A cohort of 22 children were identified to form the basis of our data collection and to monitor the success of strategies implemented within the planned curriculum throughout the year. Data collection tools were used during Term 1 and Term 3 to monitor distance travelled by the group. The cohort initially consisted of 27 children however throughout the year some children left the Kindergarten and so to maintain consistency their data has not been included.

Children with additional/complex needs were included in the cohort. These were receiving targeted, individualised support with a focus on the specific areas of need, including oral language skills, numeracy and social skills. Baseline data collection highlighted the identified indicators in three data collection areas were above their level of development.

PRIORITY ONE: Numeracy

Focus Area: Measurement and pattern

Target: 100% of children to show improvement on baseline data in Numeracy skill level, achieving 3rd stage i.e. ‘developed’ in Measurement and Patternning.

Tool: Preschool Literacy and Numeracy Tool (measurement and pattern).

Early Years Learning Framework – Outcome 4 “Children are confident and involved learners”, as evidenced when they develop and use ICT skills, copy &create patterns, use a range of thinking skills-cause and effect, logic, able to understand measurement concepts & use measurement language.

Results: A clear pattern of improvement from Term 1 to Term 3 was evident from the data collected. Children in their first term already showed some level of emerging skills in the areas of measurement and pattern and this increased to most children having developed their knowledge and use of skills in both areas by Term 3. A greater improvement was seen in the area of pattern which was an area where staff used intentional teaching practices as well as intensive use of pattern across curriculum areas. As mentioned, children with special needs in the group did not reach the ‘developed’ stage but the data did show evidence of some improvement over time which was relevant to their developmental needs.

PRIORITY TWO: Literacy

Focus area: Oral Literacy skills

Target: 100% of children show improvement on baseline data in their Oral Literacy skills, achieving the ‘accomplished’ stage

Tool: Teacher rating of Oral Literacy and Language (TROLL)

Early Years learning Framework – Outcome 5 “Children are effective communicators” as evidenced when they join in with familiar scripts, follow instructions, retell familiar stories, ask & answer questions, create scripts in dramatic play, recall & recount experiences, participate in group discussions.

Results: A clear pattern of improvement is evident in the area of oral language. Staff noted that there were children who were already at well developed stage in the oral language development in their first term at Kindergarten. These children did however improve to the accomplished stage by term 3 with the majority of children reaching this level. A child in the cohort with English as a second language also showed considerable improvement in their oral language skills
which was pleasing. Several areas such as “Children’s ability to recognise and produce rhymes” and “Children’s use of language in dramatic play” were identified as slightly lower in the results and children’s progress. This may be an area of further investigation for our centre, taking into consideration the demographic, that is, an increasing number of ESL children and increasing numbers of children with additional and complex needs often relating to language development.

included specifically “negotiation and conflict resolution” and “respecting others and their property” were identified as areas requiring further support. A clear increase in the level of competency in “Coping Skills” was noted.

PRIORITY THREE: Wellbeing

Focus Area: Social connections/building friendships

Target: 100% of children show improvement from their baseline data in wellbeing, evidenced in their improved social skills & ability to effectively develop friendships i.e. the competent stage in five of the social skill areas.

Tool: Social Skills checklist, a site developed tool based upon a similar checklist developed from a DECS Action research project, SA 2002.

Early Years Learning Framework-Outcome 3

“Children have a strong sense of wellbeing” as evidenced when they play cooperatively with others, initiate interactions with peers, effectively engage in shared play experiences, seek companionship of peers, skilfully engage in dramatic play.

Results: The five areas covered show that overall there was a high level of competency at baseline in Term 1. This has implications for how staff can pinpoint specific areas to target and extend and may mean that some areas of teaching and learning need to be planned from the next band of the National Curriculum. Areas such as “Getting along” which