
Ayresome Primary School

Y1 Policy - DRAFT

2024-25



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Ayresome Primary School



Year One Policy

Article 28: *Children have a right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.*

Article 31: *All children have a right to relax and play, and to join a wide range of activities.*

UN Convention on the Rights of the Child

Statement of Intent

At Ayresome we passionately believe that young children learn best through play and exploration. We understand that key developmental changes in how children learn do not usually occur until around the age of 7 and therefore extending opportunities for an environment rich in opportunities for practical, child-initiated activities is vital to support transition from EYFS to Lower KS1. Piaget (1952) refers to a child's development in stages not ages. The preoperational stage runs from 2-6 years. In this stage children learn how to use language, think symbolically, and represent ideas through pictures and objects.

Wherever possible we offer children the opportunity to experience real life events that are linked to their learning. Every day our children get the opportunity to be an artist, writer, mathematician, scientist, designer, or a storyteller to name but a few. These play-based experiences enable the children to consolidate their skills, knowledge and understanding and enable them to become independent and resilient learners. Throughout the carefully planned environment, you will observe a space planned with an attachment informed approach which offers safe, predictable and nurturing spaces to allow both children and staff to maintain positive wellbeing and develop key learning behaviours. This is delivered indoors through neutral tones, low lighting, soft furnishings and spaces to promote talk and collaboration with both children and staff. Outdoors, you will find a purpose-built space, progressive from EYFS, which enables children to move freely, explore the natural world, capture curiosity and extend children's experiences.

Both inside and outside, you will see busy children actively engaged in a wide range of activities that they themselves have chosen. We recognise that continuous provision supports and encourages our children and staff to have a lifelong love of learning and follow their own interests within the curriculum and beyond.

Throughout our Year 1 provision, you will see staff interacting with children in a variety of ways indoors and outdoors through modelling, supporting, scaffolding and challenging children's learning and development. This may be whilst participating in children's play, holding small group instructional teaching activities, delivering whole class directed inputs or stepping back to observe and assess children and inform their next steps.

What do we want to achieve as a result of this policy?

- Provide a broad and balanced curriculum based on the National Curriculum, using learning through play and enquiry-led learning as the motivation for learning.
- Provide clarity and structure as to everyday practices in Year 1, in line with whole school policies.
- To ensure the quality and provision of education is consistent and appropriately challenging across Key Stage 1.
- To ensure children have a smooth transition period from EYFS to KS1.

Our Curriculum

The National Curriculum

We offer a provision-based approach, which takes account of the differing starting points of the children in Year One across all subjects within the National Curriculum

- English
- Mathematics
- Science
- Art and Design
- Computing
- Design and Technology
- Geography
- History
- Music
- Physical Education
- RE

We aim to provide a challenging and engaging curriculum. Whole school curriculum overviews are followed to ensure continuity and progression across year groups and

subjects. Please see individual subject policies and progression maps for specific details. [\(ADD HYPERLINKS TO SCHOOL SUBJECT PROGRESSION DOCS?\)](#)

Research is clear that the best learning happens when pupils are exposed to multi-sensory experiences, developing engagement, and giving meaning to their work. When planning, Year 1 staff always be ask the question, “How can we make this come alive?” The importance of high-quality speaking and listening skills should be included as part of everyday practice. Children should be exposed to new vocabulary regularly.

Planning is based on knowledge rich experiences, underpinned by a carefully considered and progressively planned set of skills. The planning is broken down into Medium Term and Short-Term planning. Progress is measured by the level of independence, resilience, and confidence in the application of skills and vocabulary, this is called ‘Learning Autonomy’. Learning autonomy is defined by our team as ‘being able to use and apply skills independently and in a range of situations’. The autonomy enables us to strongly identify when skills transform into knowledge and when they have been committed to long term memory.

Continuous Provision planning bespoke to Ayresome and inspired by Early Excellence. It has been developed to support staff, including subject leaders, to recognise where resources have been intentionally placed in the Year 1 environment to continue the provision of learning and complement adult led teaching for all subjects.

Year One Structure and Organisation

We offer a well-planned learning environment which encompasses three strands of teaching and learning;

Continuous Provision

‘Continuous Provision’ is carefully chosen, and organised quality resources placed in areas within the classroom/outdoor environment which are always available for children to access independently across every area of learning.

Continuous provision is not an add on to the curriculum, it is the curriculum.

This allows opportunities for children to follow their interests as well as revisit, practice and embed the skills and knowledge we teach them; all of which ensures challenge and nurtures deep-level learning. Continuous Provision planning ([Appendix A](#)) supports how the environment is carefully structured and resourced to provide knowledge and skills progression, challenge, and full coverage of the National Curriculum.

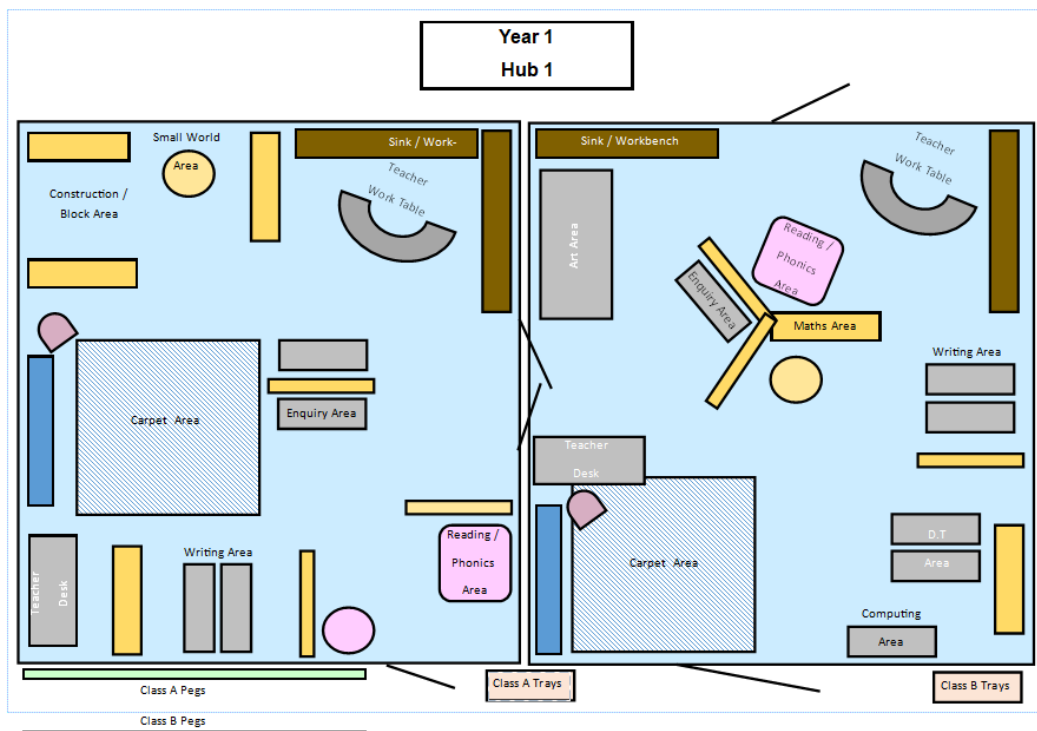
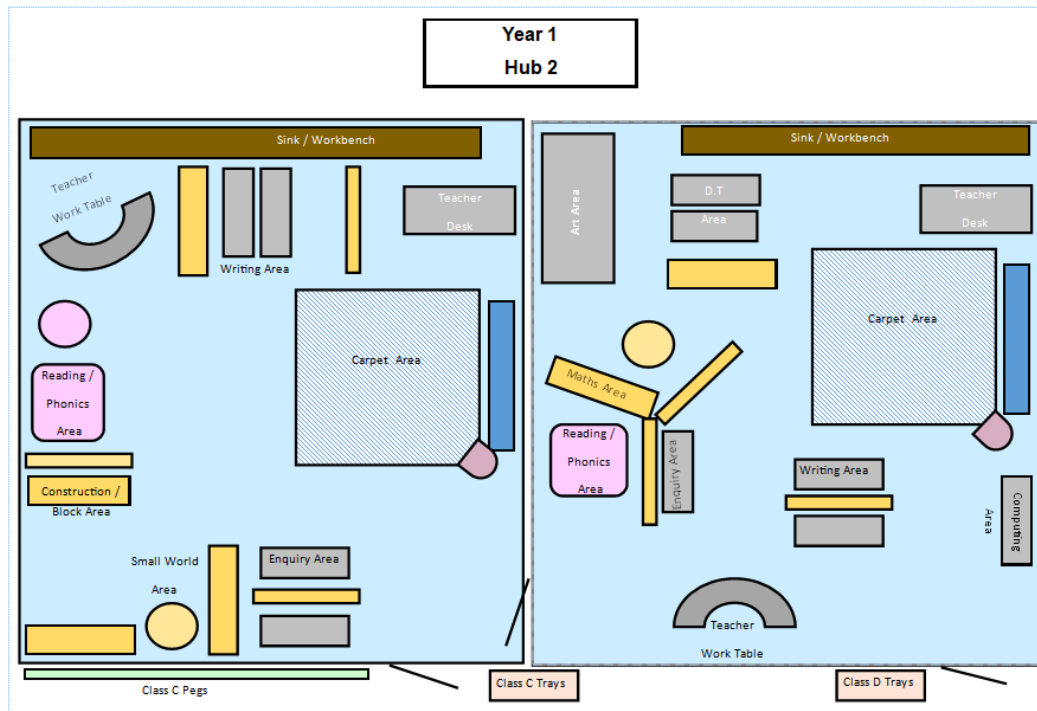
“

Happy children make successful learners.

(Alistair Bryce Clegg, 2020)

”

Y1 classrooms at Ayresome span across two 'Hubs'. You will see children completing registration and receiving whole class inputs in their 'home classes' and working across 2 rooms as a 'Hub' to share provision indoors. Access to the outdoor learning environment is scheduled in a daily timetable to ensure a good balance between indoor and outdoor learning. See below for an example of a Y1 Hub layout – whilst the location of some areas may adapt to suit needs of the cohort, it is a non-negotiable for staff to include the spaces shown below across a Hub in order to ensure full curriculum coverage is achieved.



Enhanced Provision

Enhanced provision includes resources, materials and equipment relating to a current text or foundation subject theme which are added to the classroom environment e.g natural resources reflecting the seasons. Enhancements are not added to every area and are not needed all the time. These additions do not replace any of the core Continuous Provision resources, rather they are added to provide a new dimension to what is already there for a finite period of time. Long term planning supports staff in ensuring a balanced coverage of foundation subjects which are enhanced within provision throughout the year ([Appendix B](#)).

Directed Activities

Directed activities are those planned learning experiences which require adult-led teaching and learning through whole class inputs and small group activities. During these activities, adults introduce the learning, provide instruction, model skills, demonstrate methods of working and give practical examples of how to solve problems.

Include information here for RWM – Drawing Club/Maths/Phonics – photos of books

Some directed activities, 'Rainbow Challenges', are presented for children to complete independently to allow teachers to capture low stakes assessment of children's knowledge and understanding.

Rainbow Challenges

We firmly believe that play provides an extension and greater depth to learning, when presented to children in the correct format. We integrate opportunities to play which have a clear learning outcome. To maintain motivation and focus on meeting their learning targets, children in Year 1 complete adult directed independent tasks each week – Rainbow Challenges. These challenges help to provide a frame of reference for adults of challenge children and reiterate high expectations, whilst providing the support they need to reach them.

The challenges link to the current/previous week's learning focus and may be a recap or extension of the curriculum and target next steps. Challenges may be a skills-based practice, oral or written. Most challenges are hands on and practical. These are recorded on the corresponding challenge sheet or with a photograph.

A minimum of 4 Rainbow Challenges are set every two weeks that are linked to Writing, Phonics, Maths and Topic (Geography/History/Science/RE).

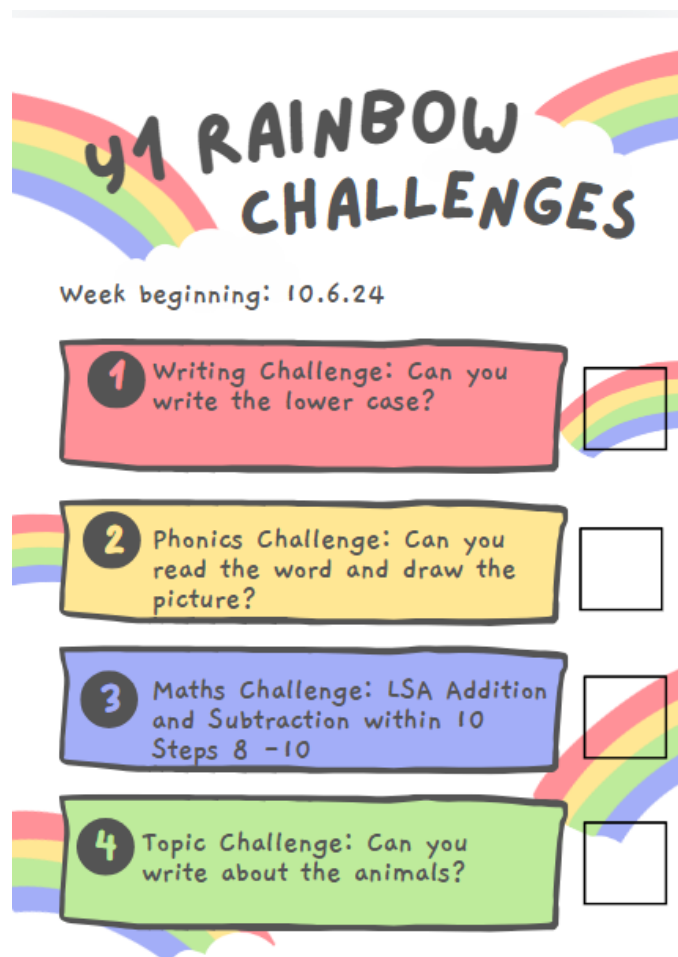
Challenges are introduced to children at the beginning of the week on a Monday morning and a mini log is placed in each child's 'Challenge Book' for them to tick off when the challenge has been completed ([Appendix C](#)).

Staff may intervene to support target children in completing a challenge or direct them to a resource within the continuous provision that may aid their understanding.

Completion of the 'Rainbow Challenges' are monitored daily, with a review and reflection session held on a Friday to offer the children an opportunity to peer-mark, celebrate learning and for staff to address any misconceptions.

Rainbow Challenge Examples

<p>Writing</p> <p>Use 'because' in a sentence Use 'and' in a sentence Write a list of tricky words Write what the superhero is saying Write a letter/postcard to...</p>	<p>Phonics</p> <p>Read the sentence and draw what it says Draw the sound buttons Match the words/phrases to pictures Read a book/sentences about Space</p>
<p>Maths</p> <p>Complete these fact families Fill in the missing numbers Sort these 2D/3D shapes Draw the clock faces</p>	<p>Topic</p> <p>Write a fact about... Sequence a timeline showing... Write a list of animals that... Sort the animals into carnivores/herbivores Sort materials Create a map of..</p>



y1 RAINBOW CHALLENGES

Week beginning: 10.6.24

- 1 Writing Challenge: Can you write the lower case?
- 2 Phonics Challenge: Can you read the word and draw the picture?
- 3 Maths Challenge: LSA Addition and Subtraction within 10 Steps 8 -10
- 4 Topic Challenge: Can you write about the animals?

Appendix C

Observation and Assessment

As part of our provision-based approach, assessment in Year 1 shares similarities to that which takes place in EYFS. Our assessments inform our curriculum and continuous provision.

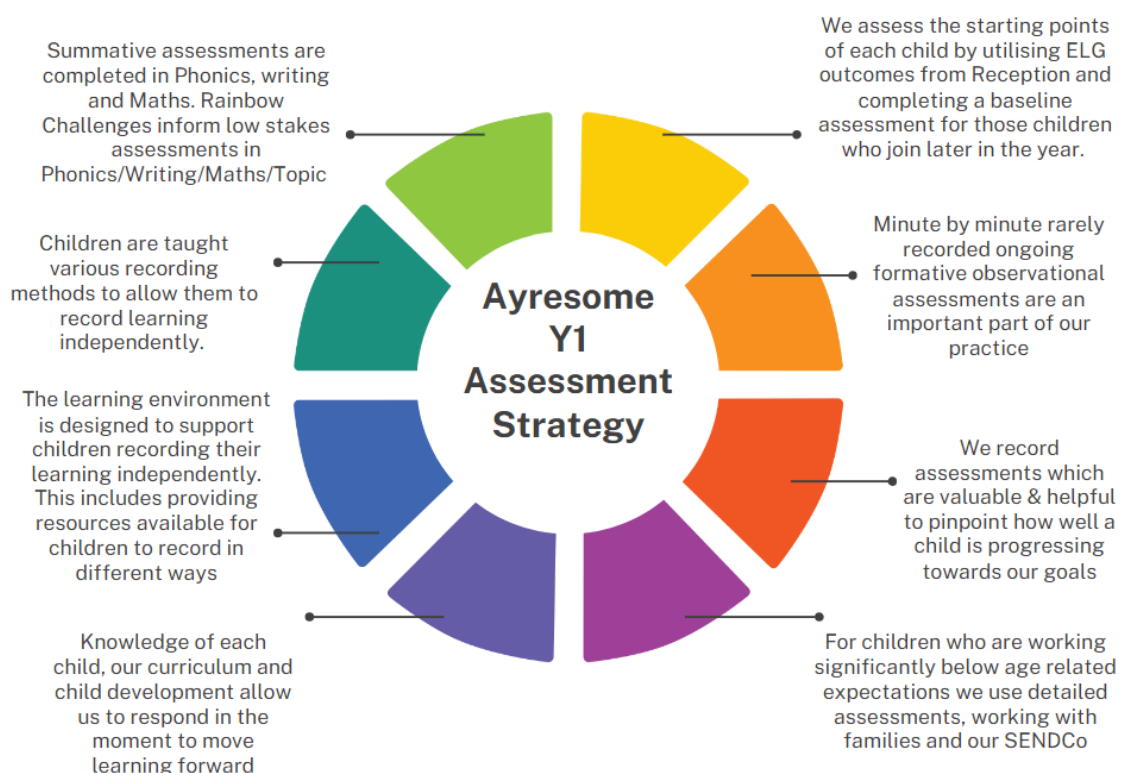
“What children write down will never capture the breadth and depth of their current knowledge, because at 5, 6, and 7, children’s writing skills are not sufficiently developed”

(Moving on to Key Stage 1, Julie Fisher, 2020)

We believe that all evidence collected should serve a purpose


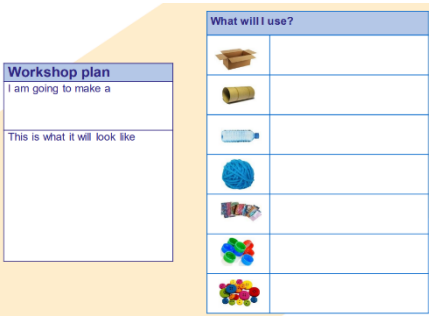
- To inform another practitioner or setting about a child’s learning and development
- As part of moderation or quality assurance process with other practitioners
- To gather evidence to inform an assessment of a child

See below our Lower KS1 Assessment strategy.



Recording in Provision - Independent Learning

As the year progresses, children in Year 1 are explicitly taught ways to record and document their learning. This non-negotiable, forms an additional layer of progression from EYFS to KS1 and gives purpose to developing children's communication and oracy skills through writing and presenting in a variety of ways, beyond the daily Literacy session. Each term the non-negotiable recording methods are built upon.

Autumn Term	Spring Term	Summer Term
<p>Children to add their full name (Forename & Surname) to any work they have produced.</p>	<p>Children to photograph their learning and write about what they have captured.</p>	<p>Children to record a short video and prepare a script to recount their findings/tell a story/demonstrate their understanding.</p>
<p>Children create labels and signs for their displayed models.</p>		
<p>Day of the week e.g 'Monday' (Date) to be added to any work produced.</p> 	<p>Children to make a 'plan' before beginning any construction/DT project.</p> 	<p>Children to create instructions for their products that others can follow using images and/or text.</p>
<p>Hub Floorbook</p> <p>One entry (page) per class for each focus Foundation Subject per half term. Entries to be added to during session time in collaboration with staff and may include;</p> <ul style="list-style-type: none"> -Quotes from children -Drawings -Photographs -Written text 	<p>Children produce labelled diagrams of their products.</p>	

Floorbooks

Floor books will be used in Year 1 to organise and collate children's thinking. They will showcase the children's conceptual understanding, questions, comments and will clearly show the learning journey. This is a child-centred strategy and records evidence of the children's learning, which helps children to develop reasoning skills and to recall their learning journey and ideas. Floor books will help to encourage a rich vocabulary and to develop communication and language skills, they will also support pupils in pupil voice. Children will take ownership of their learning journey and they will be used to build positivity and self-esteem about education. The floor books will be passed onto the children's next teacher to provide evidence of prior learning. Floor books will be showcased during parent's evenings and will be updated half termly and will include involvement from teachers, support staff and children. The floor books will be large in size to enable children to sit around them and engage in a learning conversation about the content of the floor books. The floor books will be used to aid SEND learners by providing an opportunity for the reluctant writer, the dyslexic child, the EAL child, SEND (and so many others) to demonstrate their knowledge and skills in a safe environment removing barriers to learning.

Checklist – what will be included in the floor books.

- Open ended questions - enquiry led to promote conversation.
- Evidence of SEND pupils' learning.
- Depth of learning - show progression through a Foundation subject unit of work and taught teaching content.
- Contain knowledge organiser?? (KS1) for history, geography, science and RE.
- Example of children's work: photographs, drawings, writing, sticky notes, children's comments, tables, graphs, annotated diagrams and classification keys.
- Time allocated for children to look at and share floor books - Fridays
- Title page for each half term with topic heading e.g. Spring 1 – On the Farm.
- Each section to have subject/area of learning label.
- Kept at child level – a place in the classroom easily accessible by the children.

Timings/School Day

Teachers will continue to explicitly teach core skills and knowledge, following a routine similar to that which the children will be familiar with from their time in EYFS. Sufficient time is given for play based learning during 'Continuous Provision' time. This includes daily access to the outdoors. Our timetable example below allows for a balance between adult-led and child-led learning.

Year 1 Hub 1 Timetable

8.45-9am	9:00 – 9.30am	9.30 - 10:15	10:15 – 10:45	10:45 – 11:15	11:15 – 11:45	11:45- 12:30	12:30	12:40 – 1.00	1.00 – 1:55	1:55 – 2:05	2:05 – 2:55	3.00-3.15	3:15
Morning wb learning Handwriting Register <u>Maths</u> emphasis, How many children are here today? Change & discuss day on calendar / weather	Assembly (Mon 9:00 – 9:15) Drawing club (Autumn) Curious Quests (Spring/Summer)	Indoor Provision Teacher – 1x Literacy (Drawing Club) Group	Reading Practice Daily sentence writing	Outdoor provision	Phonics	Lunch	Register & Tooth Brushing	Maths Input	Outdoor Provision	Snack	Indoor Provision Teacher – 2 x Maths Group	2.20 – Celebration Assembly (Fri) Music/PSHE/Daily Learning Celebration – What have you been working on today?	Home Time

Year 1 Hub 2 Timetable

8.45-9am	9:00 – 10am	9.30 - 10:15	10:15 – 10:45	10:45 - 11:15	11:15 – 11:45	11:45- 12:30	12:30	12:40 – 1.00	1.00 – 1:55	1:55 – 2:05	2:05 – 2:55	3.00-3.15	3:15
Morning wb learning – Handwriting Register <u>Maths</u> emphasis, How many children are here today? Change & discuss day on calendar / weather	Assembly (Mon 9:00 – 9:15) Drawing club (Autumn) Curious Quests (Spring/Summer)	Indoor Provision Teacher – 1x Literacy (Drawing Club) Group	Outdoor provision	Reading Practice Daily sentence writing	Phonics	Lunch	Register & Tooth Brushing	Maths Input	Indoor Provision Teacher – 2 x Maths Group	Snack	Outside Provision	Music/PSHE/Daily Learning Celebration – What have you been working on today?	Home Time

Appendix D

Staffing

Year 1 at Ayresome has a maximum cohort of 90 children. Four classes span across two 'Hubs'. There is one teacher per class, and a shared HLTA between the year group.

Transition

“Effective transition takes time, and is a process rather than an event”

(Alistair Bryce-Clegg, 2017)

The Reception to Year 1 transition period is a vitally important part of a child's education. To ensure a smooth transition, Year 1 practice must ensure it reflects similarities to the Reception learning environment. This may look different based upon the academic, social and emotional needs of the upcoming cohort and should be bespoke to the cohorts needs. Alistair Bryce Clegg (2020) discusses the importance of making the unfamiliar familiar to children. Unfamiliar environments and ways of working hinder children's progress and attainment. High levels of engagement from children will result in high levels of attainment for all abilities.

A Summer term meeting with the Reception and Year 1 staff (alongside the Assistant Head of EY and KS1) must take place each academic year to discuss and formulate plans for the transition programme that will take place. Early Learning Goal outcomes will also be analysed to support planning and preparation of the learning environment for the following academic year ahead in collaboration with the EYFS team.

Several transition visits are planned in the final weeks of summer term for Year 1 staff to visit Reception children in their current setting and begin to build positive relationships. A full transition day is then held for all students to visit their new teachers and classroom environments.

A 'Meet the Y1' team leaflet is shared with all children ahead of the summer holidays, to offer a reference point for families to ease any worries prior to returning in September. Information to include photographs of staff who will be working in Y1 and familiar adults in the wider school, the location for drop off and collection, and some brief information about their new class teacher.

Staff in Year 1 deliver a Parents Meeting at the beginning of September to inform and update families and carers on what their children will be learning and ways in which they can support them at home.

Monitoring and Review

Evidence is measured through a combination of book looks, learning walks, planning scrutiny and teacher, parent, and pupil surveys. This feeds into the evaluation of the overall impact of the curriculum.

Impact

It doesn't matter the age a child starts school, what matters the most is the experiences a child is given are appropriate to their age and stage of development (Julie Fisher, 2010).

Children will be given opportunities to 'revisit and embed knowledge and skills' whilst strengthening effective learning behaviours they have established in Reception (Early Excellence, 2022)