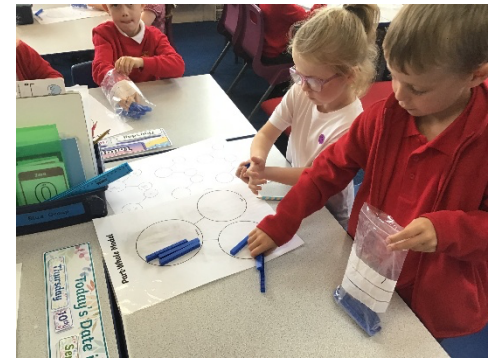




Tankersley St Peter's C of E Primary School

Curriculum Policy 26-28

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Our School Vision

*“Guide me in your truth and teach me,
for you are God my Saviour and my hope is in you all day long.”*

At Tankersley St Peter's, we believe in developing a love of learning in a distinctive Christian environment. All children know that God is always with them and loves them unconditionally for who they are. We strive to play our part in building God's Kingdom by achieving our God-given potential.

Our vision is to:

- Love our learning.
- Know that God is with us, loves us and has a plan for us.
- Make the world a better place.

Through this vision, we aspire to help all our children to:

- Aim high and have self-belief
- Have community spirit
- Be enterprising
- Have enquiring minds
- Be respectful

We teach all our pupils that '*they are God's masterpiece*' (Ephesians 2:10). By **aiming high and having self-belief**, our pupils are encouraged to flourish and fulfil their God-given potential.

Our school aims to be a thriving community with shared values and aspirations. The Bible teaches us that '*though we are many, we form one body.*' (Romans 12:5). We seek to develop a **spirit of community** in our school family and also to be outward looking as we embrace relationships with schools in other areas of the world. We ask '*who is my neighbour?*' (Luke 10:29) and learn global answers, exploring the wider world around us.

Our pupils are **enterprising** individuals who think creatively and confidently embrace learning in different ways. Our pupils are taught that they '*can do all things through Christ who gives them strength.*' (Philippians 4:13). We encourage all pupils, whatever their background or belief, to stretch themselves spiritually, morally, intellectually, imaginatively and actively. (*Church of England Vision for education – Page 10*)

Enquiry was central to Jesus' life and teachings. For every question he answered simply, he asked a hundred. Our pupils encounter Christian faith in a spirit of enquiry. Jesus said *'ask and you will receive, seek and you will find. Knock and the door shall be opened to you.'* (Matthew 7:7). Our curriculum is centred around an enquiry based learning approach where we encourage Pupils to question the world around them.

At Tankersley St Peters, pupils are accepted in a spirit of grace. They are not judged. This is rooted in the understanding that we are all created in the image of God. We are loved and accepted by God for who we are. Pupils are taught to **respect** one another as individuals and *'love their neighbour as themselves'* (Luke 10:27) Tolerance is strongly encouraged and rewarded. Pupils are taught to accept differences, celebrate diversity and champion justice.

We have a strong link to our church, **St Peter's** and many church members are actively involved in school life. Our Pupils enjoy regular visits to St Peter's for key Christian festivals throughout the year.

Our school logo consists of a fish and a pair of crossed keys, both of which link to St Peter. The fish is a key symbol used to represent Christianity as the Greek word for fish is 'Icthus', which in Greek spells out 'Jesus Christ God's Son'. Peter was also a fisherman by trade and he was given the task by Jesus of *'fishing for people'* (Mark 1:17). The crossed keys are often referred to as the 'Keys of Heaven', given to Peter by Jesus. They also represent our desire to unlock the potential inside every one of our Pupils and enable them to thrive.

Each of our school aims is linked to an event from the Gospels or a story that Jesus taught. These are as follows:

- **Aiming High & Self-Belief** – The Feeding of the Five Thousand (Mark 6: 30-44)
- **Community Spirit** – The Last Supper (Matthew 26: 26-30)
- **Enterprise** – The Parable of the Talents (Matthew 25: 14-30)
- **Enquiry** – The Sermon on the Mount (Matthew 7: 7-8)
- **Respect** – The Parable of the Good Samaritan (Luke 10: 25-37)



Our Curriculum Intent

At Tankersley St Peter's C of E Primary School, our Curriculum Intent is underpinned by our Christian Vision. We have a well-planned, knowledge rich and wide-ranging curriculum offer across all subjects and an enriching extended curriculum. Our curriculum is carefully planned from the statutory elements of the National Curriculum and implemented using a '**Creative Curriculum**' model where lessons are carefully sequenced within a termly or half termly key themes. Our chosen curriculum themes are ambitious, inclusive and diverse in meeting the needs of all our pupils. **We ensure that every child fulfils their potential, regardless of background or personal circumstance.** Not all of our pupils have the same life experiences, so we immerse our pupils in a wide variety of learning opportunities.

From the early years, we are aware of the vocabulary and reading gap that some pupils have and endeavour to widen their exposure to new vocabulary and ability to read through the learning experiences planned. **Word conscious classrooms are a very strong part of our intent and high profile in the school day.** Our subject vocabulary sheets and Victor Vocabulary boards help pupils to retain knowledge and answer questions about their learning. We encourage our pupils to have enquiring minds in all of their learning- so our curriculum is built around enquiry questions across most subjects. Pupils are encouraged to ask the *why* and *how* in any given situation.

Our curriculum Intent goes beyond the classroom. There are **a variety of rich experiences to enhance key knowledge and skills in learning.** We believe that childhood should be a happy and exciting time in every child's life where there are no barriers or limits to curiosity and there is a thirst for new experiences and knowledge both in and out of school. Each class has a carefully linked visit or visitor into school in every term of the academic year to build their knowledge and skills in the curriculum.

All of our pupils learn to play a musical instrument during their time in school and will get the opportunity to play at concerts and events both in and out of school. No child misses out. We **nurture and foster a sense of confidence and community** through our various annual school performances and a wide variety of sporting opportunities. Our pupils always shine at these events which link closely to the learning and creative curriculum in areas such as Music, RE and History. We **involve parents regularly in their child's learning** and undertake key projects which are carefully woven in to the curriculum offer. For example – reading breakfasts, maths mornings and community craft fairs. We run workshops regularly to help parents understand the curriculum.

Tankersley School is inclusive and our practices reflect this. We ensure our pupils show tolerance and respect towards other cultures and beliefs across all their learning in school. **All pupils have equal access to the curriculum and we are outward looking in our curriculum design.** We have global guardians in school and engage in various projects linked to these. Our pupils can talk about sustainable and global issues such as Fairtrade farming.

If a child has a special educational need, we do all we can to meet the individual needs of that child. We operate inclusive practices in our teaching methods providing access to learning for each child at their level of need. **Pupils on the SEND register have school focused plans (SFPs) where clear targets are set for them.** These are reviewed collaboratively with the teacher, pupil, SENCO and parents.

To support with access to the curriculum, some pupils have additional resources to meet needs. For example, teachers provide coloured overlays for dyslexia, support cushions for ADHD (as advised by OT therapist, communication in print resources and fans.) Support staff provide appropriate interventions

and kinesthetic learning experiences for pupils where appropriate such as Active phonics though and Indirect Dyslexia support. The school works very closely with the extended services team and buys in support from Speech and Language team, Compass Be, Educational Psychology service and BESST team. If staff or parents or carers raise a concern about a child, his/her teacher will make an assessment under advice from the SENCO.

Behaviour and Attitudes and Personal Development – links to the curriculum

Pupils' self-worth and an understanding of the community that they live in and beyond is a very important part of our curriculum. Our pupils develop key life skills as citizens for the future and part of a globally diverse and sustainable world; they are supported to be the best they can be so they can thrive positively in an ever changing world.

Pupil voice is strong at Tankersley and pupils contribute regularly to school life and the wider community and beyond. **Pupil ambassadors** take a lead in areas such as Reading, Maths, Sport and Attendance. We also run a thriving job shop and **healthy tuck shop** where pupils take different responsibilities. We have an active **Pupil Council** who meet each half term to plan whole school events and to work on issues of importance to them. We also have a thriving **Worship Council** who lead on whole school collective worship and our distinctive Christian ethos. Children can also become members of our school choir and worship band. Tankersley also has a variety of clubs and opportunities for pupils to participate in and links to external organisations and partnerships.

We value Personal Health and Social education in our curriculum very highly and expect pupils to leave Tankersley with skills and knowledge to support them in life. Our pupils develop positively as individuals and know how to keep themselves physically and mentally healthy. We use the award winning 1Decision **scheme** and pupils take part in a dedicated PHSE lesson. These lessons allow pupils the opportunity to learn age-appropriate knowledge in areas such as nutrition, bullying, internet safety, personal hygiene etc. A series of interactive videos using real life situations and actors help pupils to make choices about issues in different topics and to identify with the learning. PHSE/1 Decision work is recorded in a class floor book.

At Tankersley we promote **respect** as one of our key aims. We encourage our pupils to show this towards others at all times in what they say and do. We have clear systems for rewarding positive learning and behaviour:

Christian attribute beads – these are given alongside team points for when pupils show Christian attributes of Self-control and Kindness.

Our Curriculum Implementation

At Tankersley St Peter's C of E Primary school, we use the following whole school planning documents for our curriculum offer:

- **The long term overview** – maps out the 'creative curriculum' across the whole school for Years 1 – 6
- **The subject overview documents** – show progression in knowledge, skills and vocabulary across each subject area in school from Year 1 to Year 6
- **The year group overviews** - provide more detail for each year group teacher and include **topic webs** which show where learning links within a creative curriculum theme

(Note - Please see EYFS section of this policy for planning in the early years.)

Sitting under the key whole school planning documents above are our year group **medium term plans** for each subject:

Planning sequences across subject areas

To support the planning of our curriculum, we use the following:

In English planning we use the following to support the weekly Writing, SPAG, Phonics and Reciprocal reading planning:

- **Read Write Inc. Phonics scheme** to support the teaching of phonics, letters, phonemes and words including phonetically decodable books to develop fluency.
- **Read Write Inc. Spelling scheme** to support the teaching of Spelling rules
- **Read Write Inc. Handwriting materials** to support the teaching of handwriting – letter formation, relative size and fluency.
- **Reciprocal Reading (using our Canine Pals)** to support fluency and reading comprehension skills.

In Mathematics, we use the **White Rose Small Steps Mastery scheme** to plan for learning across the year group objectives for mathematics. This is carefully sequenced to ensure that the pupils have a balanced curriculum offer across all objectives. Pupils do morning 'Countdown Maths' daily to help them to retain and use key concepts. 'Same Day Intervention' and 'Maths Meetings' are also built in daily to revisit and reinforce key concepts. Mastering Number is taught four times per week from Years 1-5 in order to embed and secure number fact knowledge. A weekly arithmetic lesson is taught in KS2.

Our **sequenced medium term plans** for RE, Science, History, Geography, Art and Design Technology, ensures learning is current and appropriate for each cohort of learners in each year group. Key knowledge, enquiry based questions and key vocabulary are included. Each lesson builds on previous key knowledge, skills and vocabulary so pupils can make connections and remember previous learning.

For Religious Education we use the National Society **Understanding Christianity themes** and guidance to plan of work to teach Christianity (adopted by the Sheffield diocese) along with the **Barnsley Agreed Syllabus for other world religions**.

Computing work is planned from the Year group **Purple Mash curriculum documents** and learning in coding is included in this. The Serial Mash element of Purple Mash is also used to support the reading curriculum.

For Modern Foreign Languages we use the **languages scheme** across KS2 and the lessons are sequenced from Years 3 – 6. These include interactive pronunciation slides to support the dialogue and vocabulary acquisition.

Our PE curriculum is also supported by a strong sports partnership where pupils take part in weekly competitions.

In our dedicated PSHE weekly lessons we use the **1 Decision scheme** to support our teaching of the PSHE and SRE objectives. Pupils are encouraged to make choices using the activities and interactive age appropriate videos.

Our pupils' immediate needs, current knowledge gaps, life experiences and cultural capital are always considered as part of planning from the above schemes and materials, so we cater for the learners in the class at that point in time. Our curriculum is designed to help pupils to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.

Pupils are immersed in a **creative curriculum** centred around themes which capture their imagination and secure retention of knowledge and key vocabulary. It is important to us that History and Geography, Art and Design Technology, Music, English and where appropriate Mathematics and Science are linked into the creative curriculum topic themes. Our creative curriculum supports teaching of location and place knowledge, weather and climate skills and knowledge and about significant historical events, people and places in our own locality. It also provides further opportunities to learn about people and cultures. Carefully planned linked trips and visits support pupils' learning and to enhance the curriculum as part of our long term planning. Whilst there are connections between subjects, we also recognise specific learning, knowledge and skills within discrete subjects when applicable.

Our environment enhances pupils' learning and supports the intent of our carefully sequenced curriculum. This includes a strong emphasis on key vocabulary to support knowledge retention. We aim to build subject specific knowledge because this is key for pupils to retain the necessary information and make links.

Oracy and Collaborative Learning Strategies

To implement quality learning and to aid retention of concepts, teachers cater for the range of learning styles. We use a variety of collaborative strategies so that pupils are excited, enthused and challenged. Pupils are never passive learners and teaching strategies used endeavor to create a no hands up classroom.

Kagan structures are used to promote collaborative and interactive learning to share ideas and thinking and strengthen outcomes for learning in all subjects. Posters of the key models are

displayed in each class and around school. *E.g. Think, pair, share / Rally Robin / Quiz, Quiz, Trade.*

Learning partners allow pupils to talk and listen in pairs to share ideas or deepen key learning points.

Creative use of other drama and other collaborative strategies are encouraged to engage pupils in thinking and learning and to eradicate passivity. Teachers use the following strategies to support the delivery of the curriculum:

- Talk Routines
- Drama techniques
- Oracy Stem Sentences
- Collaborative learning – learning partners /Kagan Structures
- Interactive media - IPADs and Computers– Use of creative APPs, modal media, film etc.
- Concrete and kinaesthetic resources
- Visitors and hooks into learning/artefacts

Word Conscious Classrooms – Vocabulary

Our teaching approaches and classroom environments promote **word conscious classrooms** and capitalise on **building pupils' vocabulary across all subjects**. We want pupils to leave us as articulate individuals ready to tackle the next phase of their education. We have various whole school approaches to ensure that pupils acquire key vocabulary in all subjects to support knowledge acquisition:

We collect words throughout the week in each year group and display them on our class Victor Vocabulary board (which links to our reciprocal reading Canine Pal – Victor Vocab.)

We have 'Subject Vocabulary sheets' that contain subject specific vocabulary that we want pupils to know and remember. This supports them with their understanding, application and spelling of new vocabulary. In Y4, 5 and 6, the children have individual glossaries and in EYFS, KS1 and Y3, we have a whole class large glossary.

When speaking to our children we aim to use a rich and varied vocabulary. We believe it is very important to use correct words, terminology and phrasing to support children's' understanding of vocabulary and grammar.

Standards in books

We aim to achieve the highest standard of work in books and promote consistency of approach with our pupils:

Handwriting is taught frequently using the Read Write Inc. handwriting scheme to promote the highest standards. Pupils learn letter formation and relative size (the jam and sponge templates are used to support relative size, ascenders and descenders). To support joining of certain letters we use the hill and bridge joins to teach this. Letter names and formation are also linked to our

Read Write Inc. phonics scheme, so our youngest pupils learn to link the formation of the letter to the phoneme and letter names.

Pupils are awarded a pen license in school when they are using fluent joined writing. Quality handwritten work is celebrated in our Sparkle and Shine assembly.

Modelled handwriting on displays - School displays promote handwritten models of quality handwriting along with pupils writing.

Floor Books –

Year 1

In Year 1 we use floor books as documents which record children's ideas and thoughts about their learning. The floor book is a way of documenting the consultation process that takes place between adults and children as the learning develops.

Where needed teacher's document conversations, thoughts, questions and ideas, they use speech bubbles to quickly write on and stick in.

To ensure all children have a voice, there is a list of the children at the back of the book and this is ticked off each time they make a contribution.

There is a floor book to evidence learning for every foundation subject in Year 1. This replaces individual children's books.

Learning walls and environment

All our classrooms have **interactive learning walls** and spaces for English and Mathematics. These are **backed in milskin paper using the school's agreed colours – pale blue for Maths and pale yellow for English along with the agreed borders**. Learning should be changed very frequently to support knowledge and understanding. Pupils know to look at these spaces as they move from year to year across school.

Learning walls are used as teaching aids to help and support pupils to retain key knowledge and skills. They should always remain current to the learning, interactive and pupil friendly. Learning walls help to promote active learning and aid retention of key knowledge and concepts. Learning aids can be put up which are handwritten and instant – including models, 'how to' notes, mind maps, pupils' work, interactive questions etc.

Homework

Pupils are expected to complete homework which is set weekly by the class teacher. This includes: **Daily home reading** -Pupils in the early years and KS1 have phonetically decodable books and older pupils have an age appropriate reading book.

Weekly spellings from the *RWI spelling scheme* are sent home.

Comprehension questions – which are linked to reciprocal reading.

Online - *My Maths* homework - Pupils are also encouraged to visit **Numbots** to improve number facts & **TT Rock Stars** to improve times table recall.

Subject Information

This part of the policy gives more detailed information about each subject in our curriculum and how this is implemented.

English

Our English lessons develop pupils' spoken language, reading, writing, spelling, grammar, punctuation and vocabulary. English is taught in a cross-curricular way, linking up with other areas of the curriculum. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. Their vocabulary is developed systematically. Our pupils are encouraged to read for pleasure and to read widely. Just for the love of reading! Pupils learn to write in innovative ways and for a purpose and audience.

Reading – Reading is a subject we value highly at Tankersley St Peters. We are tenacious in ensuring every child can read by the time they enter KS2. We use the **Read Write Inc Phonics scheme** and screen pupils every 6-8 weeks to ensure they are at the correct place in their phonetic knowledge acquisition. Phonic awareness helps the development of reading as pupils learn to segment and blend sounds. Phonetically decodable books are used daily and also taken home so pupils' can practise sounds at home. Reading leaders regularly screen pupils from an early age so no child slips through the net. All staff are seen as 'reading leaders' and attend coaching and mentoring sessions to support the teaching of phonics.

Reciprocal reading and comprehension sessions are taught through our Canine Pals. A well-structured Reciprocal Reading sequence of learning is taught in KS2. This plan is progressive throughout the year groups and includes strategies such as active reading and text marking. Pupils learn how to understand texts and answer a range of comprehension questions through the roles of each canine pal - Victor Vocabulary, Iggy Inference, Pip Predictor, Suki Sequencer, Rex Retriever and Sheba Summariser. In KS2, Arlo the Author and Cassie Commentator canine pals are introduced. Pupils become increasingly independent in these skills as their confidence in reading develops. A wide range of texts and reading materials are used - poetry, fiction and non-fiction texts. These comprehensions skills are also practised at home. Emphasis is placed on the knowledge children need to understand what they read.

Parents are given clear expectations about reading at home. Each pupil has a bespoke phase **home reading diary**. This contains key elements of our reading scheme to support parents in helping their child to learn to read. Workshops in reading are organised regularly in school to upskill parents in helping their child to be a reader. Pupils are encouraged to read at home and **reading tokens are given out to pupils who have read at home at least 3 times that week.**

A **class reading record** is used by the class teacher to document those children who have read 3 or more times at home by checking their home/school reading diary. A tick is placed in the column under each week's date. Parents of children who have not received a token for less than 50% of the duration of the half term are contacted to discuss supporting their child's reading at home.

Reading areas in the classroom are inviting and lively with space for the pupils to sit and read. Pupils visit their class and school libraries regularly to change their books. During the transition day held in the summer term, children are encouraged to share their reading identities, this helps to promote fresh and exciting reading spaces as well as keep in tune with what pupils enjoy reading.

Writing – We give our pupils many opportunities to write for different audiences and purposes and encourage pupils to see themselves as authors. To support pupils in moving towards independent writing we provide a wide range of writing stimuli including the use of **quality ‘age appropriate’ texts** as well as film and imagery.

We recognise the importance of **quality handwritten models for writing** so pupils can learn to deconstruct a text – plenty of opportunities for modelled, shared and guided writing are built in **Emphasis is placed on all elements of spelling, punctuation and grammar in context of a piece of writing**. Grammar is always practiced in context - it is never just a stand-alone activity.

We use **drama techniques** to encourage pupils to express their ideas and to develop sophisticated vocabulary. We provide **opportunities for pupils’ writing to link to subjects in our creative curriculum** to improve knowledge and understanding in context.

Sparkle Writing is key to ensure our pupils have the opportunity to apply learned spellings, punctuation and grammar skills. Therefore, each year group will do this at the end of each sequence of learning. **Highlighters are used to identify aspects of SPAG** and for pupils to deepen their knowledge and understanding.

Follow up from the Sparkle Writing sessions are built in after each extended writing session for pupils to improve and edit their work – e.g. through **mystery author /grammar detectives**.

Writing is assessed using our **Writing Standards – Year group grids (Y2 and Y6 use end of Key Stage standards)** to ascertain where the child is in their writing and to identify next steps for pupils in each year group.

Spelling - Spelling lessons are carried out following the progressive **Read Write Inc Spelling scheme**. Read Write Inc spelling is for pupils in Years 2 to 6 who can read accurately, with increasing speed. With regular teaching, pupils develop the ability to apply specific spelling rules to a variety of spellings. Although the teaching of phoneme-grapheme correspondence underpins this programme, it also develops pupils’ knowledge of word families, how prefixes and suffixes affect root words, and provides mnemonics to remember the trickiest spellings. The teaching revolves around instruction (with the help of online alien characters), partner and group practice, and competitive group challenges that help pupils commit new words to memory.

Handwriting – We believe the teaching of handwriting is central to achieving high standards in all work and therefore handwriting is taught frequently throughout the week across KS1 and KS2 following the teaching of phonics and reading using the **Read Write Inc. Handwriting** materials. Pupils are taught initial letter formation then relative size before moving on to ‘hill’ and ‘bridge’ joins and fluency within the scheme across KS1 and KS2.

Drama - Drama is used as a key tool in developing oral skills, vocabulary development, building confidence and self- esteem, and as an essential tool in developing imaginative, expressive, and persuasive spoken and written language. ‘Hot seating’, and other drama techniques are used in lessons to aid the development of speaking and listening, reading and writing skills. Imaginative role play is fundamental to developing the whole child, not just in Early Years and KS1 education, but also as the Pupils develop, and our curriculum provides opportunities to perform to wider audiences through assemblies and events around key festivals. There are many opportunities for our pupils to perform as they progress through the school and this is a strength of our curriculum.

Oracy – Spoken Language - In line with the English National Curriculum, we believe that speaking and listening is fundamental to children's development, and that confidence in this area is essential to be successful in all areas of English. Knowledge of language underpins progression in spoken language, reading and writing.

Speaking and listening skills are directly taught, modelled and sensitively encouraged through whole class, small group and partner work. Opportunities across the whole curriculum are planned for and developed. Children play an active part in presentations, topic talks, debates drama activities and performances. Kagan structures and stem sentences are used to encourage discussion. The knowledge our children retain about topics is then articulated with children making worthwhile contributions. We use many strategies to encourage the children to remember to use new vocabulary in both their written and spoken language. Oral composition is used to practice grammatical conventions and different sentence structures. Dictation is a tool used to help our children practice spelling and handwriting. Each year group has identified oracy skills which outline explicitly what our children should know and be able to do to ensure they can 'Say It before they Write It'.

Mathematics

At Tankersley St Peter's, our vision for mathematics ensures every pupil is taught a broad, balanced, engaging and relevant curriculum that takes into account the requirements of the National Curriculum. Our approach ensures that every child can achieve excellence in mathematics, fosters positive and confident attitudes and develops a 'can do' attitude in our children. Using a wide range of models, visual manipulatives and practical resources, we develop a deep conceptual understanding alongside procedural fluency.

Using the White Rose/NCETM documents, our teachers ensure that mathematics is taught progressively and builds on prior learning, using year group concepts and objectives. We have sequenced our curriculum to build children's depth of understanding when teaching each mathematical skill and our children are given many opportunities to consolidate prior knowledge.

INTENT

We believe that all our children should have:

- A deep understanding of maths and number.
- A positive and resilient attitude towards mathematics.
- Competence and confidence in mathematical knowledge, concepts and skills.
- An ability to solve problems, to reason, to think logically and to work systematically and accurately.
- A range of learning strategies: working both collaboratively and independently.
- Fluency in mathematics where our children can express ideas confidently and talk about the subject using mathematical language- Maths Musts.
- An understanding of the importance of mathematics in everyday life.

Our maths curriculum aims to ensure that all our children:

- Become fluent in the fundamentals of mathematics through placing number at the heart of our curriculum with daily practice to ensure fluency of number facts.
- Reason mathematically through ensuring discussion plays a vital role in all lessons; children are actively encouraged to discuss with peers and teachers, 'how and why' using mathematical language.
- Can solve problems by ensuring problem solving is embedded in lessons and variation of questions are used to enable children to apply their knowledge to different situations.
- Are challenged, which is built into lessons for children who grasp concepts rapidly through sophisticated problems.
- Can attend same day intervention, which is provided for children who are not sufficiently fluent to consolidate their understanding.

IMPLEMENTATION

- Our approach to the curriculum is designed to develop children's knowledge and understanding of mathematical concepts from the Early Years through to the end of Y6.
- In school, we follow the National Curriculum and use White Rose Small Steps as a guide to support teachers with coverage, progression planning and assessment.
- To ensure there are many planned opportunities for children to revisit their learning in Countdown Maths and Maths Meetings.

Activities cover a wide range of mathematical knowledge, many with an emphasis on practical work and applying skills. Each sequence is taught using small steps with many opportunities given for Concrete, Pictorial (including bar model) and Abstract approaches, and variation through question types: Fluency, Reasoning and Problem Solving. We build on skills and understanding in a progressive way, where mathematical connections are also made to other themes.

Maths Meetings/Maths Musts take place daily to deepen fluency. Mastering Number takes place four times a week. Questions are planned carefully to ensure depth of understanding. *Same day Maths Interventions* take place to help pupils to practice tricky concepts, deepen understanding and post teach mathematical gaps- keep up, not catch up!

Our children are encouraged to be confident in maths and to apply the skills that they learn to problem solving and reasoning using the motto... *use what you know to find out what you don't*.

Children are given many opportunities as possible to explain their learning- verbally, pictorially and written. Our children are expected to answer questions in a complete sentence to develop depth of understanding and reinforce key vocabulary.

Children are expected to be fluent in all times tables and number bonds/relationships by the end of year 4; they can practice their times tables at home on the interactive TT Rock Stars website. Children are awarded badges when they can recall certain times tables: Bronze, Silver and Gold. They can achieve their Rock Hero Badge in UKS2 when the children are using times tables knowledge to solve problems and as part of Arithmetic.

Countdown Maths aids retention in key mathematical concepts. Pupils complete maths questions on the board first thing each morning. These are pitched using age related objectives and include at least one of each of the four operations $+$ $-$ $\times$ $\div$ x tables and also fluency, word type problems and reasoning. Questions are completed promptly and marked together as a class (with some questions picked out for clarification /misconceptions).

IMPACT

- Children demonstrate a deep understanding of maths. This includes the recollection of the times tables.
- Children display a positive and resilient attitude towards mathematics.
- Children show confidence in believing that they will achieve.
- Each child achieves objectives (expected standard) for their year group.

- The chance to develop the ability to recognise relationships and make connections in maths lessons.
- Mathematical concepts or skills are mastered when a child can show it in multiple ways, using the mathematical language to explain their ideas, and can independently apply the concept to new problems.

Science

Science is usually taught as a sequence of separate lessons but is also linked to our creative curriculum topic work where appropriate. **Key scientific vocabulary** is reinforced in each lesson and knowledge is built upon. Pupils are encouraged to work scientifically and carry out simple tests and experiments using equipment to gather and record data. Pupils learn about plants, animals including humans, materials, seasonal change, habitats, rocks, light, forces, states of matter, sound, electricity, earth and space. Termly trips enhance the delivery of our science curriculum such as visits to Yorkshire Wildlife Park, and Magna. We also have dedicated science themed enhancements.

Religious Education

As a Voluntary Aided Anglican Church school, we follow the **Understanding Christianity Scheme** to teach Christianity. (National society/ teachers received key training from the Sheffield Diocese.) Pupils have opportunities to explore Bible stories and texts, think about lessons people learn from the Bible and making connections to their own experiences. For World Religions we use the **Agreed Syllabus for Religious Education for Barnsley**. Pupils learn about the Islamic Faith, Jewish Faith, and Hindu Faith and have the opportunity to visit places of worship as part of this learning.

Our RE teaching promotes the spiritual, moral, social and cultural development of our pupils. Our teaching enables pupils to acquire knowledge and understanding of religious beliefs, attitudes, practices and rituals. They will also develop their own beliefs and values.

Regular collective worship with our Reverend of St Peters supports a deeper understanding of the liturgical year and Bible stories. Pupils have the opportunity to visit many different places of worship and we have close links with the Church community for Harvest, Christmas, Easter and the Year 6 Goodbye Service

Computing

We have discreet timetabled lessons for the development of Computing but our approach is also to integrate this into the creative curriculum: the use of iPads are part of our learning tools. We use **Purple Mash** to support planning, teaching and learning, including Coding, across all year groups. This is a creative educational website for pupils and a cross-curricular resource covering most subjects such as Science, Art, History and Geography. As well as using it in school, pupils can access Purple Mash

from home. TT Rock stars is a well embedded platform to support the learning of times tables both at home and at school.

Online Safety is a strong part of the learning in computing and pupils learn how to look after themselves in a virtual world and identify where to go for help and support when they have concerns. This also links to our 1Decision PHSE curriculum on computer safety.

Art and Design

Art and Design are planned as a vehicle for enhancing our creative curriculum. However the planning and teaching does build on the key skills in Art and Design - across drawing, painting, 3D sculpture, textiles, collage and digital media. Our Art subject in the spotlight supports the study of different artists and showcases pupils' work across the different Art domains. Pupils have the opportunity to work with artists in residence and collaborate on projects with them. We promote the development of art, craft and design in our after school clubs.

Design Technology

Our Design Technology lessons are linked to the creative curriculum and encourage designing, making and evaluating. Our pupils learn to select from and use a wide range of materials and tools, including construction materials, textiles and ingredients. Cooking and nutrition are integrated into our curriculum.

Music

Music lessons in school are discreet and also linked to our creative curriculum topic work. Pupils have a weekly music lesson with a skilled music teacher and learning is progressive.

In our music lessons, pupils learn the technical aspects of music as well as how to play a variety of instruments. Pupils use their voices/bodies expressively for areas such as rhythm, pitch and percussion and creatively by singing songs and chanting rhymes. Pupils learn the vocabulary of music to support knowledge and enhance performance. Music is used in a variety of lessons and activities to create, mood, atmosphere and to help thinking. We encourage listening to a wide range of music, including the works of great composers and musicians, with concentration and understanding. Our pupils learn a brass instrument in Year 5 and a number of pupils have additional music lessons learning to play other instruments. Pupils are encouraged to play together and perform at concerts both in and out of school. Assemblies and historical topics provide an opportunity to practise singing songs linked to knowledge and learning. We have a successful school choir who perform in school and within the local community.

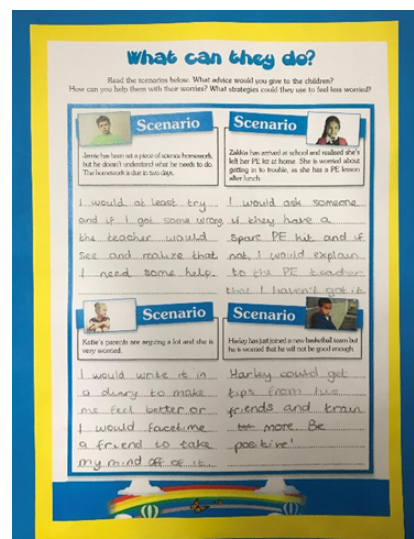
Physical Education

PE is delivered to some year groups by a Specialist Sports teacher for Games, Gymnastics and Dance. We also practise athletics skills and outdoor adventure skills as part of the curriculum. Pupils focus on mastering basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. Pupils are encouraged to participate in team games and to develop simple tactics for being an effective team member. All of our pupils will engage in lessons inside and outside school, involving visits to other facilities as part of our local schools sports partnership. We ensure wider participation in the community by involvement in interschool sports and tournaments, local authority and wider competitions. Sporting achievements are celebrated in our annual Sports Day. Swimming is introduced to the timetable from Key Stage 2.



Personal Social and Health Education (PSHE)

At Tankersley St Peters, we are committed to ensuring that Personal Social and Health education (including Sex and Relationships education) is taught weekly in a dedicated lesson. We use the **1Decision scheme** to ensure that all areas are taught effectively and progressively. This programme is made up of a series of well-planned themes and sequences of learning, covering essential areas such as mental health, first aid, relationships, sex education and other themes that pupils need to thrive as individuals, family members and members of a wider society. Interactive 'real life' scenarios are incorporated in videos where children have to make decisions about how they might react to and address different situations. This innovative programme prepares our pupils for the challenges and responsibilities they will face growing up in such rapidly changing times. For example, staying safe online, peer pressure and other key areas for young people are covered in detail. In our PHSE and SRE programmes, we actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. We run workshops for parents and have consulted with them to ensure they are fully informed of what their child will learn.



Modern Foreign Language - French

We follow the *ilanguages scheme* of work for MFL in French. The year group specific plans with objectives help us to support good sequences of learning and progression. There is a strong phonics focus and support for non-specialists speakers with sound files and video clips to aid pronunciation. Lessons involve our Kagan co-operative learning methodology to enhance interaction and progress.

History

In our History teaching we stimulate the children's interest and understanding about the life of people who lived in the past and the knowledge about key facts in history and time lines. Using an enquiry approach, children are encouraged to ask questions and develop a sense of chronology. The children will learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they become respectful citizens. Through regular retrieval practice, children retain knowledge from current and previous learning.



Geography

Geography develops pupils' understanding of the world in which they live through the study of place, space and environment. Whilst geography provides a basis for pupils to understand their role within the world, by exploring locality and how people fit into a global structure, the subject also encourages children to learn through experience, particularly through practical and fieldwork activities. Through the teaching of geography, Tankersley St Peter's Primary School aims to:

- Increase pupils' awareness, knowledge and understanding of other cultures.
- Develop pupils' graphic skills, including how to use, draw and interpret maps.
- Make pupils aware of environmental problems at a local, regional and global level.
- Encourage pupils to commit to sustainable development.

- Develop a variety of skills, including those in relation to problem-solving and presenting conclusions in the most appropriate way.

IMPACT

Assessment and feedback - monitoring the impact of teaching, learning and the curriculum

The main purpose of feedback and assessment in our school is to help teachers and pupils in the next steps in learning. Feedback should always have impact on the pupil and assessments are not just a data exercise – they are purposeful and useful. It is the ‘so what?’ that matters in all our assessment practices. Pupils are also involved in assessment of their own learning both formatively and summatively.

Feedback on Learning

At Tankersley, we believe that feedback to pupils is key; it celebrates work and informs our children as to what they need to do next in order to improve. Pupils are given verbal feedback on their work whenever possible in a direct way. Usually, this will happen when the pupils are working during the lesson as this can have the best impact.

Teacher and pupil feedback – In English teacher and pupil will often assess against each element of the objective in the success outcomes as a part of the lesson using a tick.

Teacher feedback (Blue pen/TS) teacher will give feedback which is succinct, short and clear relating to the lesson objective.

Pupil Polishing -responding to teacher feedback (Green pen) - pupils respond to a question given by the teacher either verbally or written. Pupils revisit learning from the previous learning/address misconceptions using green pen (time should be given for this to allow for consolidation and progress). Any spellings identified are also polished in green pen.

Pupil Peer and self-assessment (Red pen) – pupils peer assess and self-assess against their learning objective using red pen. (Pencil in KS1.)

Same Day Intervention (Purple pen KS2) - where a pupil works 1:1 or in a small group with a teacher for post teaching to re learn and address misconceptions.

We give opportunities for pupils to review and explain their learning:

Assessment of Foundation Subjects

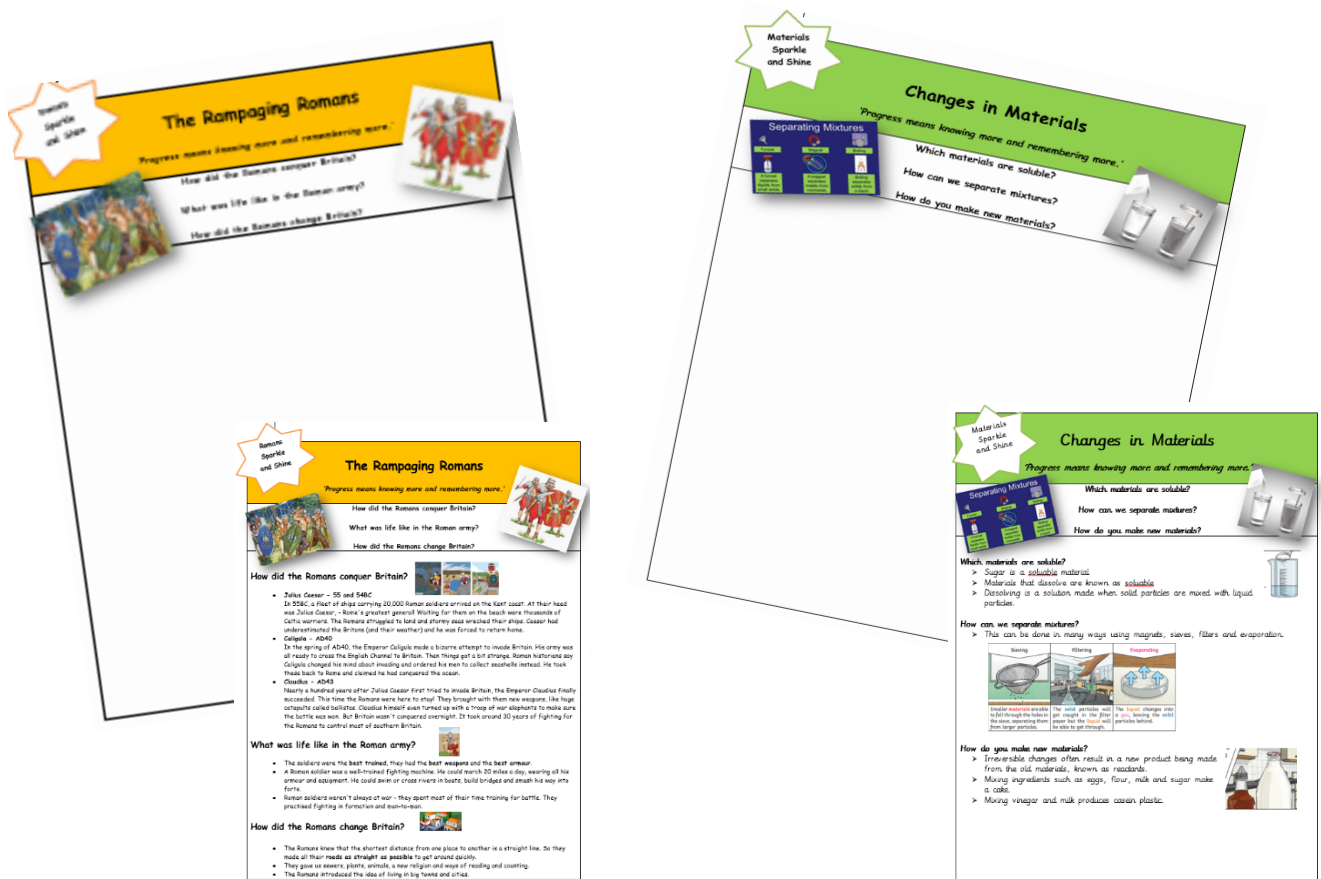
At Tankersley, our pupils reflect on their learning across the curriculum and showcase the progress they have made.

In Y1, we use floor books for every foundation subject as documents which record children's ideas and thoughts about their learning. The floor book is a way of evidencing the retention of children's knowledge and understanding. We use floor books in KS1 and KS2 to record PHSE work.

In Y2, the assessment floor book is used as a focus tool for whole class reflection. The children talk together about their learning, then do an individual reflective task. Children capture some details of what the learning was and what key knowledge they have remembered.

Children are invited to come and look at some images from their previous learning. The teacher may prompt the conversation by asking, "Tell me about your learning," Where necessary the teacher may scribe for less able pupils and record their verbal responses.

In Y3, 4, 5 and 6 we use our end of sequence 'Sparkle and Shine' sheets to demonstrate our depth of knowledge and understanding. Pupils are encouraged to 'sparkle and shine' with their knowledge about the topics they have studied along with reflection using the key vocabulary learned from their glossaries. This supports retention of important knowledge and also helps teachers to assess the impact and to close gaps in knowledge where appropriate.



Summative assessments to support gaps and planning

We assess pupils across all subjects. In Maths and English (Reading, Spoken Language and SPAG) using the National Curriculum objectives and the Cornerstones summative assessment tests as well as the White Rose Maths Mastery tests. These summative tests are used to give teachers a picture of how well the pupils in the year group have performed to support in informing next steps. Evidence from gap analysis of these tests, observations, records of work and discussions with the pupils are then used to inform where pupils are and their next steps. Data is collected on Juniper Sonar where progress mapping grids are generated.

Standards for Writing are moderated half termly by year group teachers in school. We also engage in moderation exercises with other colleagues in other schools.

Pre- Key Stage standards are used to assess pupils who are working on statements and outcomes which are below age related expectations.

Sample Writing grid:

Name:		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y4 - Writing Working at the Expected Standard		Mythical tale The Tunnies	Fantasy Narrative Lairn	Instructions What's missing?	Biography Movie Cartoon	Non-fiction Report Diagrams	Narrative Short story Journey
I can write for a range of purposes.		☐	☐	☐	☐	☐	☐
I can organise my writing into paragraphs.		☐	☐	☐	☐	☐	☐
I can describe settings and characters using expanded noun phrases.		☐	☐	☐	☐	☐	☐
I can use fronted adverbials.		☐	☐	☐	☐	☐	☐
I can build cohesion within and across paragraphs using the following:	Co-ordinating conjunctions	☐	☐	☐	☐	☐	☐
	Subordinating conjunctions	☐	☐	☐	☐	☐	☐
	Adverbials showing when and where.	☐	☐	☐	☐	☐	☐
	Pronouns to avoid repetition.	☐	☐	☐	☐	☐	☐
I can use a range of punctuation mostly correctly:	Full stops and capital letters	☐	☐	☐	☐	☐	☐
	Question marks and exclamation marks	☐	☐	☐	☐	☐	☐
	Commas in a list	☐	☐	☐	☐	☐	☐
	Commas for clauses	☐	☐	☐	☐	☐	☐
	Commas for fronted adverbials	☐	☐	☐	☐	☐	☐
	Inverted commas	☐	☐	☐	☐	☐	☐
	Apostrophes for contraction	☐	☐	☐	☐	☐	☐
	Apostrophes for possession	☐	☐	☐	☐	☐	☐
I can use tenses correctly and consistently.		☐	☐	☐	☐	☐	☐
I can use a dictionary to check the spelling of uncommon or more ambitious words.		☐	☐	☐	☐	☐	☐
I can write neatly and legibly with joined letters.		☐	☐	☐	☐	☐	☐
I can spell some words from the Year 3/4 spelling list:							
accident	caught	eight	guide	medicine	possess(ion)	special	
accidentally	centre	eighth	heard	mention	possible	straight	
actual(ly)	century	enough	heart	minute	potatoes	strange	
address	certain	exercise	height	natural	pressure	strength	
although	circle	experience	history	naughty	probably	suppose	
answer	complete	experiment	imagine	notice	promise	surprise	
appear	consider	extreme	increase	occasion(ally)	purpose	therefore	
arrive	continue	famous	important	often	quarter	though	
believe	decide	favourite	interest	opposite	question	thought	
bicycle	describe	February	island	ordinary	recent	through	
breath(e)	different	forward(s)	knowledge	particular	regular	various	
build	difficult	fruit	learn	peculiar	reign	weight	
busy	disappear	grammar	length	perhaps	remember	woman	
business	early	group	library	popular	sentence	women	
calendar	earth	guard	material	position	separate		

Sample Cornerstones summative tests for Reading, SPAG:-

Which **punctuation mark** should be used in the place indicated by the arrow?

"Are we nearly there yet" the children asked excitedly from the
↑
back of the car.

- full stop ☐
- comma ☐
- question mark ☐
- exclamation mark ☐

The plan was **straightforward**.

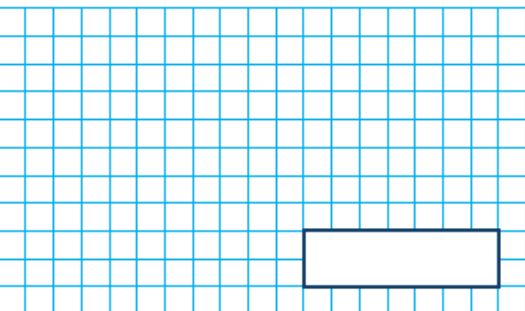
Which word is the closest in meaning to *straightforward*?

Tick **one**.

- uncomplicated ☐
- complex ☐
- intelligent ☐
- inspiring ☐

Maths White Rose Assessment –sample

16 $3\frac{3}{4} + 2\frac{3}{8} =$



1 mark

Louisa uses these digit cards to complete a calculation.

2 5 8

Her answer is a multiple of 3 but not a multiple of 6

Complete Louisa's calculation.

+ ×

What is the answer to Louisa's calculation?

Pupil Progress Meetings - take place every term with the head teacher. The teacher from each class formally analyses the data and produces a simple year group mapping grid for Reading, Writing, SPAG, Spoken Language and Maths to ensure that all pupils (including those in significant groups such as disadvantaged, EAL, vulnerable, SEND or more able) at Tankersley are making appropriate progress and to identify any pupils for specific interventions.

Computing Assessment Books

Pupils keep examples of computing work in a book which they take with them through school to showcase examples of work they have done in areas such as coding and programming as well as other computing work. Purple Mash Folders for each pupil in each class are set up on the network so they can be passed up year on year.

Monitoring of the Curriculum and learning

The Head teacher and Senior Leaders have the responsibility for the leadership of the curriculum and delegate responsibility to key staff:

- The Senior Leadership Team co-ordinate the work of the subject leaders through the school Developing Excellence Plan (DEP) and ensure that the curriculum has progression and appropriate coverage.
- The head teacher and senior leadership team ensure that achievement – attainment and progress in each subject is tracked and that there is appropriate challenge, support and intervention.
- The Governors monitor the success of the curriculum at committee level and at whole Governing Body meetings through the termly Head teacher's report which includes end of year evaluations of action plans. Governors also attend curriculum immersion mornings.
- Teachers make amendments to planning in order to optimise learning opportunities when they arise and to cater for all learners in the class at that time. Teaching staff are encouraged to enthuse the pupils and broaden their experiences through the 'WOW' factor e.g. off-site visits, visitors into school and shared experiences of the wider school community. Pupils' achievements are celebrated regularly in the school through displays in classrooms and shared areas and in school worship where pupils are encouraged to share their knowledge with the rest of the school.

The Head teacher, Senior Leaders and Subject Leaders are responsible for overseeing the quality of the curriculum and this is monitored well through: -

- Carrying out book scrutiny alongside planning and to ensure cross-curricular links are optimised.
- Learning walks throughout school by subject leads.
- Talking to pupils
- Professional development of staff.
- Regular reviews of the curriculum through pupil discussion and open dialogue.
- Making changes to curriculum where necessary.
- Reviewing and monitoring subject action plans.
- Speaking with the pupils about their learning – pupil questionnaires.
- Sending out curriculum information to parents in a newsletter or on the school website.
- Staff coaching.

The Curriculum and working in partnership with parents

We have a range of strategies that keep our parents involved with their child's progress in school as well as our curriculum. Our interactive school website is also a great source of information.

Meetings with parents

During the Autumn and Spring terms, we offer parents an appointment to meet their child's teacher to discuss their child's achievement, progress and attainment in all areas of learning. During the summer term, we give all parents a formal report of their child's progress and achievements during the year. In this report we also identify target areas for the next school year. Parents are given the opportunity to discuss their child's report with the class teacher. In reports for pupils in Year 6, we also provide details of teacher assessments and the results achieved in the national SATS tests. In Y1, parents receive information about the phonics screening and in Y4 outcomes of the multiplication times table check.

Pupils with SEND – parental input

We have a good relationship with all parents of our SEND Pupils and work closely in partnership with them to ensure that their child has full access to our curriculum and that they are making good progress to keep up with peers. Every term, SEND review meetings are held with parents and teachers where individual targets for all SEND Pupils are identified in the pupil's School Focused Plan (SFP). At Tankersley St Peters, we believe it is vital that the teacher, parent, SENCO and child work together on setting targets in learning to support the child in achieving the best outcomes.

EYFS

We offer parents of pupils in EYFS the opportunity to discuss the results of the Foundation Stage Profile and their child's personal 'Learning journey booklet' which is shared with their child's teacher. We encourage our EYFS parents to contribute to this learning journey

Workshops and Newsletters

At Tankersley, we also offer a number of different workshops across the year for parents in key areas of the curriculum. These include Phonics and Reading, Mathematics, Science, Internet Safety, PHSE and SRE. We have a reading afternoon tea for our parents where we invite them into school to read with their child in class and to receive other updates on our reading curriculum. Our parents are actively encouraged to support their child at home in curriculum led projects.

We also keep parents involved and informed about the curriculum through year group newsletters.

EYFS - Curriculum Intent, Implementation and Impact

EYFS CURRICULUM AND STRONG FOUNDATIONS OVERVIEW

Our Early Years setting follows the EYFS Learning and Development requirements as outlined in the latest EYFS Statutory Framework 2026. The EYFS Framework includes 7 areas of learning that development that we must teach. All of these areas are important and interconnected. Three areas known as the Prime areas, are particularly important 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

We also support the children in 4 specific areas which help strengthen and develop the 3 prime areas and ignite the children's curiosity and enthusiasm:

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

The seven areas of learning underpin planning in the Foundation Stage and provide a framework for the learning environment. The Early Years curriculum identifies progress through the ages and stages towards Early Learning Goals within each area of learning. The Early Learning Goals are the established expectations for most children to reach by the end of the Foundation Stage.

All areas of the curriculum are planned for to ensure that children receive broad, balanced, sequential and challenging learning experiences. We believe that the child is at the heart of the planning and assessment process. Children's knowledge, skills, interests and learning styles are assessed in order to plan appropriate next steps.

Nursery and Reception class prioritise communication and language with high quality interactions, sustained shared thinking and the acquisition and extension of vocabulary. Early reading skills and systematic synthetic phonics, as well as pre-requisite skills and early writing are focused upon. An emphasis on progressive and sequential number, numerical pattern and shape learning, as well as fine and gross motor physical development are a priority along with personal, social and emotional development, executive functioning and purposeful play.

EYFS CURRICULUM INTENT, IMPLEMENTATION AND IMPACT

Curriculum Intent

Our Early Years definition of teaching, learning and curriculum

The child is at the centre of our practice and is reflected by the value that we place on children's individual ideas and interests. Teaching is based on observations of what pupils do, say, know and apply as a means to planning effective next steps. Teaching focuses upon children's communication and language, including the high quality adult and child interactions during child-initiated purposeful play and planned sequential teacher led activities. High emphasis is placed on providing a language rich environment, highlighting the important role of the adult in providing this. Quality interactions adults have with children throughout the day, developing back and forth conversations, recasting and echoing back what children say with new vocabulary added, are vital. Practitioners provide commentary and narratives for children's learning, giving them the freedom to explore concepts and feelings in a stimulating and challenging setting. It is here, where strong characteristics of effective learning can be demonstrated and further developed. Prime and Specific learning areas are holistically interwoven through meaningful enquiry questions to support pupils' curiosity and acquisition of key knowledge, skills and concepts. Adults use planned direct teaching opportunities to build all children's prerequisite and foundational knowledge and skills, enabling them to thrive. Children are encouraged to recall and reflect, so that they can learn from experiences, make new links and develop their intrinsic motivation. Adults support children to make connections by showing genuine interest, offering encouragement, providing commentary, clarifying ideas and using open-ended possibility language to move children's learning on. We know that this 'in the moment' teaching builds children's language effectively and supports their progress. Adults assess when to encourage, show, demonstrate, explain, question and model concepts, skills, language and learning behaviours, according to children's needs and the context. The children are provided with continuous and enhanced environments that facilitate schematic development, encourage problem solving, setting and sustained shared thinking, whilst developing resilience, independence and a lifelong love of learning.

Pupils in EYFS have access to a broad and balanced, indoor and outdoor curriculum where activities are carefully planned but are also flexible, to meet the range of children's learning needs and adapting to reflect our school's unique demographic, values and location. There is careful gap analysis and differentiation, based upon a child's stage of development across different learning areas. Careful thought is also given to cultural capital and a range of trips, visitors and other enhancements are part of the EYFS curriculum offer.

Early reading, writing and number skills and their prerequisite skills are explicitly taught sequentially and progressively, at carpet times and during adult led sessions. Time is given for the children to revisit and recap. These foundational skills are practised by the children in the continuous and enhanced Nursery and Reception class provisions. RWinc phonics, our Writing Continuum and related guidance documents, Launchpad for Literacy and NCETM Number planning comprehensively detail the steps of progression that children need to make and staff use them to find children's gaps and next steps. These specific areas of learning are detailed further in the Implementation section. At Tankersley St Peters it is our intention that all of our pupils will achieve a Good Level of Development (Includes all of the Prime Area and Literacy and Maths ELG's). It is our intention for all our children to be competent, fluent readers by the end of KS1. We are resolute in our intention that all pupils will learn to read and any pupils who need support in this, will get additional help through our school catch up Read Write Inc programme.

Our curiosity approach includes an open-ended enquiry question each half term in Nursery and Reception class, with linked vocabulary. Practitioners seek to establish pupils' prior knowledge and interests to determine the sequence and pathways of learning and to allow practitioners to check what

knowledge and skills children have embedded. As part of this process, pupils' home learning experiences are interwoven using a range of strategies such as the 'Home/School chatterbox' project, 'Home created Proud Clouds,' 'Wow moments,' 'Home Learning books' and parental drop in sessions. Children take part in self and peer reflection, using 'Feeling fans' in Nursery and building to self and peer assessments in Reception class. This helps children to be more focused on their own learning needs.

Development Matters, Characteristics of Effective Learning, children's interests, home learning and the needs of our class groups and communities, provide contexts for our planning of a sequenced curriculum throughout Nursery and Reception. Planning is tiered and knowledge and skills are built upon within and between Nursery and Reception classes. Our curriculum provides children with the continuous provision (*e.g. sand, water, mark making areas*) and enhanced environments linked to our EYFS curriculum. Our provision encourages problem solving along with ambitious use of vocabulary and rich group interactions, to achieve sustained shared thinking.

Our Tankersley EYFS Overarching Vision

At the end of EYFS, our pupils will have good independence skills and the ability to express and regulate their emotions in a range of contexts. They will be articulate and critical thinkers, with curious minds in relation to the world around them. The children will have solid foundations in all areas of the curriculum, including literacy and numeracy, on which to build in future years.

Our EYFS Curricular Goals

By the end of EYFS pupils will be able to:

- Use a broad vocabulary to support daily conversations and 'Say a aloud' before writing, using language as a vehicle for learning.
- Use their fine motor skills to independently fasten and unfasten zips and buttons.
- Explore the past and present by asking and answering a variety of questions.
- To move with co-ordination, balance and spatial awareness during physical activity.
- Plan, draw, cut, stick and evaluate one of their creations.
- Be mathematical thinkers, who can spot patterns and recall number facts.
- Create, tell and perform their own story.
- Find awe and wonder through the exploration of their own interests and the environment.
- Use a comfortable pencil grip (mainly tripod) to form accurate letters and numerals to 9.
- To write simple sentences (using correct letter formation), which can be read by themselves and others.
- Have a love of stories, rhymes and books and be able to talk about them.
- Show understanding and regulation of their own feelings and feelings of others.

Special Educational Needs and Inclusion:

Our EYFS setting ensures high ambitions for all of our learners, including disadvantaged pupils and those with special educational needs or disabilities (SEND). It is important to ensure early identification of children who find some areas of learning challenging, so that adaptive teaching strategies and interventions, to help them, can be put in place as soon as possible. Children on the SEND register have a School Support Plan or an EHCP Monitoring plan, both of which are written by the child's current teacher in consultation with the SENCO, parents, support staff and the child. The plans include a One Page Profile with outcomes, smart targets and provisions for individual children. Support plans are annotated by all staff working with the child and review meetings are recorded on them. There are three SEND Review meetings a year with parents, the child and class teacher. Annual review meetings are also attended where a child has an Education Health Care Plan. Outside agencies work in

partnership with the SENCO and Early Help meetings provide additional learning and multi-agency support where needed.

Equal Opportunities

We endeavour to raise children's awareness of themselves as individuals and their relationships with others and the outside world. This means questioning our own practice and encouraging the children to question and challenge their practice too. We design our curriculum with equity at its core, purposefully removing barriers so that every child, regardless of their background, identity, or starting point, receives the tailored support and resources they need to thrive, achieve and realise their full potential. We are committed to an equitable education, recognising unique individual needs and deliberately allocating resources and adaptations so that all learners have an equal opportunity to succeed.

British Values and Global learning

We promote British values in our setting, through our ethos and through a range of cross-curricular activities. These include celebrating British occasions and through teaching kindness, self-control, respectfulness to others and empathy. These are reflected in our 'Christian Values.' As part of this learning, children develop mutual tolerance through the understanding and respect for different cultural and religious beliefs, learning about their similarities and differences. Being part of a 'Global School,' benefits children in the EYFS as they are part of an outward looking school community, with a rich and varied curriculum.

Curriculum Implementation

The seven areas of learning are covered in the implementation of our EYFS planning:

- Long term planning- This is a one year cycle of Enquiry questions for Nursery and Reception class, using 'Development Matters' curriculum guidance, to create predictable interests and topics that provide vehicles for coverage of the curriculum. It remains flexible according to children's needs and interests. Trips, visitors and parental involvement/workshops are also mapped out. There is also Long term planning for PSED-using the '1 Decision' programme, Maths-NCETM, the RWInc progression documents and the Writing Continuum documents.
 - Medium term planning - This half-termly planning is organised under the seven areas and activity objectives/ideas are progressive and sequential. They take into account children's developmental stages and interests, with Global, British Value and Cultural Capital links. There is also an RE medium term plan for Nursey and Reception class.
- Long and medium term planning takes account of curriculum intent, implementation and end points, ensuring a smooth progression between sequences of learning within and between topics and between Nursery and Reception classes. Nursery has one year cycle medium term planning but with extra linked challenges for children who are ready to deepen and extend their learning.
- Short term planning - This includes weekly plans, showing adult direct teaching and focus activities, continuous and enhanced provision planning for child initiated and practitioner supported learning. It takes into account children's progress and any learning gaps to address. This planning shows regular activities, daily focus and learning intentions.

Areas of Learning

Personal, Social and Emotional Development

There are three aspects of the PSED area of learning: Self Regulation, Managing Self and Building Relationships. These aspects are threads running through daily life in the Early Years setting. Our Christian Attribute beads are used in class to celebrate children's kindness and self-control and we develop children's dispositions, social skills and resilience through a variety of teaching and learning methods. These include circle time, in the moment problem solving, adult/peer modelling, sharing of experiences through imaginative play, stories and oral activities. The children in Nursery and Reception classes enjoy Animated stories and Dilemma Drops as part of their '1 Decision' learning programme. It allows them to consider the consequences of good and bad choices. Anti-bullying, Internet safety, safeguarding and reflecting diversity are all part of the learning in PSED along with children knowing the factors that support their health and wellbeing (e.g toothbrushing, sleep routines and sensible screen time). The weekly lunch time 'Stay and Play' group (run by F1 and F2 teachers) is a flexible social, communication and interaction/nurture session, meeting the needs of pupils who may need extra small group or 1:1 time with their teacher. It facilitates understanding, naming and expression of feelings and focuses on taking turns and sharing in playful contexts. Children's independence skills are regularly practised, such as attending to own toileting, hygiene and dressing needs. Children are taught about ways to keep healthy and safe through practical activities and '1 Decision' learning.

Communication and Language

There are two aspects of the Communication and Language area of learning: Listening, Attention and Understanding and Speaking. These aspects are integral to all interactions, acquisition of knowledge and sustained shared thinking throughout the EYFS. They involve active listening, understanding and speaking skills in a range of contexts and for different purposes. The children have plenty of daily opportunities to practise and apply their oracy skills through play and adult led sessions. Teaching and learning methods include 'Show and Tell' with question and answer times, adult/peer modelling, Kagan and Oracy structures. E.g Talking partners, Hot seating and Down the Line strategies. The Curiosity Cubes in Nursery and Reception class, encourage children to use possibility language and build upon each others responses, developing back and forth conversations, leading to sustained shared thinking.

Role-play and interest led explorations are encouraged to develop vocabulary, understanding and acquisition of deeper knowledge. The Victor Vocabulary board is used in Nursery and Reception class to highlight new ambitious vocabulary along with the class big book of words. We pre-teach half termly focus vocabulary by sending it home for families to explain and use in conversations. A Nursery and Reception class home/school Chatterbox project also takes place once a year, which highlights and provides fun conversational skill practise for the children, their family members and practitioners. Children in Reception class also have a Repeated Read book every week to focus on. This introduces them to ambitious new vocabulary, focusing on active listening, the meaning of words and a range of re-telling and other comprehension skills. In Nursery, children take part in the TWITCH programme, which uses interactive storytelling puppets and shared reading to boost children's language, communication and comprehension skills. There is a focus on children actively listening and understanding what has been read to them and being able to make predictions at various points in a story. Children practise re-telling stories as they apply the new vocabulary that they have learnt and they enjoy developing their own narratives, which are then acted out with friends during their Helicopter story learning.

In our EYFS provision, we understand the importance of children being able to recite a range of rhymes such as those used in our 'Poetry Basket' smart board selection.

Any receptive or expressive language difficulties that children may have are acted upon in a timely manner, with referrals to SALT. Waiting well 1:1 bespoke speech and language interventions are put into place along with other strategies such as staff using reduced language, recasting back correct pronunciations and grammar to children and where needed, intensive interaction and attention autism

intervention 'Bucket Time.' We also use 'Wellcomm' and 'Launchpad for Literacy' to pinpoint individual children's challenges and next steps. Small group social communication and interaction interventions include 'Music Interaction,' and 'Time to Talk.'

Our Early Years Co-ordinator and Reception class teacher is also our school SENCO and she works closely with families and professionals to support children's communication and language skills.

Physical Development

There are two aspects of the Physical Development area of learning: Gross motor skills and Fine Motor Skills, the large scale gross motor movements feeding into children's ability to then develop and use their fine motor skills. These skills are developed and practised in a variety of ways. Gross motor skills are developed through Nursery and Reception classes weekly Line Dancing session, where core strength, balance, bilateral coordination, spatial awareness and agility are developed. The children take part in the Daily Mile to develop strength and physical stamina and both Nursery and Reception class have a weekly P.E session in the hall (Reception class experience gymnastics and apparatus in the hall, including ropes and monkey bars, dance and sports skills sessions). When The EYFS outdoor area offers climbing opportunities for the children on the climbing frame and climbing wall, as well as on the large wooden cubes. Similarly there is a big playground for children to run on and a Jungle gym to move along, balance on, climb on and dangle from.

The outdoor provision rotates between bikes (plus scooters, tricycles and tummy boards) and the physical activity trolley (including hoops, balls, bean bags, bats and small balls, stilts, balancing boards and ribbon sticks). There is also a basket ball net and outdoor water wall painting opportunities.

There are many Fine motor provisions in place, which build progressively between Nursery and Reception class. Our Funky Fingers challenge stations have different fine motor challenges to do e.g screwing different sized nuts onto bolts, using tweezers to pick up small objects, creating patterns using tiny hama beads. All of these particular pinching activities also support and provide prerequisite skills for writing as they help children to pinch as part of the tripod pencil grip (please see the pencil grip information as part of our Writing Continuum in the 'Literacy' area of learning). Playdough discs, stand at malleable materials tables (using e.g playdough, plasticine and clay) are also used in the EYFS to strengthen finger muscles and fine motor skills. Other ways to develop these skills are through cutting and threading activities, supporting children to hold a pencil correctly, drawing and writing for a variety of purposes and audiences (Please see our Writing Continuum, including prerequisite skills in Nursery and Reception e.g Visual, auditory, language and literacy plus other aspects of the continuum such as core strength, pre-writing shapes amongst others. Our EYFS Scribble and Draw a person core skills progression documents also detail progression within and between Nursery and Reception class.

Mathematics

There are currently two aspects of Mathematics: Number and Numerical Patterns, with Shape, Space and Measures being part of the EYFS environment and provision. We understand the close link between mathematical concept acquisition and language use, plus the link between spatial reasoning and number learning.

Our Mastering Number approach involves employing approaches that help children to develop a deep and secure knowledge and understanding of numbers to 5 then 10 and numerical patterns at each stage of their learning. There is a big focus on subitising, counting strategies, cardinality, composition and continuing and creating patterns. Our teaching and learning approaches allow children to explore mathematical concepts and number facts in a range of contexts. These involve direct teaching of the whole class (including maths meetings), group teaching as well as 1:1 practical and problem solving opportunities. Manipulatives and different models are used e.g part, part, whole models, five and tens frames and bar models. These allow the children to look at number concepts and representations in different ways to develop their deeper understanding and flexibility of thought. The children are encouraged to make links and represent their own mathematical learning in many different ways.

Number is taught in a sequential, fun and engaging way, based upon Mastering Number and the NCETM programme of learning in Reception class. Our counting, cardinality, composition and pattern progression planning is part of a developmentally appropriate approach to teaching number, which considers potential misconceptions. Practitioners are proactive in identifying children's learning gaps and put in timely extra practise and interventions to remove those gaps.

Children's embedded concepts, knowledge and skills can be demonstrated and applied through the continuous and enhanced maths provision areas. New number skills and concepts can also be practised in the EYFS continuous and enhanced provisions. Mathematics occurs in all of our daily routines such as self-registration, at the snack station, the calendar, visual timetables, birthday charts and Reception class voting bricks.

The importance that we place on early mathematical foundations is reflected in our Parent/Carer workshop, based upon Mastering Number and developing children's number sense. It is an opportunity for parents and Carers to find out more, learn how to support their children and to join them in practical number and numerical pattern activities.

Literacy

There are three aspects of Literacy: Comprehension, Word Reading and Writing.

Early reading and prerequisite reading skills are integral to our EYFS practice. The teaching of RWInc phonics starts in our Nursery, with environmental sound discrimination, rhyming and producing pure sounds, plus oral blending (Fred Games) e.g "C-a-t, cat" to blend sounds without letters. Nursery focuses on speaking, listening and early picture/ sound links. Their learning then builds up to understanding the letter/sound symbolic relationship (looking at a letter and knowing which sound it represents)-In the Spring term of Nursery before the children start Reception class, RWInc Set 1 teaching begins, introducing the single letter sounds (like *m, a, s, d, t*). In Reception class, the children follow the RWInc 'Strong Start in Reception' planning at first. The children go on to learn all of the complex 44 sounds in the English language and then use these to read phonetically decodable books. The children also develop their sight vocabulary skills. Ongoing and half termly assessments determine the most appropriate RWInc group for the children's current learning needs. RWInc in Reception focuses on pure sounds, oral blending, correct letter formation, Fred finger spelling and rehearsing/holding simple captions then sentences. It also focuses on the transcription skills and handwriting practise.

Alongside this, children are given plenty of opportunities to listen to a range of fiction, non-fiction and poetry books. They have an author focus each term and a lifelong love of reading is instilled through lending libraries, parent reading workshops, paired reading between Nursery and Reception children and Y6 children reading a class story to Reception children.

Children in Reception class also have a Repeated Read book every week to focus on. This introduces them to ambitious new vocabulary, focusing on active listening, the meaning of words and a range of comprehension skills. In Nursery, children take part in the TWiTCH programme, which uses interactive storytelling puppets and shared reading to boost children's language, communication and comprehension skills. There is a focus on children understanding what has been read to them and being able to make predictions at various points in a story. Children practise re-telling stories as they apply the new vocabulary that they have learnt and they enjoy developing their own narratives, which are then acted out with friends during their Helicopter story learning.

In our EYFS provision, we understand the importance of children being able to recite a range of rhymes such as those used in our 'Poetry Basket' smart board selection. Reciting poems and rhymes also gives our children the greatest chance of becoming fluent and confident readers in the future.

There is a close link between oral literacy and writing. Children's experiences and motivations to record through drawing and writing are highly valued in all areas of our EYFS continuous and enhanced provision. Early writing and prerequisite skills are integral to our EYFS practice. We use our Writing Continuum, which details children's progressive and sequential development steps in all strands of writing development, including all of the prerequisite skills that practitioners provide practise in, e.g The Transcription /Physical prerequisite skills include: Physical/Motor skills (gross, fine motor, core

strength, hand/eye co-ordination, bilateral integration, pencil control/pressure and pre-writing shapes), Visual skills (visual attention and memory and visual discrimination) and Auditory skills (Auditory attention and memory and auditory discrimination). The Composition Prerequisite skills include Language/Literacy (Vocabulary, receptive language, composition, high quality interactions, ShREC approach and phonological awareness). Practitioners provide children with learning experiences in all of these areas, to help them along their age/stage developmental writing journey whilst avoiding any learning gaps. Draw a person core skills are also tracked and EYFS Scribble sessions take place to track the children's developing drawing and fine motor abilities, alongside their evolving vocabulary, sentence construction and storytelling skills. This provides a way to monitor progress in these key areas, as well as children's oracy and overall language development over time. In Reception RWInc sessions, composition and transcription skills are practised daily. In our EYFS setting, practitioners use a dictated letter sound, word, caption then simple sentence according to the children's developmental stage, as detailed in our Writing Continuum. Practitioners only expect children to write sounds that they have already learnt in their phonics session. Writing activities can be 1:1, in small groups or whole class at carpet time. Mark making opportunities and experiences to support prerequisite skills for writing can be found throughout our Nursery and Reception indoor and outdoor learning environments. Provocations are used to stimulate curiosity, purposes and audiences for children's writing. Our Helicopter Stories provide a vehicle for children to develop their imaginative writer's voices.

The importance that we place on early reading and writing foundations is reflected in our Literacy Parent/Carer workshops which give Parents/Carers an opportunity to find out more, learn how to support their children and to join them in practical literacy activities.

Understanding the World

There are three aspects of Understanding the World: Past and Present, People, Cultures and Communities and The Natural World. Children's prior knowledge is gained in response to enquiry questions such as 'How do others celebrate?' 'Who helps to keep us safe?' From this, Children's learning and predictable interests are planned. We know that first hand experiences allow children to develop their critical thinking by making links, acquiring new knowledge and being intrinsically motivated.

Children experience a range of learning opportunities linked firstly to themselves and then their families and wider community religions, traditions and cultures. In Nursery, children look at photographs of themselves as a baby and compare to themselves now. In Reception class children's concept of chronology is deepened in the context of ordering their own baby, toddler and 4 year old photographs on personal timelines. The children compare what babies wore in the past, back 'Then' compared to 'Now.' Photographs and objects are used to learn more about the past and Reception children listen to stories about the past. Our EYFS Curiosity cubes provide children with the opportunities to ask questions, look for clues and use possibility language to work out what objects inside the cube could be. Often objects from the past are used in our cubes, to stimulate such thinking and language skills along with new knowledge about the past- back 'Then.'

In EYFS, there is learning on the historical concept of Monarchy and a focus upon the King and his immediate family. There are explorations of Christian, Hindu and Chinese New Year celebrations. The children are encouraged to consider similarities and differences between festivals and cultures through tasting foods, dancing, watching videos and experiencing related fiction and non-fiction books. The Christian Nativity story is brought to life through performances for the school and parents. Reception children experience a Community Diwali workshop where a culmination of their learning is presented alongside family members: creating mehndi hand patterns, Rangoli patterns, decorating hand made diva lamps and tasting Indian foods. The workshop culminates in an Indian dance presentation. During Chinese New Year, Nursery children enjoy being peer tutored by their Reception class friends. There is food tasting, watching the Reception Chinese Dragon dance, listening to them singing a Mandarin New Year Song and looking at the children's Chinese character writing.

In our EYFS setting, the children find out about Remembrance Day; having a grandparent to talk about and show medals from the World Wars. There is poppy art work and poetry, watching video footage of the cenotaph and parade plus taking part in the 2 minute silence.

Children are encouraged to observe, predict, explain and conclude during interactions with their environment. They participate in seasonal activities such as planting vegetables and observing growth, creating winter bird feeders, looking at the effect of temperature changes on ice and testing/choosing suitable materials for a warm/waterproof winter coat. Children enjoy locality studies (including map work and use of Google Earth), broadening out to holiday destinations and further afield to the Arctic and the Tropical Rainforests. They have opportunities to talk about the similarities and differences between weather, plants and animals in different places.

School trips and our Zoolab Rainforest creature workshop bring the children's learning to life with hands on sensory exploration. The children investigate mini beasts and focus upon life cycles. Every year, Nursery and Reception children observe the life cycle of their own class butterflies. We are mindful that exploring nature has many possibilities for children and adults' reflection and spirituality, as well as implementation of our school vision, as we care for plants and animals-looking after God's Kingdom to make the world a better place.

Children have the opportunity to experience a range of technology, including computers, smart boards, I- pads, Alexa and everyday technology. On the computers, children can access Mini Mash, 2 Simple, word processing and google searches. Similarly, the smart board is used as an interactive learning resource for children and a teaching and learning tool. I-pads have a range of age appropriate apps to access and the children can use Alexa to research their own questions and develop knowledge. We understand the importance of programming and give the children opportunities to use programmable toys. Parents and carers are consulted to find out about their child's use of ICT at home. Our setting also follows the guidance for Nursery and Reception children's screen time limit of up to one hour per day (and less is encouraged). We account for the fact that children are likely to access screens at home when allocating times. Internet safety is woven throughout the children's ICT learning and particularly addressed during Internet Safety and Anti-Bullying week.

Expressive Arts and Design

There are two aspects of Expressive Arts and Design: Creating with Materials and Being Imaginative and Expressive. Children enjoy child-initiated learning where they can choose their form of expression to reflect their own thoughts, feelings and ideas in creative ways. Our EYFS continuous and enhanced provisions allow children to use materials and tools independently, to work on their own projects of interest. A range of scissors and other tools and materials are on offer for children to use in our setting. Small world resources in our EYFS provision include figures, wooden artefacts, natural items as well as animals and different settings to encourage open ended explorations. Mini-Me's are also used to encourage children to develop their own narratives, involving themselves in the action.

Role-play areas are set up in Nursery and Reception as part of wider topics and in response to children's interests. Practitioners use drama strategies across the curriculum, as powerful teaching tools, to stimulate children's curiosity, creative thinking and imagination.

Children enjoy using percussion instruments in the EYFS setting and take part in singing (supported by a Sparkyard resource bank of songs) both in class and during worship sessions in the hall. The children also have music sessions and there is singing in Church. Nursery and Reception children take part in Nativity play performances. The children experience dance in different forms for example Indian and Chinese Dragon dancing, creative movement and dance in P.E sessions and line dancing (as part of our EYFS Physical Development project). We are mindful that music and dance have many opportunities for children and adults' spiritual development. Performing Poetry Basket action poems and Helicopter stories develop children's expressive, creative and confident performance skills for an audience. We use Access Art to enhance children's experiences of Art. Each half term has a different Art focus in Nursery and Reception class, to develop the children's skills and creativity in different styles of art e.g collage, observation drawings, printing and painting. Adult focus activities provide the children with

new knowledge, skills and understanding, highlighting different elements of the art and design curriculum. These include malleable activities (clay, play dough, plasticine and gloop), modelling (box modelling and construction kits), drawing and painting (chalks, pencils, crayons, felt tips, charcoal). The children also have the opportunity to study some famous artist's works. Children are encouraged to create props for their role-play and perform songs and poems that they have learnt. Our outdoor stage is a great platform for this. Children in Nursery and Reception class also have opportunities to plan and take part in Design Technology projects across the year. Our projects are supported by Hepp DT services. For example, Nursery children create a hedgehog home and Reception children create a rain gauge as part of their Locality and Rainforest learning.

Characteristics of Effective Learning

Characteristics of Effective Learning are a fundamental aspect of the Early Years Foundation Stage Curriculum. Practitioners reflect on the different ways that children learn. A child's individual learning characteristics will determine the way in which they respond to both the teaching and learning taking place in the environment. The three characteristics of effective learning are embedded in our EYFS practice:

- **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.

Child initiated learning

Children spend time learning through self-chosen activities and purposeful play. Adults facilitate learning in the different areas, interacting with children in ways that ensure that they are consolidating and moving on with their learning. High quality adult Interactions with children encourage back and forth conversations and sustained shared thinking.

Whole class

At certain times in the day, the children come together for some direct, carefully planned, adult led teaching and learning. Specific knowledge, skills and vocabulary are introduced and children's learning behaviours are supported e.g. listening to the teacher, learning as part of a group, discussing with a talking partner. In the EYFS, we follow whole school oracy strategies, including kagan structures and P4C. Whole class sessions often take the form of carpet sessions and are timetabled slots, focusing on different areas of learning.

Small groups

Children often work in groups led by an adult. This increases towards the end of Reception class, preparing children for their transition to Year 1.

The Indoor provision

The indoor Nursery and Reception continuous and enhanced provisions are inviting, well organised and carefully structured to support and provide children with many learning opportunities across different areas of learning. The provisions enable children to access resources and work independently, with activities matched to their learning needs, interests and voices.

The Outdoor provision

Our outdoor provision also provides for a range of learning opportunities, across the 7 areas of learning. Children can explore, create and problem solve, following their own interests and ideas on different scales. The outdoor provision particularly lends itself to developing children's gross motor skills with large wooden cubes and blocks plus other loose part objects to construct with, a climbing frame, including a climbing wall, rope ramp and slide. We alternate between bikes and scooters one day and the sports trolley the next (with stilts, hoops, different sized balls, ropes, bean bags, bats and skittles along with moving tummy boards). There is a mud kitchen, environmental/growing area, water tray, sand pit and trolley, a grassy area with bug hotels, an expressive arts stage and story area as well as mark making areas. These provide opportunities for children to develop a range of prerequisite and foundational skills alongside positive dispositions and attitudes to their learning.

Parents as Partners

At Tankersley St Peters, we believe that parents and practitioners are in partnership, working closely together to support children's progress and achievements in all areas of learning.

We ensure strong relationships between parents and practitioners through:

- Parent and child visits to Nursery as part of the transition offer.
- A summer term Teacher and TA home and/or setting visit to 'new to our EYFS' children and their families, before they start school in the Autumn term.
- A summer Reception class presentation/workshop for all parents of children starting school in September.
- Reception class drop in sessions after school, to discuss individual children's progress, achievements and next steps to work on at home and school.
- Nursery and school e mails, letters and text messages
- Weekly lending library run by a parent in Reception class
- Parent's evenings, send reviews, annual review and Early Help meetings.
- An 'open door' policy where parents/carers are actively encouraged to share ideas, information or any concerns, when they drop children off in the morning or after the school day has finished.
- A Nursery and Reception class half termly newsletter outlining what learning and events are taking place.
- A regularly updated class blog and posts on X.
- Communicating achievements to parents through the use of certificates, positive postcards and comments.
- Encouraging parents to share achievements at home through the use of Proud Clouds, Wow moment slips and home learning books.
- Offering opportunities to attend parent/carers workshops and other events in school such as school concerts, Nativity performances and opportunities to accompany their child on class trips.

Admissions

Children are admitted to Nursery from the age of three. Parents are offered sessions to meet their child's needs. These sessions can be taken as all morning or afternoon sessions, or can be combined together to make full days. When available, additional sessions may be purchased to add on to the five free session entitlement. We offer 30 hour provision.

All children have a right to full time education from September in the academic year in which they are five. Therefore those who have their fifth birthday before the end of August are offered a full time place at the beginning of the previous Autumn Term (September) in the Reception class.

Assessment in the EYFS

Assessments are ongoing, proportionate and used to identify misconceptions and adapt teaching quickly. They place the child's voice at the centre, in order to find out what children know and remember.

Assessments take the form of:

- Long and short observations, some of which are recorded and these are made by practitioners across the seven areas of learning. Practitioners also assess through interacting, having conversations, asking questions and playing with pupils.
- Focused assessments that are planned for and conducted to assess specific areas of learning.
- Informal and more formal assessments of children's progress in early reading, writing and numeracy.
- Children's self and peer assessments on their own and other's learning.

Reception Baseline

All children have a Reception Baseline Assessment that it is completed within the first six weeks of school, for the statutory national progress measure. It assesses early literacy, communication and language plus mathematics skills, knowledge and understanding. To ensure that children are assessed at the optimum time, children's levels of well-being and involvement are considered. Practitioners also assess and make observations linked to Characteristics of Effective Learning and Development Matters in all areas of the Early Years curriculum.

Children have assessments on entry to Nursery and Reception, at the end of every term, including an end of EYFS assessment (end of Reception class) before leaving the Foundation Stage.

End of Reception Early Years Foundation Stage Profile assessment

Children are assessed in relation to whether they are at the expected level or are working towards (emerging) the expected level, for all of the Early Learning Goals. ELGs are end-of-Reception assessment criteria and do not constitute or limit the school's curriculum. The Early Years profile assessment is completed for every eligible child and submitted to the local authority by 30 June.

Children will be defined as having reached a Good Level of Development at the end of EYFS if they achieve at least the expected level in:

- The Early Learning goals in the prime areas of learning (Personal, Social and Emotional development; Physical development; and Communication and Language) plus;
- The Early learning goals in the specific areas of Mathematics and Literacy.

This information is shared with the LEA, parents and Year 1 teachers, to supportively identify next steps and provisions for children. Similarly, children who are at expected levels or above are also discussed.

- Nursery and Reception class have working walls with examples of children's learning and individual clipboards, which show key pieces of learning for that child. Floor books are also used to show assessed learning and to record children's progress and achievements. RWInc work books, Scribble and Draw a Person recordings plus our Writing Continuum are also used to pinpoint the stages of each child's learning. We also use Launchpad for Literacy and The Early Years Development tool to assess and track some children's smaller steps of progress and achievement.

- Termly assessments for all children in Nursery and Reception class are recorded on Juniper Sonar (online tracking system). Practitioners analyse the resulting data grids to create next step action plans for pupils. The trackers are used to monitor and evaluate individual learning, identify gaps and put support in place for individuals and groups of children who need it. They support practitioners to deliver a curriculum that is specific to the children's needs at any given time.

Early Interventions and Wellbeing Group

After assessing and discussing individual children's learning profile, interventions are planned for individuals and groups of children. They are then implemented. We feel that timely early intervention is extremely important in order for pupils to fulfil their potential. Some of our EYFS interventions include Wellcomm, 1:1 speech therapy, Concept/Vocabulary 1:1 time, RWInc catch up, Time To Talk, Music Interaction, Intensive Interaction and Special time plus letter formation, composition and maths groups, focusing on specific skills and concepts. Our 'Stay and Play' sci/wellbeing group is a flexible 20 minute (weekly) dinner time club which follows children's interests, focuses on emotions and PSED skills, whilst meeting children's therapeutic play needs. It can have long lasting positive effects on the pupil's wellbeing during the rest of the day. Children with SEND, disadvantaged pupils and those requiring Early Help, receive timely, adaptive support and appropriate referrals are made to achieve best possible outcomes for these children.

Transitions

We plan a phased entry for children into our Nursery, in order to facilitate a smooth transition. Nursery practitioners endeavour to ensure that individual needs are met, are flexible and take account of information given by parents and by previous settings. Regular meetings between Nursery and Reception staff ensure a common format for planning transition and provision. There is also a sharing of data and information around children's individual needs discussed, between Nursery and Reception staff. Several transition visits for children moving from Nursery to Reception and from Reception to Y1 take place during the summer term. The children spend time in their new class, meeting their new teacher and TA. The children become familiar with routines and expectations. Reception EYFS Profile data and knowledge of each child is shared with Year 1 teachers. A transition photographic booklet about the new class is prepared for Nursery and Reception children to have over the Summer holidays and for children with SEND, a 'New Classroom' photograph booklet is given to them prior to having their first transition visit to their new class.

Curriculum Impact

Our EYFS Curriculum Impact evaluates the outcomes of our intent and implementation. It measures what children have actually learnt, remembered, and achieved. We measure this by:

- **Retention:** Checking what the children know, can remember and apply over time. Nursery and Reception practitioners gain this information by having End of Sequence Sparkle and Knowledge Posters, with topic linked questions. The children's voices are recorded on these sheets, in response to the specific questions asked and children's understanding of key vocabulary is checked.
- **Evidence gathering and monitoring:** Reviewing children's pieces of learning, observations, workbooks, conversations with children and classroom observations are gathered alongside data results. This enables triangulation of the different evidence strands, in order to gain a comprehensive picture of the impact that our EYFS curriculum has had on each child.

Readiness and Transition: Assessing whether our children are well-prepared for their transition to Reception and then Y1. We also have transition meetings involving Nursery, Reception and Year 1 practitioners to discuss bridging end points to support children's transitions.

- **Personal growth:** Practitioners reflect upon children's characteristics of effective learning, including their learning behaviours, attitudes, and personal, social and emotional development. They consider the personal growth that children have made since starting in Nursery or Reception class.

