</tr>
<tr>
<td>Step 4: INSET leader summarises child’s strengths and points for support (use summary feedback notes for Activity 4: Step 4).</td>
<td></td>
</tr>
</tbody>
</table>

*In this material, the term curriculum refers to everything a child experiences in the setting.

<table>
<thead>
<tr>
<th>Activity 5: Using the FSP information to make the curriculum in year 1 responsive to children’s needs</th>
<th>2 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1: Distribute graph of significant differences between boys and girls across the curriculum</td>
<td></td>
</tr>
<tr>
<td>Step 2: Introduce briefly, for example by saying this graph shows that boys have achieved less well that girls in connected aspects of dispositions and attitudes, language for communication and thinking, social development and creative development.</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>
Step 3: Organise this activity to suit the number of participants.

Ask participants to identify the links between these aspects of learning. Discuss the ways in which these particular children can be helped to make progress in year 1.

Step 4: Organise this activity to suit the number of participants. 10 minutes

Feedback key points for supporting these boys in making progress. Depending on the number of participants involved, either use:

Option A: feedback responses to task to whole group

Option B: feedback responses to the task in small groups and then as a whole group.

INSET leader summarises key points for supporting these boys in making progress (use summary feedback notes Activity 5: Step 4)

Activity 6 Using information from the FSP to improve your school. 4 minutes

Step 1: Introduce briefly, for example by saying we will look at an example of how a coordinator’s action plan is influenced by information from the FSP.

Step 2: Distribute the coordinator’s action plan. Ask participants to use the graph ‘Assessment scale: dispositions and attitudes’ already distributed in Section 4: Activity 2.

Step 3: Organise this activity to suit the number of participants, whether working individually, in pairs or in small groups. Look at the coordinator’s plan and consider the ways in which this addresses the needs identified in the graph.
### The Foundation Stage Profile and school improvement

(for use on half day for senior managers)

<table>
<thead>
<tr>
<th>Section</th>
<th>Step 4: Discuss and feedback key points on ways in which the action plan has been influenced by the summative assessment of boys for dispositions and attitudes.</th>
<th>9 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Depending on the number of participants involved, either use: Option A: feedback responses to task to whole group Option B: feedback responses to the task in small groups and then as a whole group.</td>
<td></td>
</tr>
<tr>
<td>Step 5: INSET leader summarises ways in which the action plan has been influenced by the summative assessment of boys for dispositions and attitudes (use summary feedback notes Activity 6: Step 5).</td>
<td>5 minutes</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity 7</th>
<th>The potential of using information from the FSP to improve your school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>Introduce briefly, by saying we are going to compare your school practice with that shown on the DVD and in the activities.</td>
</tr>
<tr>
<td>Step 2</td>
<td>Initially reflect individually on:</td>
</tr>
<tr>
<td></td>
<td>• who is involved in the DVD in analysing, interpreting and responding to the information in the FSP, for example headteacher, foundation stage coordinator, reception class teacher, year 1 class teacher, governors</td>
</tr>
<tr>
<td></td>
<td>• who in your school gets involved, in what ways and why</td>
</tr>
<tr>
<td></td>
<td>• how information from the FSP is used in the DVD to influence plans for school improvement</td>
</tr>
<tr>
<td></td>
<td>• the ways your school currently uses information from the FSP to identify priorities for school improvement.</td>
</tr>
</tbody>
</table>

**Guidance for INSET (Half Day)**
The Foundation Stage Profile and school improvement
(for use on half day for senior managers)

| Step 3: | Organise this activity to suit the number of participants. Discuss and feedback the ways which the FSP information can be used in your school. |
| Step 4: | INSET leader summarises the potential for use of the FSP to improve schools (use summary feedback notes Activity 7: Step 4). |
| Step 5: | INSET leader recaps aims of Section 4. Section 4 aimed to show how the outcomes of the FSP can be used to: • identify strengths and points for improvement in the provision in the foundation stage • inform school-improvement planning • provide comparisons of achievement for different groups, for example, by gender, ethnicity, English as an additional language • make the curriculum in year 1 responsive to children’s needs • support performance management. |
| Step 6: | INSET leader recaps aims of the day. Today aimed to: • establish an understanding of the principles of the foundation stage • show how information from the FSP can be used to support school development. |

**End of the INSET half day**
Some suggestions for future use of the materials

The DVD and accompanying notes may be used for additional purposes, including

- drawing up and executing an action plan to improve provision in your school based on the needs identified by analysing the outcomes of your school’s FSP. (There is an example coordinator’s action plan which attempts to address the difference in interest, motivation and excitement between boys and girls.)

- identify how using information from the FSP can be used in your school, including organisation of information, professional development of staff and management roles.
The Foundation Stage Profile and school improvement
(for use on half day for senior managers)

Assessment scales for PSE dispositions and attitudes – outcomes for girls and boys

Section 4 Activity 2

Analysis of FSP assessment PSE – dispositions and attitudes

Foundation stage profile scale points

<table>
<thead>
<tr>
<th>% children achieving</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
</tr>
<tr>
<td>90</td>
</tr>
<tr>
<td>80</td>
</tr>
<tr>
<td>70</td>
</tr>
<tr>
<td>60</td>
</tr>
<tr>
<td>50</td>
</tr>
<tr>
<td>40</td>
</tr>
<tr>
<td>30</td>
</tr>
<tr>
<td>20</td>
</tr>
<tr>
<td>10</td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

Girls | Boys

1. Shows an interest in classroom activities through observation or participation.
2. Dresses, undresses and manages own personal hygiene with adult support.
3. Displays high levels of involvement in self-chosen activities.
4. Does, dresses and manages own personal hygiene.
5. Selects and uses activities and resources independently.
6. Continues to be interested, motivated and excited to learn.
7. Is confident to try out new activities, initiate ideas and speak in a familiar group.
8. Maintains attention and concentration.
9. Sustains involvement and perseveres, particularly when trying to solve a problem or reach a satisfactory conclusion.
Assessment scales for reading – outcomes for girls and boys

Section 4 Activity 3

Analysis of FSP assessments – reading

Key to reading
1 Is developing an interest in books.
2 Knows that print carries meaning.
3 Recognises a few familiar words.
4 Knows that in English print is read from left to right and top to bottom.
5 Shows an understanding of the elements of stories, such as main character, sequence of events and openings.
6 Reads a range of familiar and common words and simple sentences independently.
7 Retells narratives in the correct sequence, drawing on language patterns of stories.
8 Shows and understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how.
The child has achieved all the early learning goals for reading. In addition, the child:
9 Reads books of own choice with some fluency and accuracy.
The Foundation Stage Profile and school improvement
(for use on half day for senior managers)

Individual summary assessment (foundation stage profile) Section 4: Activity 4

UPN: T315205603011
Gender: Female
In care: No
SEN status: No SEN

Terms in pre-reception: 0
Eligible for free school meals: No
Pocket of deprivation: No

Terms in reception: 2
Ethnicity: AOTH

English as an additional language: English

<table>
<thead>
<tr>
<th>PSE 1</th>
<th>PSE 2</th>
<th>PSE 3</th>
<th>CLL 1</th>
<th>CLL 2</th>
<th>CLL 3</th>
<th>CLL 4</th>
<th>MD 1</th>
<th>MD 2</th>
<th>MD 3</th>
<th>KUW</th>
<th>PHY</th>
<th>CRE</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>5</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>7</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>7</td>
</tr>
</tbody>
</table>

FSP Total: 91
Out of 117

FSP assessment scales

Radar graph

Bar chart
Significant differences between boys and girls across the curriculum

Section 4: Activity 5

Comparison of outcomes for girls and boys

<table>
<thead>
<tr>
<th>% children achieving</th>
<th>Communication for language and thinking (CLT) scale point 6</th>
<th>Social development scale point 5</th>
<th>Dispositions and attitudes scale point 6</th>
<th>Creative development scale point 8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>'interacts with others in a variety of contexts, negotiating plans and activities and taking turns in conversation'.</td>
<td>'forms good relationships with adults and peers'.</td>
<td>'continues to be interested, excited and motivated to learn'.</td>
<td>'expresses and communicates ideas, thoughts and feelings using a range of materials, suitable tools, imaginative and role play, movement, designing and making, and a variety of songs and musical instruments'</td>
</tr>
</tbody>
</table>
Coordinator’s action plan

(Activity 6)

**Dispositions and attitudes:**
Scale point 6: Continues to be interested, motivated and excited to learn.

Issue: Analysis of 2004 FSP shows boys were less likely to achieve scale point 6 than girls.

90% of girls and fewer than 70% of boys achieved this goal.

**Success criteria**
Improve the engagement of boys in learning so it is equivalent to girls with the overall aim of addressing the differences in boys’ and girls’ attainment across the curriculum. Do this by offering a curriculum which:

- values play that engages boys by including role play, themes and ideas that engage boys
- is resourced well to meet boys’ interests, including non-fiction books, appropriate role-play artefacts and first-hand experiences
- responds to children’s ideas of how to motivate and sustain the interest of boys
- values and makes provision for the range of learning styles
- enables learning to be active and large-scale using the outside environment.
### The Foundation Stage Profile and school improvement
(for use on half day INSET)

<table>
<thead>
<tr>
<th>Task</th>
<th>Action responsible</th>
<th>Personnel and evaluation</th>
<th>Monitoring</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify whether the curriculum is 'boy friendly'.</td>
<td>Review provision for gender bias: • space and time for play • opportunities for role-play • topics and themes for learning • books.</td>
<td>Play coordinator Foundation team</td>
<td>Examine the involvement of boys in role-play. Do they engage in some activities more than others?</td>
<td>Observation focus</td>
</tr>
<tr>
<td>Identify whether different learning styles are valued.</td>
<td>Examine opportunities for children to be active, outside and independent, use visual, aural and kinaesthetic ways of learning.</td>
<td>Foundation stage coordinator with foundation stage team</td>
<td>Examine themes for gender bias, for example does the garden centre offer scope for hard landscaping as well as selling flowers and plants?</td>
<td>Coordinator 1/2 day monitoring focus</td>
</tr>
<tr>
<td>Examine children’s ideas of what motivates them.</td>
<td>Observe and listen to children. Talk to boys and girls about what they enjoy and dislike about their experience in school. Identify who they like to be with and where they like to be with them.</td>
<td></td>
<td>Is there a rich provision of stories, poetry and books for reference of interest to boys?</td>
<td>Planning time discussion to involve whole foundation stage team</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Does the outside extend children’s learning across the curriculum?</td>
<td>Coordinator 1/2 day monitoring focus</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Examine planning and observe teaching to identify how pupils’ range of learning styles are exploited to improve engagement of boys of free play.</td>
<td>Class teacher observation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Compare children’s ideas of an interesting curriculum with what they experience.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Compare children’s preferred social groups and places where they like to have social interactions with what they actually experience.</td>
<td>Class circle time in groups</td>
</tr>
</tbody>
</table>
The Foundation Stage Profile and school improvement
(for use on half day for senior managers)

General introduction to using the FSP for school improvement
(Activity 1: Step 5)

Summarise feedback on key points in the use of the FSP and school improvement and comparisons with own school/s.

The DVD shows how the school can use the FSP to:
- monitor the achievement of groups of pupils, in this case by gender
- identify strengths and weaknesses in provision
- indicate links across the curriculum to meet the needs of pupils in year 1
- support action planning to improve provision and children’s achievement
- provide information to meet the children’s individual needs
- be part of performance management.

Analysing information from the FSP to make comparisons for different groups by gender
(Activity 2: Step 2)

Summarise feedback on the differences in outcomes for boys’ and girls’ dispositions and attitudes, scale point 6.

This will include:
- dispositions and attitudes scale point 6
- ‘Continues to be interested, motivated and excited to learn’.
- shows that 90% of girls achieve scale point 6 by the end of the reception year
- fewer than 70% of boys do so.
Analysing information from the FSP to make comparisons for different groups by gender
(Activity 2: Step 4)

Summarise key points on how the difference in the interest, motivation and excitement to learn between boys and girls, might have arisen.

The graph indicates that, overall, girls are more positive about learning than boys. This may arise for a number of reasons.

Curriculum and activities do not address the interests of boys
Examples may include:

- role-play often dominated by feminine themes, home corner, hairdressers or places such as garden centres, which focus on selling flowers and ignore the hard landscape play
- focus on places where monsters and super heroes are not welcome
- a scarcity of male role models.

Approaches to learning do not motivate boys
Examples may include:

- didactic teaching which limits first-hand experience and opportunities to pursue own enquiries
- a lack of freedom to move and work at places other than tabletops
- limited opportunities to learn in different ways which engage children in visual, aural and kinaesthetic approaches.

Resources which do not meet the interest of boys
Examples may include:

- clothes provided in the home corner often suiting the needs of girls, and often not even being gender neutral
- books not including non-fiction or stories on subjects which interest boys
- artefacts which interest boys not being available.
The Foundation Stage Profile and school improvement
(for use on half day for senior managers)

Analysing information from the FSP to identify strengths and weaknesses in provision
(Activity 3: Step 3)

Summarise findings on graph for scale points which raise concerns. The columns for scales points 8 and 9 are very low compared to other aspects of reading. These are:

Scale point 8:
“Shows an understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how.”

Scale point 9:
“Reads books of own choice with some fluency and accuracy.”

Very few children, both girls and boys, achieve scale point 8. To achieve scale point 9, all other points need to be achieved. Therefore very few children achieve scale point 9.

Analysing information from the Foundation Stage Profile to identify strengths and weaknesses in provision
(Activity 3: Step 5)

Summarise findings on how underachievement in the use of non-fiction texts might arise. For example:

• this underachievement in the use of non-fiction texts for boys and girls and for children across the range of capability is likely to indicate weaknesses in the quality of provision.

• there may be too few non-fiction books. It may also indicate that the curriculum does not raise questions for children to pursue. This would give children little reason to refer to non-fiction texts. Both situations could result in underachievement in this area.

• the resourcing may be in place. The curriculum may pose questions. However, opportunities to work at length and depth, to pursue investigations and engage in personal enquiries may not be valued or made available to children. This would also account for under achievement.
Using the Foundation Stage Profile information to make the curriculum responsive to children's needs

(Activity 4: Step 4)

Summarise child's strengths and points for support.

The bar chart and radar graph indicate that this child's strengths include her dispositions and attitudes to learning, knowledge of numbers as labels and for counting, shape, space and measures, knowledge and understanding of the world and her physical development.

She needs support in her social development, in calculating and in developing writing skills for example by:

• being given role play opportunities
• developing story-making skills
• play.

Using the FSP information to make the curriculum responsive to children's needs

(Activity 5: Step 4)

Summarise key points for supporting these boys in making progress.

These graphs indicate the children need support in important aspects of social development, expressing their ideas, sharing and negotiating and in forming relationships. This is having an impact on their achievement across the curriculum.

Key points to support these children might include:

• planning explicitly to meet their identified needs; these graphs indicate a focus on social development
• providing plenty of social and oral experiences across the curriculum
• coordinators teasing out cross-curricular links in planning
• ensuring that school policy recognises and supports the benefits of cross-curricular links, for example in the organisation of the timetable, in schemes of work, in short-term planning
• involving children in making choices related to social groupings.
Using information from the FSP to improve your school

(Activity 6: Step 5)
Summarise ways in which the action plan has been influenced by the summative assessment of boys for dispositions and attitudes.

- The action plan involved all staff who influence provision for these children.
- They found out what the preferences of this group of boys were in terms of social groupings, curricular interests and places to be.
- They compared the boys’ preferences with the provision on offer.
- They examined the curriculum for any gender bias.
- They looked at how learning styles were met.
- They identified how they were going to monitor provision and identified success criteria in terms of outcomes for children.

The potential of using information from the FSP to improve your school

(Activity 7: Step 4)
Summarise key points on the potential for use of the FSP to improve schools.

- Inform planning for individual children, groups of children, classes and year groups, and the whole school.
- Influence staff liaison.
- Extend leadership and management roles of key staff.
- Inform planning for the professional needs of staff.
- Promote the need for foundation stage practice to extend into Year 1 and beyond.
- Promote links across the curriculum.
- Indicate strengths and weaknesses in provision.