

Implementation – How do we teach what we teach?

Babies and young children are experiencing and learning in the here and now, not storing up their questions until tomorrow or next week. It is in that moment of curiosity, puzzlement, effort or interest – the ‘teachable moment’ – that the skilful adult makes a difference. By using this cycle on a moment by moment basis, the adult will always be alert to individual children (observation), always thinking about what it tells us about the child’s thinking (assessment), and always ready to respond by using appropriate strategies at the right moment to support children’s well-being and learning (planning for the next moment).

(Department for Children, Schools and Families, 2009:22-23)

We aim to offer an environment that enables child-initiated play in order to capture the moment of engagement.

Reading is at the heart of our curriculum. Children follow the rigorous and highly successful Little Wandle program faithfully. Both Nursery and Reception have a big question to answer over the course of the year which is broken down into a question for each half-term unit. The themes are based on opening ideas coming from the EYFS curriculum. From this, we have chosen multiple high-quality texts to create an integrated approach to learning from which pupils can experience the full curriculum.

We follow the White Rose maths approach in Reception with an emphasis on studying key skills of number, calculation and shape so that pupils develop deep understanding and the acquisition of mathematical language. Pupils learn number facts through games and tasks using concrete manipulatives which are then rehearsed and applied to their own learning during exploration. Nursery pupils begin to develop these key skills during daily maths meetings where they explore sorting, quantities, shape, number and counting awareness. These early mathematical experiences are carefully designed to help pupils remember the content they have been taught and to support them with integrating their new knowledge across the breadth of their experiences and into larger concepts.

Impact: how do we know what pupils have learnt and how well they have learnt it?

Our curriculum needs to meet the needs of our children, including our disadvantaged pupils and those with SEND, so we spend time looking at and evaluating how children are learning. This is achieved through talking to children, looking at their work, observing their learning experiences and analysing data and progress by year group, class, groups and individuals. Every member of staff uses ongoing observational assessment to identify children’s starting points and plan experiences which ensure progress. We use this information on a weekly basis to plan learning experiences and next steps so that knowledge and skills are built cumulatively. Across the academic year, there are ‘checkpoints’ where teachers update the progress children have made onto a tracking system which allows us to assess the impact of teaching and evaluate whether it has been enough.