



## EYFS Policy

**Written By:** Ellie East

**Review Date:** July 2023

**This policy should be read in conjunction with the following policies:**

- Statutory framework for the early years foundation stage: *Setting the standards for learning, development and care for children from birth to five* (31 March 2021)
- Development Matters (2021): Non-statutory guidance for the Early Years Foundation Stage
- Supervision Policy
- Personal and Intimate Care Policy
- All documents recorded on the school's curriculum page <http://joydens-wood-infant.kent.sch.uk/curriculum/>

## Our Curriculum from EYFS to Year 2

### *Pedagogical Approach (Intent)*

At Joydens Wood, our curriculum allows the children to develop independence and expertise through a succinctly planned Progression of Skills and Knowledge. Every element is carefully considered so the children have a strong grasp of how their prior knowledge enables them to be successful in their future learning. Every element is carefully considered enabling a shared vision of high quality teaching and learning to permeate through the EYFS stage and onwards.

Our Curriculum is designed to ensure our children have a progressive educational journey that enables them to:

- Develop strong fluency and confidence in the foundations in Literacy and Mathematics
- Lead their own learning through child-led and enquiry-based opportunities
- Think critically and make links through a cross curricular approach which is underpinned by key texts.

Children's wellbeing and levels of involvement have a profound effect on how children learn and as a result, we provide children with thought provoking and knowledge rich experiences. These experiences underpin the curriculum throughout EYFS and with a carefully considered balance of teaching time and play based learning, children are motivated and eager to learn.

We believe that play is a fundamental facilitator for children to transform skills into knowledge by applying it independently and in a range of situations.

We are proud our curriculum design as it is ambitious and diverse, enabling all children regardless of their background and barriers to have the right opportunities to flourish in their learning. We provide a 'Nurture' approach for our children who require the curriculum to be delivered in a more holistic and pastoral way.

Learning autonomy is integral to us when planning and assessing the children. Learning autonomy is shown when children fluidly demonstrate independence, resilience and confidence using and applying skills and knowledge. We assess the depth of knowledge the children have gained at each stage of their development by ensuring children have a firm grasp of subject specific vocabulary. It is through this complex combination we are able to determine:

- if children are ready to move on the next stage
- if children have good knowledge retrieval
- if children have committed their learning to their long term memory.

### *Characteristics of Effective Learning*

The Characteristics of Effective Learning are across all areas of school life, no matter what year group. We plan and frequently reflect upon the different ways that children learn and how we can ensure these areas are highly valued in all our practice. The three outlined characteristics of effective teaching and learning are:

**Playing and exploring:** Children investigate and experience things, and 'have a go'

**Active learning:** Children concentrate and keep on trying if they encounter difficulties and enjoy achievements

**Creating and thinking critically:** Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

## Curriculum Design (Implementation)

### Planning and the Whole School Curriculum

The implementation of our curriculum is simple, teachers and leaders must ensure:

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.

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.

These are all outlined in the 'Joydens Wood Curriculum'.

In EYFS we use carefully selected reading texts, during our Group Time sessions, that allow us to explore all areas of the curriculum. A new text is covered each half term and lessons are planned to cover the necessary skills from the 'Joydens Wood Curriculum'.

### Focused Teaching Time

Focused teaching time is planned specifically from the Joydens Wood Curriculum. This should be used to ensure the right skills and knowledge across the curriculum are being taught:

- at the right time
- at the right level of depth.

Progression should be evident on Medium Term plans. The format for Medium Term Plans can be found in Appendix 2. They are created (half-termly) to ensure there is a clear progression over time. The Medium Term plans are designed by the Teachers within EYFS and are shared with all members, including Support Staff, to ensure every team member is confident with supporting every child. Medium Term plans are then utilised to inform the weekly planning of all focused teaching time, ensuring all children are challenged over time.

Each session of focus teaching should be taught for the following amount of time:

	Handwriting/Fine motor skill activity (Daily)	Phonics (Daily)	Maths Meeting (4 days per week)	Maths (4 days per week)	Guided Reading (Daily)
Length of lesson:	5-10 mins	25 mins	10 mins	20 mins	30 mins

### Group Time

Group Time lessons are taught in a creative and active way, ensuring that each session is progressively planned. 3 out of 5 sessions per week are planned using the CLPE planning

matched to the high quality text for that term, outlined in the Joydens Wood Curriculum. 2 out of 5 sessions per week are planned using Development Matters (2021). Teachers use their observations to ascertain children's current needs as a cohort and use this information to plan lessons to teach new skills. Key vocabulary linked to the area is shared at the start of the lesson to ensure the children have a strong understanding of what they are learning.

Teachers adapt and differentiate Group Time planning to ensure all children are appropriately challenged within the class.

Group Times are essential to ensuring all prime and specific areas of learning are planned for. There is progression overtime throughout all areas of learning:

**Communication and Language** - These outcomes cover important aspects of language development and provide the foundation for literacy. The Early Years Policy places a strong emphasis on children's developing confidence and skills in expressing themselves in a range of situations and their competence in talking and listening and in becoming readers and writers.

**Physical Development** - Physical development is implicit in all areas of the Early Years Programme. Teaching concentrates on developing the children's physical control, mobility, awareness of space and manipulative skills in indoor and outdoor environments. Positive attitudes are encouraged towards a healthy and active way of life and towards healthy choices in food.

**Personal, Social and Emotional Development** - These outcomes focus on children learning how to work, play, co-operate with others and function in a group beyond the family. They cover important aspects of personal, social, moral and spiritual development including the development of personal values and an understanding of themselves and of others.

**Literacy** - Children are encouraged to link sounds and letters and to begin to read and write. Children are encouraged to access a wide range of stories and non-fiction texts, which are frequently used to inspire storytelling, role play and activities across all areas of learning.

**Mathematics** - These outcomes cover important aspects of mathematical understanding and provide the foundation for numeracy. They focus on achievement through practical activities and are using and understanding language in the development of simple mathematical ideas.

**Understanding the World** - This area of learning and enquiry focuses on developing the children's knowledge and understanding of their environment, other people and features of the natural and man-made world. It provides a foundation for historical, geographical, scientific and technological learning.

**Expressive Arts and Design** - This area focuses on the development of children's imagination and their ability to communicate and to express ideas and feelings in creative ways.

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of focused teaching and child-initiated play.

### *Child Initiated Time*

In EYFS we follow the children's interests to plan the provision enhancements and group times. We discuss as a team (including Support Staff members) the children's areas of need, areas that require further development and the new skills and knowledge to be taught.

During child-initiated time the children lead their own learning and choose how to use the enhancements provided. Therefore, all adults are constantly reflecting on the needs and interests of the children and will 'teach in the moment' as required. High quality adult

interactions and in depth knowledge of Development Matters (2021) is essential to facilitating effective learning through play.

In depth CPD on effective interactions is always provided to all our team throughout the academic year. This level of CPD focus does not differ from year to year.

### *Adult Interactions*

During play children are encouraged to follow their own interests in the stimulating environment, they learn through their own explorations and play, follow their own ideas and motivations. Our role as adults during play is crucial in stimulating and supporting children to reach beyond their current limits, inspiring their learning and supporting their development.

It is through the interactions, guidance and support of an adult that children may extend their learning during play. Our approach to adult interactions acknowledges the broad range of teaching interactions that occur, including modelling, questioning, researching, recalling and setting challenges. It means being a partner with children, enjoying with them the power of their curiosity and the thrill of finding out what they can do with support and guidance where needed.

### *Enabling Environments*

The EYFS classrooms are organised to allow children to explore and learn securely, safely and independently. There are spaces where the children can be active and areas where they can be quiet. The classrooms are set up to enable children to independently find and locate equipment and resources to aid their learning in whichever way possible. We have each of the three classrooms set up as a specialist area which include:

**The Art Studio:** The children are provided with access to media and materials which encourage creativity. The areas in this room include a creative station for paint, charcoal, oil pastels, pencils and many other forms. As well as a construction station for clay and junk modelling creations. The children are taught how to use each area and group times are planned to ensure progression of skills in these areas are evidenced.

**The Explorers Room:** The room is designed to inspire and engage children through number exploration using loose parts and open-ended maths resources. A writing area provides pens, paper, rulers and phonic resources for children to apply their early literacy skills. The science investigation station provides opportunities for children to observe and research minibeasts and animals and record their findings. A sewing area and a playdough area encourage fine motor skill development. Later in the academic year, children are encouraged to make their own at the play dough making station by following recipes and measuring out the ingredients. Finally, a water area which encourages mathematical language and exploration of forces.

**The Imaginary Room:** This space encourages children to build and construct using a variety of shapes, blocks and natural resources. The children have access to a designated cooking area, puppet station and a reading 'nook'. In addition, there is an inviting home area where photographs of their families are displayed, and role play is strongly encouraged through dressing up and real resources and appliances they would find at home!

Outdoor learning is as important as the learning that takes place indoors. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors, and we are lucky to have a large garden featuring both open space and a wooded area. Our garden offers children the opportunity to explore, use their senses and be physically active and exuberant in our natural surroundings. We provide resources and

opportunities for the children to access outdoors that help the children to develop in all seven areas of learning.

We provide opportunities for the children to question, investigate and explore, as well as to inspire them. The EYFS environment is organised to allow children to explore and learn securely, safely and independently. There are areas where the children can be active and areas where they can be quiet. The classrooms are set up to enable children to independently find and locate equipment and seek resources to aid their learning in whichever way possible. The Environment Planning format can be found in Appendix 2.

The format for Short Term Planning can be found in Appendix 3.

## Assessment

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observations, and this involves the teacher and other adults as appropriate. These observations and next steps are recorded in the children's online learning journeys on Class Dojo. Parents are provided with the access to online learning journals throughout the year and they are encouraged to record their own assessments and comment upon their child's learning/next steps.

From September 2021 all children will complete a statutory Baseline Assessment (Maths and Literacy) on entry to School. In addition, EYFS teachers will assess the children across all 7 areas of learning at the following times and record on the Pupil Progress EYFS Meeting Data Proforma (Appendix A):

Autumn 1 (baseline assessment)

Autumn 2 (end of term 1 assessment)

Spring 2 (end of term 2 assessment)

Summer 2 (In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child.)

Additionally, at the end of each Phonics phase taught, adults are to assess the children's attainment (see Phonics policy for further information).

To ensure good practice in EYFS, teachers are to complete an internal moderation of children's learning journals with Year 1 teachers during the Summer term.

## Vulnerable Learners

We value the diversity of individuals and believe every child is unique. All children are treated fairly and all children and their families are valued within our school. We believe that all our children matter, and we are committed to identifying and meeting the educational needs of all pupils.

We ensure all areas of focused teaching time are differentiated to ensure the needs of all children are met and interactions are differentiated for every child during child-initiated time. Vulnerable learners are supported through greater differentiation of tasks and resources are made available. We strive to meet the needs of all pupils with special educational needs and of those learning English as an additional language, disabilities, disadvantaged pupils, in-year admissions, persistent absentees.

We frequently assess the needs of each child, using a variety of techniques, and we take action to enable the child to learn as effectively as possible. Intervention through Quality First Teaching will be put in place and extra differentiation is provided. We give our children every opportunity to achieve their best, we do this by taking account of our children's range of life experiences and backgrounds when planning for their learning. Children with special educational needs are identified and supported in liaison with the SENCO and/or appropriate outside agencies.

Every child has access to an education at Joydens Wood Infant School and it is the class teacher's responsibility to respond to all children's diverse learning needs and set suitable challenges which can be accessed by every child. Additionally, it is the class teacher's responsibility to seek professional support from the SENCO, Family Engagement Liaison, Early Years Lead, Headteacher and any other members of staff to ensure the needs of all

pupils are met. As a result, the School strives to overcome potential barriers to learning and assessment for individuals and groups of children.

## Transition

### *Transition to School*

**Building Relationships with Pre-schools** – Our team offer the opportunity for the feeder preschools to visit during the Autumn term to enable them to have a firm understanding of how children learn at JWIS. This relationship continues throughout a yearly cycle:

Autumn Term – Training on how children learning at JWIS and visit children who have just started with us.

Spring Term – Discussing complex families and children who may require further support in Summer Term. Designing the transition timetable for Summer Term

Summer Term – Supporting the school in sharing valuable information with families who are transitioning into our school in the forthcoming Autumn Term.

**Spring/Summer Term prior to starting school** - At the beginning of the journey of starting School all EYFS parents are invited to an evening workshop to provide them with the essential information about the School. This includes a 'meet and greet' with all members of staff, tasting school dinners and liaising with uniform providers. A welcome pack will be provided.

During the Summer term members of the Senior Leadership Team or Class Teachers visit the children at their current pre-school/nursery setting. They provide the 'What School Ready Means to us' document. Information about the child's likes, interests and needs are discussed and passed to the Class Teacher.

Each child and their parent are invited to several 'stay and play' sessions and the time spent at these increase each time. Together they can spend some time in the environment, familiarising themselves with both the staff and the all areas of the environment. A social story about the School and the daily routine is provided by email/hard copy to all parents to read to their child during the summer holidays.

**Autumn Term** - Prior to the children starting school a home visit is conducted by the Class Teacher and Support Staff member, they gather information about the child's interests, discuss concerns and explain the routine whilst completing a home visit form.

When children join the school in the Autumn term the following procedures are put in place so the children can adjust to their new surroundings:

Children will start at different times during the first few weeks of term

Parents and Class Teachers work closely together by communicating 'settling in' strategies.

Children are introduced to the life of the wider School gently as they are ready.



On starting school, each child will have a Year 2 'Buddy' who will take special care of them during lunch time and play time.

Children do not attend assemblies initially, building up to full participation of Friday celebration assembly by the end of the first term.

### *Transition to Key Stage One*

In preparation for Year 1, we provide opportunities in the summer term for the children to meet their new teacher and spend time in their new environment. The children have multiple transition sessions over a two week period in their new class and they are encouraged to play and explore in the free flow environment.

EYFS and Year 1 teachers hold a transition meeting and discuss all children. There is also specific focus on children who may require a transition plan through liaising with the SENCO and parents are encouraged to come and meet the new teacher. Our Year 1 provision is play based and the first term reflects the structure of EYFS and focused teaching time increases later in the year.

### *Parents as Partners*

Children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. We acknowledge that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating their children.

We offer a visit to all children in their home setting.

The children have the opportunity to spend time with their teacher before starting school during 'stay and play' sessions.

Whilst the child is transitioning into school, we invite parents/carers to come in for the last hour each day to play alongside their child, so that the end part continues to be positive despite them being tired.

Class Dojo is used as an online platform to share with parents the week's phonic teaching, maths teaching and the children's interests. These posts demonstrate to parents how young children learn by demonstrating concepts.

Each child has an online learning journal; these include photos and observations made by adults in school to show their progress. We welcome contributions of examples of work completed at home in the form of photographs, paper copies, verbal or written observations.

Parents receive a report on their child's attainment at the end of the school year.

## **Safeguarding and Supervision**

### *Intimate Care and Toileting Policy*

One of the Early Learning Goals for children to achieve by the end of the Foundation Stage is to "manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices". In EYFS we encourage children to become independent when toileting and provide support and strategies where

needed. In addition, we support parents through discussion and by providing strategies to promote independence at home.

As part of the home visit paperwork into the school, parents/carers will be asked if their child currently requires toileting support/intimate care. Dependent on the level of care needed the parent will be directed to read/sign the school's toileting policy and intimate care plan (if required).

All our staff are trained annually in Safeguarding and Child Protection. Staff are aware that it is their responsibility to ensure they keep children safe, exercise safe practice and report any concerns following specific procedures/guidelines outlined in the school's Child Protection Policy.

### *Health and Safety*

We educate children to be responsible for their own behaviour and to be respectful of boundaries. We encourage the children to promote the school's values which enables them to make appropriate choices and keep safe at all times during the school day. Children are allowed to take risks but are taught how to recognise and avoid hazards.

In EYFS we conduct two risk assessments, one for the indoor environment and one for the outdoor environment. As a result of these risk assessments we ensure that we:

Promote the welfare of children.

Promote good health, preventing the spread of infection and taking appropriate action when children are ill.

Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs and plan strategies as needed.

Ensure all adults in the environment who have unsupervised access to them are suitable to do so.

Ensure that the premises, furniture and equipment is safe and suitable for purpose

Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs. It is important to us that all children in the Foundation Stage are safe.

### *Supervision*

Joydens Wood Infant School ensures that members of staff who are working within the Early Years Foundation Stage are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage (2021). Supervision ensures that:

All staff have the opportunity to discuss any issues, particularly concerning children's development or well-being.

All staff can confidently identify solutions to address issues as they arise (including 'safeguarding' as a routine item for discussion)

All staff are able to create an environment where all members of staff feel able to raise concerns and feel supported in their safeguarding role

- All staff have regular reviews of their own practice to ensure they improve over time and they can receive coaching and mentoring as needed
- A culture of mutual support, teamwork and continuous improvement, encourages the confidential discussion of sensitive issues.

For further information on supervision and safeguarding, this policy should be read in conjunction with the school's Child Protection and Supervision policy.

### **External Advisors**

As a school we value professional collaboration and seek advisors and other schools to visit and observe our practice. Through this discussion and collaborative reflection, we are able to share, evaluate and improve our practice on a frequent basis. These professional relationships are crucial to our practice by ensuring we provide the children with a rich, stimulating and enabling environment that allows children the time to freely explore through play.

### **Governance**

It is the responsibility of the EYFS Teachers to follow the principles stated in this policy. There is a named Governor for EYFS and this Governor is provided with opportunities to observe EYFS practice and provide feedback to the Governing Body, raising any issues that require discussion. The Headteacher and Senior Leadership Team carry out monitoring on EYFS as part of the whole school monitoring schedule.

## Appendix 1



### EYFS Pupil Progress Meeting 2021-2022: Data

<b>Date:</b>	<b>Year group: Reception</b>	<b>Attended meeting:</b>
<b>Total in cohort:</b>	<b>No. of Boys:</b> <b>No. of Girls:</b>	<b>No. of SEND:</b> <b>No. of PP:</b> <b>Summer Term Birth:</b>

*To be completed prior to meeting:*

ATTAINMENT %/count BL/Aut/Spring/Sum														
	C&L		PSED		PD		Literacy		Maths		UW		EAD	
Below age expected (Name all)														
Below age expected: SEND (incl. initials)														
Below age expected: PP (incl. initials)														
At age expected (no names needed)														
Age expected: SEND (incl. initials)														
Age expected: PP (incl. initials)														
Autumn	Barriers	Next Steps	Barriers	Next Steps	Barriers	Next Steps	Barriers	Next Steps	Barriers	Next Steps	Barriers	Next Steps	Barriers	Next Steps

## Appendix 2- Medium Term Planning



### Medium Term Plan: EYFS

Date:

#### Our Reading Curriculum

Our Reading Curriculum						
Curriculum Theme:						
Focus Subjects:						
CLPE Text:						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Reading for Enjoyment: Class Texts (Reading Aloud)  <i>A mixture of poetry, non-fiction and fiction to be read across a half term all classes to have a text read aloud for 15mins everyday</i>	Texts linked to Focus Subjects		Texts linked to Focus Subjects		Texts linked to Focus Subjects	
Reading for Enjoyment: Reading Nook	Texts linked to CLPE Text:  Texts linked to Curriculum Theme:		Texts linked to CLPE Text:  Texts linked to Curriculum Theme:		Texts linked to CLPE Text:  Texts linked to Curriculum Theme:	
Reading Opportunities in the Provision	Inside:  Outside:	Inside:  Outside:	Inside:  Outside:	Inside:  Outside:	Inside:  Outside:	Inside:  Outside:

## Our Writing Curriculum

Our Writing Curriculum						
Curriculum Theme:						
Focus Subjects:						
CLPE Text:						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>CLPE Planning</b>  <i>Teachers to plot the sessions they are using from the CLPE planning, sessions can be extended over more than 1 lesson or skipped if they do not link to our focus subjects</i>						
<b>Language Development Objectives</b>  <i>Teachers to plot the progressive LOs linked to JWC statements</i>						
<b>Writing Learning Objectives</b>  <i>Teachers to plot the progressive LOs linked to development matters</i>						
<b>Writing Opportunities in the Provision</b>						

Key Language provided to children (Tier 2 and Tier 3)						
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## Child Initiated Play

Child Initiated Play						
Curriculum Theme:						
Focus Subjects:						
CLPE Text:						
<i>(Delete subjects that aren't the focus)</i>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Knowledge Retrieval Check <i>(Teachers to plan specific assessment opportunities)</i>						
Science						
History						
Geography						
DT, Art and Design						
Music						



<p>Extra-Curricular</p> <p>(Teachers to ensure each half term as at least 1 of these elements: Clubs, Trips, Visitors, Themed days/weeks, Competitions)</p>						
<p>Key Language provided to children</p> <p>(Tier 2 and Tier 3)</p>						
<p>Dojo Posts/Parent Information</p>	<p>Webinars: Tutorials: Curriculum links:</p>					

### Appendix 3 Short Term Planning

Curriculum Theme:					
Focus Subjects:					
CLPE Text:					
	Monday	Tuesday	Wednesday	Thursday	Friday
Children's Interests:					
Group Time (Following CLPE Planning to be followed 3/5 group times)	CLPE Link: Sessions 4-5 LO: Do Now/Star Words: New Learning: (Key Questions, resources) Differentiation:	LO: Do Now/Star Words: New Learning: (Key Questions, resources) Differentiation:	LO: Do Now/Star Words: New Learning: (Key Questions, resources) Differentiation:	LO: Do Now/Star Words: New Learning: (Key Questions, resources) Differentiation:	LO: Do Now/Star Words: New Learning: (Key Questions, resources) Differentiation:
<i>Art Studio</i>	<b><u>Enhancements</u></b> Reading: Writing: Maths: Topic:	<b><u>Enhancements</u></b> Reading: Writing: Maths: Topic:	<b><u>Enhancements</u></b> Reading: Writing: Maths: Topic:	<b><u>Enhancements</u></b> Reading: Writing: Maths: Topic:	<b><u>Enhancements</u></b> Reading: Writing: Maths: Topic:
Exploration Room	<b><u>Enhancements</u></b> Reading: Writing: Maths: Topic:	<b><u>Enhancements</u></b> Reading: Writing: Maths: Topic:	<b><u>Enhancements</u></b> Reading: Writing: Maths: Topic:	<b><u>Enhancements</u></b> Reading: Writing: Maths: Topic:	<b><u>Enhancements</u></b> Reading: Writing: Maths: Topic:

Imaginary Room	<b>Enhancements</b> Reading: Writing: Maths: Topic:	<b>Enhancements</b> Reading: Writing: Maths: Topic:	<b>Enhancements</b> Reading: Writing: Maths: Topic:	<b>Enhancements</b> Reading: Writing: Maths: Topic:	<b>Enhancements</b> Reading: Writing: Maths: Topic:
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Maths					
	Monday	Tuesday	Wednesday	Thursday	Friday
LO:					
Star words:					
Do now:					
"Watch together"	SEN: PP: TA:	SEN: PP: TA:	SEN: PP: TA:	SEN: PP: TA:	SEN: PP: TA:
"Show!"					
Independent Learning:					
Independent Learning Differentiation	LA  PP SEN	LA  PP SEN	LA  PP SEN	LA  PP SEN	LA  PP SEN

	MA PP SEN	MA PP SEN	MA PP SEN	MA PP SEN	MA PP SEN
	HA PP SEN	HA PP SEN	HA PP SEN	HA PP SEN	HA PP SEN
Problem Solving (Plenary):					