



Together we can make a difference.

Effective Practice – our non-negotiables promise

(Development Matters)

The best for every child: Unique child principle

We provide effective teaching, pre-teaching, support learning during direct teaching in groups/whole class and providing timely and effective interventions, whenever they are needed to enable all children to achieve the very best they can. We involve ourselves in children's learning, both in their work and play and take account of their interests and experiences outside of school by working closely with families.

In particular, we are focused on improving outcomes for disadvantaged pupils, boys and children with English as an additional language because data indicates these pupils have not achieved as highly as other pupils. Planning higher levels of interaction with focus groups/individuals helps us to build upon the support provided during direct teaching and maximise a child's capacity to learn, remember, practice and consolidate their knowledge and skills in broader ways.

We have high expectations for children with SEND and work collaboratively to provide the right support for each child, working closely with families and other professionals. We recognise that identifying children's needs as early as possible and putting in place the right support and quickly, can make a huge difference.

We expect children to become **confident communicators, independent individuals, amazing athletes, talented tool users, brilliant bookworms, wow writers, masters of maths, exceptional explorers, compassionate citizens, proud performers and dynamic designers**. The curriculum goals support children's own expectations for their learning and development.

High-quality care: Enabling Environment principle

We challenge children to develop independence in managing themselves and provide responsive interactions and targeted support where this is needed to enable all children to be as independent as they can be. We support the development of effective learning behaviours including feeling valued; connecting with others; being an effective communicator and learner.

We place high regard on experienced staff working with children throughout the day, including lunchtimes. We teach children to talk about their feelings and manage their needs with as much independence as possible and skilled guidance and support from adults where required.

We expect children to become **fantastic friends** and **compassionate citizens**. The curriculum goals support children's self-awareness and personal development.

Our curriculum:

We plan an ambitious curriculum which sets high standards for children to achieve across the year and is progressive for children in their first year of nursery, their school group nursery year and the reception year.

Key vocabulary is modelled by adults at word and sentence level and the expectation for all children to communicate in sentences is embedded across the curriculum. We prioritise time for talking, thinking, questioning, exploring and repeating this again and again through sustained, shared thinking. Children's interests are valued, utilised to engage, inspire and support deeper learning for all children.

Planning, provision, teaching and learning through play led by children and adults supports the development of knowledge and skills. Work and play is challenging and children are motivated to work hard, practice, achieve and continue to aim high.

Half termly knowledge organisers focus our thinking and the language we model to children. Knowledge organisers are shared with parents and carers and we create hooks to engage children by linking learning across communication and language, literacy, maths, the creative arts and understanding the world. Adult involvement with our focus groups, in particular disadvantaged pupils, boys and children for whom English is an additional language, is planned to enable timely support, consolidation through practice and the development of strong connections to accelerate learning from early on in nursery, right through to the very end of EYFS.

A weekly focus on a word through word study provides a spotlight for talking about words and their meaning in a focused way; this is in addition to the daily focus on understanding the words we come across through stories, planned learning opportunities and responsive learning.

We plan carefully to ensure rich opportunities for children to have real experiences and utilise opportunities which present themselves throughout the year.

Pedagogy:

Every child is unique with the capacity to be a skilful communicator and competent learner. We support the development of language, knowledge and skills and effective thinking so that all children can achieve.

High quality provision linked to key learning themes, well-planned teaching across the curriculum with a strong focus on language development, literacy and maths and utilising wider learning linked to local, national and global events, enable us to ensure all children connect with their learning environments and develop effective learning characteristics. We recognise that children progress at different rates and a varied approach to teaching, providing more of a certain approach for some children can have a significant impact on progress and attainment.

We have a strong ethos for making improvements:

-Refining an answer by speaking in a full sentence, adding richer vocabulary, using green pencil to make improvements, refining work by re-building, re-drawing...

- Staff training, professional discussions and an ethos of learning together amongst staff and children, promotes a productive learning ethos.
- Regular interventions for children with speech, language and communication difficulties and ongoing training to support staff knowledge and skills.
- Additional interactions with adults, guidance and support in small groups/one to one for children who find social interaction more challenging.
- Adults value conversations with parents/carers to enable a shared understanding of the child to quickly develop and effective learning to take place in school and strong relationships to be formed.

Assessment:

We look, listen and note children's achievements across the curriculum. Sharing our observations with children and parents promotes conversations about children's capabilities, how they manage and adapt when faced with challenges and how they share their learning journeys with others.

Reflective assessment enables adults to provide additional teaching, in the moment, identify further learning for groups, to support the consolidation of new knowledge and skills.

The online journal Tapestry enables us to share children's experiences and achievements with their families and each other. We can show how we value all achievements across the curriculum and identify the 'what next' in a child's learning journey where this is helpful. We actively encourage parents and carers to be involved in the development of their child's learning journal.

Moderation of judgements across staff teams and with parents helps us to understand what children know, how quickly they learn and where they have particular strengths.

We use Development Matters as an assessment tool to support our understanding of children's attainment towards expected levels at key points throughout the year. The SENIT Developmental Journal supports our assessments and planning for children with SEND and adds a richness to the ways we challenge children. NCETM progression summaries support assessment and planning in maths.

Self-regulation and executive function:

We support the development of children's executive function through effective teaching, well-planned learning tasks, clear rules and expectations and effective guidance and support.

Adults promote the development of children's self-regulation skills, learning behaviours, ability to communicate their feelings and thinking by:

- Involving themselves in play, to enrich the learning taking place, showing awareness of when getting involved would have a detrimental impact and when it could make a difference.
- Model effective learning behaviours and develop a class/cohort ethos for effective learning.
- Praise children's resilience, motivation, determination, effort...
- Provide nurturing guidance and support whenever it is required.

In particular, we are focused on enabling all children to communicate their ideas including feelings and needs, share their knowledge and ask questions. Recognising the important role adults play as key workers for the children in our care and working closely with families helps us to understand how children interpret what is expected of them and how they feel.

Partnership with Parents

We work hard to establish strong relationships with parents and carers right from the very beginning of our involvement with families, whether that is at the planning for starting nursery phase, during a child's learning journey in nursery, as we plan for children's transition into reception class and throughout the reception year. We prioritise ensuring we effectively communicate with all families and do this in a variety of ways to maximise the effectiveness of our communication.

We universally communicate with parents and carers at the start and end of the school day, by sharing information on a weekly basis on the school website in class pages, by responding to messages on Tapestry and regularly posting information at individual and group levels for parents/carers.

We provide information workshops, parent consultation meetings and have an open door approach to speaking with families throughout the year.

We provide additional one to one and small group teaching for children who need this extra support and provide bespoke guidance and support to families to help to make a difference. *Together we can make a difference.*