

**Shaheen Hussain and Venetia Sharratt
Rykneld Primary School**

**Early Years on Line Learning journals –
what's the impact?**

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Metacognition. Collaboration. Feedback.



ABOUT THIS SESSION:

How on line learning journals fit into the life of a Reception class and the impact it has on the relationships between school, child and home -The possible impact on line learning journals can have on progress children make in Early Years - How on line learning journals support collaborative learning within the school including development of other subject leaders understanding of an effective Early Years curriculum ABOUT THE

FACILITATOR:

Shaheen Hussain - When I first qualified (now over 21 years ago!) I thought Key Stage 2 was where I wanted to be but little did I know my passion was to work with the younger children in school. I believe that any child no matter what their background or circumstances deserves the best the education system can give them and that every child needs that one adult that believes in them and pushes them to be the best they can be!

ADVANCED READING:

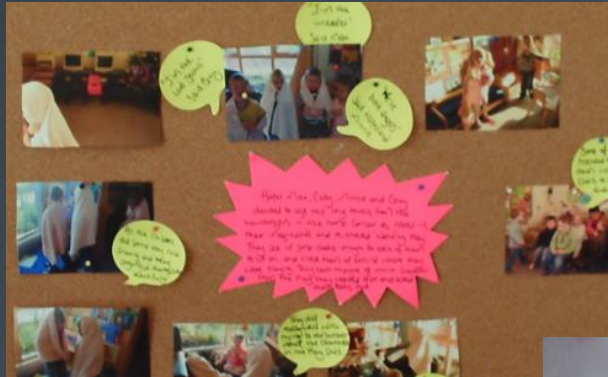
<https://www.teachwire.net/news/why-your-early-yearssetting-should-embrace-online-learning-journals>

<https://rockmyclassroom.com/2014/11/09/my-views-onusing-online-learning-journal-tapestry/>

Aims of the session

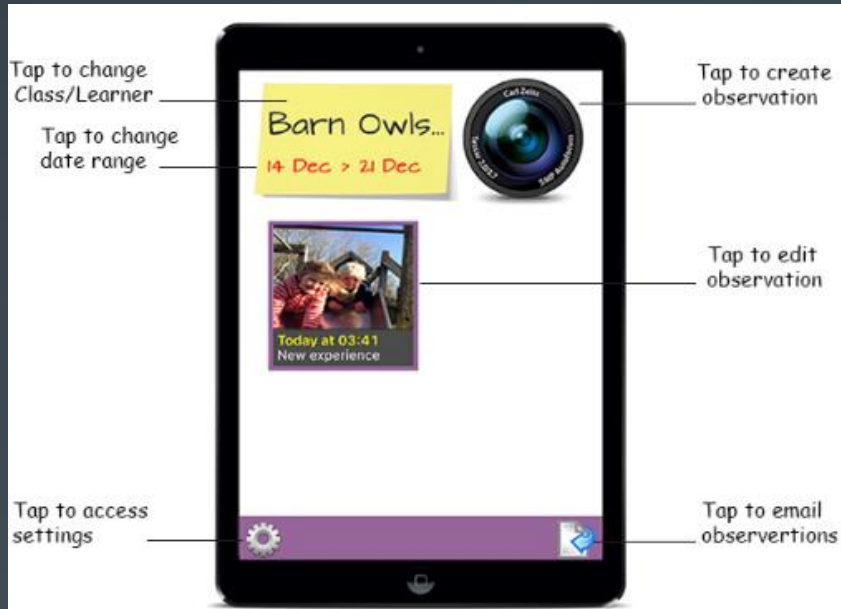
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Our Journey at Rykneld....




- A souvenir for end of EYFS?
- See the process and journey the learning has taken
- Children can view it and share it with adults at school and reflect on it

Our Journey at Rykneld....



Date: 31-Oct-2018




Notes
Yusuf is rolling the playdough. I modelled how to do it and he copied.
Observed by
YA

Aspects contributed to by this experience:

- Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.
Physical development-Moving and handling-30-50 months


Date: 31-Oct-2018



Notes
Key worker activity. Look at Pete the cat's shoes. What colour are your shoes? Yusuf did not respond when I asked him "where are your shoes?" I pointed to his shoes and he followed. He opened his Velcro and started to take his shoes off. He drew his shoes. He would use his right and left hand alternately and holds his pen at the top using a whole hand grasp.
Observed by
YA

Aspects contributed to by this experience:

Date: 15-Oct-2018




Notes
Yusuf is gripping the Pom poms with the tweezers.
Observed by
YA

Aspects contributed to by this experience:

- Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.
Physical development-Moving and handling-30-50 months

Date: 15-Oct-2018



Notes
Working on counting how many blocks are in each set.
Yusuf counted 1,2,5,5.
Observed by
NK

Aspects contributed to by this experience:

Impact vs value for money

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So we looked again...




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16 Dec 2018 09:10 AM by [Joanne Johnson](#)

We were really proud of how well the children performed to parents on Friday, we hope you enjoyed it too. Zaia said her words clearly and did well to remember such a long part.


 [Zaia Thompson](#)




[Away in a manger](#) Edit Settings

16 Dec 2018 09:08 AM by [Joanne Johnson](#)

We were really proud of how well the children performed to parents on Friday, we hope you enjoyed it too. Younis was on stage for a long time and performed brilliantly, well done Younis.


 [Younis Khan](#)



[Away in a manger](#) Edit Settings

16 Dec 2018 09:06 AM by [Joanne Johnson](#)

We were really proud of how well the children performed to parents on Friday, we hope you enjoyed it too. Thomas found it hard during the practises but we were so pleased with how well he coped on the...

 [Thomas Parkin](#)

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Advantages

- Group and split observations – photos and video
- Parental engagement improved – transition, parent questionnaire - Communication became a three way process

- Tracking a

- | | |
|--|---|
| <ul style="list-style-type: none">• Tapestry for all year groups | Tapestry is usually used within the Early Years Foundation Stage curriculum to communicate with parents but we will explore the possibility of different options for providing information to parents of children in other year groups. |
|--|---|

for the teacher and monitoring opportunities for EY lead

- Transition with pre school settings

Group and split observations – photos and videos

In 1 term ...

Children

178 children in the setting (86 active)

Of the active children:

- 46 (53%) are male, 40 (47%) are female
- 13 (15%) speak English as an additional language
- 84 (98%) have no SEN, 2 (2%) have SEN Support and 0 (0%) have an EHC Plan

Observations

3395 observations of the active children have been made

Of these observations:

- 3395 (100%) have attached media, of which:
 - 2889 (85%) have a photo
 - 345 (10%) have a video
 - 3274 (96%) have a note
- 260 (8%) were submitted by a relative
- 575 (17%) were replied to, of which:
 - 393 (68%) were replied to by relatives
 - 341 (59%) were replied to by staff



Notes

Following the visit from the owl man the children went outside to build a large nest. They told me about what they had found out.

Zaia - "lets put leaves in too keep the owl babies warm, it is very cold at night time."

Hasibah - "owls lay eggs in nests and they sit on them to keep them warm"

Jack - "foxes eat owls"

Jarrar - "no Fox's can't climb trees, they are safe up in a nest up high"

Mia - "owls eat mice, they fly silently and catch them."



👍 Like - 3 Likes

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Early Years Foundation Stage

Personal, Social and Emotional Development

Making Relationships

30-50 No Refinement

- ✓ Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
- ✓ Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

Self Confidence & Self Awareness

30-50 No Refinement

- ✓ Can select and use activities and resources with help.
- ✓ Welcomes and values praise for what they have done.
- ✓ Enjoys responsibility of carrying out small tasks.
- ✓ Confident to talk to other children when playing, and will communicate freely about own home and community.

Managing feelings and behaviour

30-50 No Refinement

- ✓ Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.

Communication and Language

Listening and attention

30-50 No Refinement

- ✓ Listens to others one to one or in small groups, when conversation interests them.
- ✓ Focusing attention - still listen or do, but can shift own attention.
- ✓ Is able to follow directions (if not intently focused on own choice of activity).

Understanding

30-50 No Refinement

- ✓ Responds to simple instructions, e.g. to get or put away an object.

Speaking

30-50 No Refinement

- ✓ Beginning to use more complex sentences to link thoughts (e.g. using and, because).
- ✓ Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- ✓ Questions why things happen and gives explanations. Asks e.g. who, what, when, how.
- ✓ Builds up vocabulary that reflects the breadth of their experiences.

Physical Development

Health and self-care

30-50 No Refinement

- ✓ Understands that equipment and tools have to be used safely.

Understanding the world

People and communities

30-50 No Refinement

- ✓ Remembers and talks about significant events in their own experience.

The world

30-50 No Refinement

- ✓ Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- ✓ Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- ✓ Talks about why things happen and how things work.
- ✓ Shows care and concern for living things and the environment.

Characteristics of Effective Learning

Playing and Exploring

Being willing to 'have a go'

- ✓ Initiating activities
- ✓ Seeking challenge
- ✓ Showing a 'can do' attitude

Active Learning

Being involved and concentrating

- ✓ Maintaining focus on their activity for a period of time
- ✓ Paying attention to details

Enjoying achieving what they set out to do

- ✓ Enjoying meeting challenges for their own sake rather than external reward or praise

Leuven

Well-being > High

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The day to day running of Tapestry

- i-pad to PC
- For parents
- For the teacher ...
- For the EY lead

Let's have a go

For other subject leaders

**But it's so specialist
down in Early Years**

**They just play all day
...**

**I don't understand
how it all works in
EY...**

**I don't think I could
work "down there"**

**Tapestry
provides
a way in!**

**Metacognition. Collaboration. Feedback – focus of the
conference today**

**On Line Learning journals that allow parents to give
feedback meets the remit!**

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Any Questions?