

**Snettisham Primary School, School Rd  
Snettisham, Norfolk. PE31 7LT.**

**Tel: Setting 07855 078038, Admin: 01485 541274**

**Email: [snettishambobtails@gmail.com](mailto:snettishambobtails@gmail.com)**

Ofsted URN: 545971 Registered Charity No: 1029400

September 14<sup>th</sup>, 2021

Dear Parents and Carers,

Welcome to all those new to Bobtails and welcome back to those who were with us last year. Hope you have all had a great summer and are ready for the new term ahead.

Last term the Committee approached the West Norfolk Academies Trust (WNAT) to discuss collaborative support. After discussions with WNAT it was decided that Bobtails would continue to operate as a committee run, charity pre-school but with help and support from the School and the Academy in the form of a service agreement. The details of this agreement are currently being worked through and details will be shared as soon as we can. The school are really happy to collaborate with us and we are looking forward to the future working as a team.

As we are committee run, we are always looking for new members so if you are interested in becoming a committee member, please contact Eunice and she will send you all the relevant information. We meet once a term, currently on Zoom but hopefully face to face as soon as we can.

### **September 2021 – EYFS Reforms - Observations, Assessment and Planning**

From September 2021, the Early Years Foundation Stage (EYFS) is changing throughout England. As part of these changes, we will be making some adjustments to the way we observe, assess and plan for your children.

#### **What is the EYFS?**

*The EYFS is the statutory Early Years curriculum. This is mandatory for all schools, settings and childminders to follow from birth up to the end of reception. The EYFS sets out our legal obligations regarding things like adult:child ratios, suitable people, safeguarding and welfare, staff qualifications, and learning and development.*

#### **What's changing?**

- *Most of the changes are regarding Learning and Development, with some minor adjustments to Safeguarding and Welfare.*
- *Fundamentally, what we teach children is very similar, albeit worded differently.*
- *The new framework also specifically talks about the pressures of Early Years staff and wants to remove unnecessary paperwork requirements which result in time spent away from the children. It says the following: "Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their*

*knowledge of the child and their own expert professional judgement and should not be required to prove this through collection of physical evidence.” – EYFS 2021*

### Changes to Safeguarding and Welfare

- The changes to Safeguarding and Welfare are largely wording based. For example, “Local Safeguarding Children’s Board” has been changed to “Local Safeguarding Partners” to reflect some recent change in structure.
- A requirement for promoting the good oral health of children has been added.
- A specific requirement for promoting staff and children’s online safety has been added. This reflects the technological advances we have made since the EYFS was last reformed in 2012.

### Changes to Learning and Development – Educational Programmes

- The Educational Programmes lead up to the Early Learning Goals – a description of what we want children to know by the end of Reception.
- These are divided in to 7 areas of learning. The ‘Prime’ areas form the basis for all learning, and the ‘Specific’ areas build on those skills and broaden children’s understanding, experiences, and knowledge. In nursery, we always focus on the Prime areas in the first instance as they really do form the foundation for everything else.
- The 7 areas are divided down in to ‘aspects’ (like subheadings). The ‘aspects’ are changing as follows:

Current EYFS (2012)		New EYFS (2021)
<b>Prime Areas</b>		<b>Prime Areas</b>
Personal, Social, Emotional Development <ul style="list-style-type: none"> <li>• Making Relationships</li> <li>• Managing Feelings &amp; Behaviour</li> <li>• Self Confidence &amp; Self Awareness</li> </ul>		Personal, Social, Emotional Development <ul style="list-style-type: none"> <li>• Self-Regulation</li> <li>• Managing Self</li> <li>• Building Relationships</li> </ul>
Communication and Language <ul style="list-style-type: none"> <li>• Listening and Attention</li> <li>• Understanding</li> <li>• Speaking</li> </ul>	→	Communication and Language <ul style="list-style-type: none"> <li>• Listening, Attention and Understanding</li> <li>• Speaking</li> </ul>
Physical Development <ul style="list-style-type: none"> <li>• Moving and Handling</li> <li>• Health and Self Care</li> </ul>		Physical Development <ul style="list-style-type: none"> <li>• Gross Motor Skills</li> <li>• Fine Motor Skills</li> </ul>
<b>Specific Areas</b>		<b>Specific Areas</b>
Literacy <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> </ul>		Literacy <ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Word Reading</li> <li>• Writing</li> </ul>
Mathematics <ul style="list-style-type: none"> <li>• Numbers</li> <li>• Shape, Space and Measure</li> </ul>	→	Mathematics <ul style="list-style-type: none"> <li>• Number</li> <li>• Numerical Patterns</li> </ul>
Understanding the World <ul style="list-style-type: none"> <li>• People and Communities</li> <li>• The World</li> <li>• Technology</li> </ul>		Understanding the World <ul style="list-style-type: none"> <li>• Past and Present</li> <li>• People, Culture and Communities</li> <li>• The Natural World</li> </ul>
Expressive Arts and Design		Expressive Arts and Design

<ul style="list-style-type: none"> <li>• Exploring and Using Media and Materials</li> <li>• Being Imaginative</li> </ul>		<ul style="list-style-type: none"> <li>• Creating with Materials</li> <li>• Being Imaginative and Expressive</li> </ul>
--	--	---

Please be aware that these headings are those of the Early Learning Goals for the end of Reception. In nursery and pre-school, we focus on learning the early skills that set children up to achieve these. For example, we build our gross and fine motor skills, mark making, excitement for learning, conversation skill, interest in books and print, strong sense of self and so on which eventually lead to mastery of reading, writing and all the other fantastic things your child will learn as they grow and develop.

All the learning we do here, and most of the learning in reception is through quality, active play.

*“Teaching in the early years should not be taken to imply a “top down” or formal way of working. It is a broad term that covers the many ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities. communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating, and setting challenges”- Ofsted.*

### **What does this mean at Bobtails?**

*“Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through collection of physical evidence.” – EYFS 2021*

These changes and the removal of the requirement for a lot of evidence-based tracking means that we are making some adjustments to the way we observe, assess and plan at Bobtails.

The team here work hard to ensure they know your children extremely well, we observe their play, development, and interests, we assess what they know and what we want them to learn and then we plan activities and provision which will extend their development and teach them something new or help to bed in the skill they are already mastering. All these things are done by using our understanding of child development and our knowledge of your child as an individual person.

At the moment, we produce written observations which are sent to you through their Learning Journey folders and are designed to help us ‘track’ the children’s learning and development. These observations are lengthy, time consuming and require staff to spend time away from doing what they do best every day. Up until now it has been a requirement for us to produce evidence-based tracking. Now this requirement has been removed, we have decided to use our Practitioners’ time more effectively.

We still want to keep parents up to date with their children’s learning and development, and give you snapshots of their nursery day, so we plan to offer the following from the start of this term.

- We will continue using a Learning Journey but in a slightly different form, as a scrapbook showing observations and WOW moments of your children.
- We will send you photos and WOW moments through Class Dojo app which is new to Bobtails, but some parents may have used before through the school.

- Each term we will send you a development summary for your child. This will tell you what we have been learning, what we've been enjoying, talk about their wellbeing and whether their development is as expected or if there is anything we need to work on. There are several non-statutory guidance documents to help with this, we will choose the correct one for our setting over the summer and may use additional documents if they are of benefit to your child, such as if they have additional needs or are learning English as an additional language.
- We will continue to complete the 2 Year Progress Check. This is a statutory progress check to be completed between 24 and 35 months. Due to the impact of the pandemic, the government disabled it for quite some time but it is now back in effect, however we did continue with these checks as before.
- When your child goes to school, we will continue to produce Transition Documents to support this.

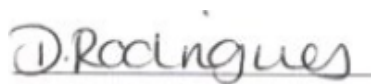
One of the services that the school can offer us is the use of pupil asset software which will allow us to easily access contact details, the needs of every child (e.g. - SEND, dietary or medical) attendance patterns, assessment, and progress. We already hold this information for your children but intend to make the systems more accessible by adding our information onto Snettisham Primaries information system. Please speak directly with Eunice Denton if you have any questions.

Over the summer holidays we have purchased new equipment and furniture providing many opportunities for the children to learn and to engage with activities, to practice and embed vital skills, encourage play on their own and with others, building friendships and ultimately enjoying their development time at Bobtails. You will have seen some pictures on Class Dojo.

We understand that this information is lengthy and complex. The team of practitioners are there for you to answer any questions you may have, so please do not hesitate to contact them via messenger – Bobtails Staff Member or via email at [Snettishambobtails@gmail.com](mailto:Snettishambobtails@gmail.com). If you have any concerns, I am also available on messenger – Danielle Rodrigues.

We look forward to the year ahead.

Regards



**Danielle Rodrigues**  
**Committee Chair**