

1. Focus

Gross Motor Equipment (Scale Point 8) Fine Motor Activities (Scale point 19)



2. Context

I teach in a federation of 3 small infant schools in the New Forest. All the schools are 1 form entry and can cater for a maximum of 30 children in Year R working with 1 teacher and 2 Teaching Assistants.



I am looking to close the gap between reading/writing attainment and all the other areas.

3. What I did...

- Used ECERS as a tool for self-evaluation in my own setting and to share practise with 2 other local infant/primary schools.
- Looked critically at the inside and outside environment and the provision on offer to the children, observing how they interacted with it.
- Discussed ECERS and the materials with TAs to develop and improve the environment.

4. Impacts

- Sorted and moved fine motor resources and maths resources. After assessing against scale 19 it was scored 4 so further changes were made to score 7.
- Evaluated the gross motor equipment and scored 3. Having added additional equipment it now scores 6. (The current space cannot score higher but making use of the schools other equipment has improved the children's experiences.)
- Set up block area (Scale 22)
- Added musical instruments and scarves (Scale 21)
- Re-established "making area" following the children's interests (Scale 20)



5. Evidence

Having a block area has increased the children's use of these resources. During the last week a group of children have used it daily; working together and individually, watching each other and experimenting. They have enhanced their structures with people, explored fitting the blocks together and creating taller more intricate structures. They have shown endurance by returning to their models again and again and by rebuilding if the model has fallen. It is also much easier to tidy away!



Any other information...

Fine Motor: Provision is much richer for the children now. The initial sort removed the maths resources to another area (number lines and bead strings were in the same unit). Once this was done I looked closely at provision and it became apparent that there was lots of provision for manipulatives but only 1 example of small building materials. Again changes were made to provide variety and breadth. Resources were removed to be interchanged regularly to maintain the children's interests.

Gross Motor; due to the physical space available it is not possible to offer the variety of resources. Having looked at the equipment it was obvious that climbing and ball skills were not readily on offer. We decided to think about ways of ensuring that the children get all of the experiences on a rotational basis. There is a large climbing frame on the school playground so we have now made use of this to give the children that experience; all but 1 climbed the climbing wall confidently last week. Our 2 large trikes have been offered on loan to our local pre-school until September as the children could all ride confidently. We have tandem pedalled bikes which demand good physical and social skills so are concentrating on those alongside balance bikes and scooters. We now have a small basketball hoop and balls; the children made goals from crates and drew the pitch using chalk for an impromptu football match last week.



6. Future Plans and Intentions

I would like to use the scales to monitor and evaluate the rest of the provision in the setting.

I am particularly interested in developing staff-child

interaction (Scale 32) to develop and improve our own practise in the class.

I would like to share ECERs with my colleagues in Key Stage 1 to use as a self-evaluation tool.