

Intent:

At St Michael's our aim is to create a learning environment which enables children to become confident, curious and resilient learners; learners who have the skills, drive and independence to reach their full potential regardless of backgrounds, circumstances or needs. We aim to work collaboratively with parents and carers to further enhance and support a child's individual learning journey and embed positive relationships with the school. At St Michael's it is our intent that children have a well-rounded curriculum which develops children' verbally, cognitively, physically, and emotionally. To ensure children make progress in Reception, we consider each child's individual starting point and adapt provision to support their individual needs. Our curriculum is designed to follow children's own interests, but ensuring they have a broad and balanced education in all 17 areas of the EYFS curriculum. Our curriculum aims to provide the roots which underpin their journey throughout St Michael's and beyond. By the end of the Reception year, our intent is to ensure that all children make at least good progress from their starting points and are equipped with the skills and knowledge to have a smooth transition into Year 1. At St Michael's we understand the importance of developing children's communication and language and how this underpins their learning in all areas of curriculum. It is our intent to ensure that all children will receive the teaching of early reading through systematic, synthetic phonics to learn to read words and simple sentences accurately by the end of Reception.

Implementation:

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through **4 specific areas:**

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Reception pupils participate in a daily phonics session, following the guidance in the "Read Write Inc" planning documents and in line with school policy. As well as the maths lesson and provision for maths in the classroom set up, Number Sense is used to consolidate early maths understanding. The NELI early language programme is delivered in Reception. Assessments will be carried out and intervention delivered to those children that need extra support with early language and communication skills. For PSHE provision and teaching, the school uses

‘Jigsaw’. This is in line with the school’s PSHE policy. The school also follows the ‘Get Set 4 PE’ planning in line with the PE policy.

Characteristics of Effective Learning - We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

- **Playing and exploring** - children will have opportunities to investigate and experience things, and ‘have a go’. ‘Children’s play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children’s development.’ Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.
- **Active learning** - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements. ‘Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.’ Active learning occurs when children are motivated and interested. Children need some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.
- **Creating and thinking critically** - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things. “When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.”

Children should be given the opportunity to be creative through all areas of learning. Adults can support children’s thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions. Children can access resources and move around the classroom freely and purposefully to extend their learning.

We also ensure that the **7 key features of effective practice** are being followed. These are:

- The best for every child
- 2. High quality care
- 3. The curriculum we want them to learn at St Michael’s Primary School
- 4. Pedagogy
- 5. Assessment
- 6. Self-regulation & executive function Self-regulation - focusing their thinking, monitoring and adapting what they are doing, regulate feelings Executive function – behaviour, focus attention, organisation of materials, language development.

➤ 7. Partnership with parents

Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff know to focus strongly on the 3 prime areas and then use the Specific areas to develop children's learning further and deeper. Long Term plans are devised to ensure that work progresses in terms of the skills and knowledge we want children to have. It is planned sequentially and so that children will be able to access Year 1 successfully. We have designed our curriculum with 3 overarching themes; starting with 'familiar to me and my interests'. Staff take into account the individual needs, interests, and stages of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. When staff engage with a child's learning, they observe, join in and then carefully use these opportunities to embed the skills and knowledge set out in the long term plans. Staff are using key vocabulary and enabling children to learn more and remember more.

Teaching Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Teaching and adult led activities can be inside and outside using the rich learning environments.

Transition to KS1

Throughout the Reception year, each child's involvement in whole school life will have been built upon; many of the teaching and support staff will already be familiar people to them. They will have taken part in Key Stage and whole school events as well as sharing some playtimes with the Key Stage 1 children. Children have the opportunity to meet their new class teacher and spend a morning in their new class during the summer term. The teacher will also visit them in their class and have a detailed handover with the current class teacher.

Impact:

Impact Baseline: Prior to children starting, staff spend time visiting children in their Nursery setting and speak to staff. We also invite parents and children in for a 'stay and play' and 1:1 meeting to get to know the children and parents to create a smoother start at St Michael's. During the first half term of Reception, all staff use ongoing assessments, observations and conversations with the child to develop a baseline assessment. This identifies each individual's starting points in all areas so we can plan experiences to ensure progress. The RBA (Statutory Reception Baseline Assessment) is also carried out and focuses on 'Language, Communication and Literacy,' and 'Mathematics.' The purpose of this is to show the progress children make from Reception until the end of KS2.

Throughout the year staff observe, interact and engage with the children. In this process staff are both developing and scaffolding a child's individual needs. When staff interact with the children they are encouraged to use 'Sustained, shared, thinking' and the 'SHREC

approach' to gain the best possible outcome for that child. Such interactions enable professional dialogue between staff to ensure suitable next steps are identified for each child and provisions can be adapted accordingly. Recording of observations takes place on 'Tapestry'. However, this is not used in a way that takes staff away from the children or hinders an interaction with a child.

NELI (Nuffield Early Language Intervention) is an evidence-based oral language intervention for children who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading. The assessment informs us if the child is at expected for their age or requires intervention from trained NELI practitioners.

Assessment: Phonic assessments are carried out using the Read Write Inc Phonics assessment. Children who are not making the expected progress will receive 1:1 tuition. Parents are informed of this and provided with resources and guidance on how to support their child at home.

Assessment data is completed three times per academic year. In Summer Term 2, the EYFSP is completed where teacher judge whether the child has met each of the 17 ELG's. They will be assessed as either 'emerging' or 'expected.' These assessments are verbally shared with parents at parent meetings twice a year and in a formal school report in the Summer term stating whether they have achieved the 'Good level of Development'. Parents are provided with an opportunity to discuss this report with their child's class teacher. This information is shared and discussed with year 1 staff to help create a smooth transition.

EYFS staff have a good understanding of how ELG's link to the National Curriculum. Through our planning and delivery across of the EYFS curriculum the children are provided the fundamental skills and knowledge to enable them to access and transition into the National curriculum.