

*A community that learns, grows and succeeds together.*



## Effective practice - Our Non - Negotiables promise

### *The best for every child*

In our EYFS setting, we provide high-quality teaching through a range of approaches tailored to meet the diverse needs of our children. This includes direct instruction in small groups and whole-class sessions, as well as timely and targeted interventions. These strategies are designed to ensure that all children, regardless of their starting points, are supported to reach their full potential.

Our free-flow provision enables children to make independent choices in their learning, allowing them to explore, investigate, and build on their own interests. This autonomy supports the development of critical thinking, language acquisition, and social interaction, particularly for children who are new to English or speak English as an additional language. Practitioners are highly responsive, engaging in high-quality interactions that extend learning and promote the use of rich, purposeful language across all areas of the environment.

We place a strong focus on improving outcomes for children who are disadvantaged, boys, and those learning English as an additional language, as assessment data shows these groups may require additional support to make expected progress. Carefully planned interactions with target groups and individuals enable us to reinforce and deepen learning introduced during direct teaching sessions. This approach maximises children's opportunities to revisit, practise, and embed new knowledge and skills in meaningful and varied contexts.

We have high expectations for all learners, including those with special educational needs and disabilities (SEND). We work in close partnership with families and external professionals to ensure that support is tailored to meet individual needs. We recognise the importance of early identification and swift, appropriate intervention in making a significant difference to children's learning and development.

Our curriculum goals reflect our ambition for all children to develop as confident communicators, independent thinkers, active learners, and engaged citizens. We aim to nurture enthusiastic readers, expressive writers, curious explorers, capable mathematicians, talented tool users, imaginative designers, proud performers, and physically confident individuals. These goals support each child in forming high expectations for themselves and in developing a lifelong love of learning.

### High quality care

We encourage and challenge children to develop independence in managing themselves, offering responsive interactions and targeted support where needed to ensure every child becomes as self-reliant as possible. Our approach fosters the development of positive learning behaviours, including feeling valued, building connections with others, and becoming confident communicators and active learners.

We place great importance on the role of experienced staff throughout the entire day, including during lunchtime, recognising the value of consistent, skilled adult support across all aspects of the school day. Children are taught to express their emotions and manage their personal needs with increasing independence, supported sensitively by adults when necessary.

We aspire for all children to become kind, empathetic friends and responsible, compassionate citizens. Our curriculum goals are designed to promote self-awareness, emotional literacy, and personal development, forming the foundation for confident, well-rounded individuals.

### Our Curriculum

We design and deliver an ambitious, knowledge-rich curriculum that sets high expectations for all children and ensures clear progression throughout the Early Years Foundation Stage (EYFS)—beginning in nursery and continuing through to the end of the reception year.

Our school has a high proportion of children for whom English is an additional language (EAL), including many who are new to English (NTE). In response to this, we place a strong emphasis on developing early language and communication skills across all areas of learning.

We implement a systematic phonics programme that provides children with a secure and consistent understanding of phoneme–grapheme correspondence. This structured approach enables all children—including those learning English as an additional language—to make strong and meaningful connections between sounds and letters, laying a solid foundation for early reading and writing. Phonics is taught with fidelity and rigour, and learning is reinforced through daily practice, repetition, and purposeful application within a rich and supportive language environment.

To meet the needs of our diverse cohort, we prioritise time for high-quality talk, active listening, questioning, and sustained shared thinking. Carefully planned opportunities for language development are embedded throughout the curriculum, enabling children to revisit and consolidate key concepts while building confidence in using spoken English. Our emphasis on vocabulary acquisition and oral language ensures

that all children—regardless of their starting point—are well supported to access the curriculum and make strong progress in communication, literacy, and beyond.

Children's interests are respected and skilfully woven into our planning to spark engagement, extend thinking, and deepen learning. Provision is thoughtfully designed to offer both child-initiated and adult-guided experiences, supporting the development of essential knowledge, skills, and dispositions for learning. Play is purposeful and challenging; children are encouraged to persevere, practise, reflect on their learning, and strive for personal excellence. We plan deliberately to ensure children experience a rich variety of real-life, meaningful contexts for learning. These experiences, alongside responsive teaching and reflective practice, ensure that every child is well-supported to thrive and succeed.

### *Pedagogy*

Every child is recognised as a unique individual, with the potential to become a confident communicator and capable learner. At our school, we understand and celebrate the rich diversity of our community, with children coming from a wide range of cultural and linguistic backgrounds and representing many different countries. This diversity enriches our learning environment and informs our inclusive approach. We are committed to supporting the development of language, knowledge, skills, and effective thinking, ensuring that all children—regardless of their starting point—are empowered to achieve their full potential.

High-quality provision, underpinned by well-planned teaching and key learning themes, ensures that our curriculum is broad, balanced, and engaging. We place a strong emphasis on language development, literacy, and mathematics, while also drawing upon wider learning opportunities linked to local, national, and global events. This integrated approach helps children make meaningful connections with their learning environments and fosters the development of positive learning behaviours.

Our pedagogy is underpinned by a deep understanding of early childhood development and the belief that high-quality interactions, purposeful play, and carefully planned adult-led learning are central to securing strong outcomes for all learners. Our curriculum is shaped to inspire curiosity, foster resilience, and promote a love of learning from the very start.

We recognise that children progress at different rates and respond to different approaches. As such, we adopt a flexible and responsive pedagogy, adapting our teaching to meet individual needs. Providing more targeted support or emphasis on specific approaches for some children can have a significant and lasting impact on both progress and attainment.

Our strong ethos of continuous improvement is evident through:

- Encouraging children to refine their ideas by speaking in full sentences, enriching their vocabulary, and improving their work—by editing, re-building, or re-drawing.
- Ongoing staff training, professional dialogue, and a shared commitment to collaborative learning among both staff and children, which together promote a culture of reflection and high expectations.
- Regular, targeted interventions for children with speech, language, and communication needs, supported by continuous professional development to enhance staff expertise.
- Additional adult-led support through small group or one-to-one interactions for children who find social communication more challenging.
- Valuing strong partnerships with parents and carers, recognising that open and ongoing dialogue enables a shared understanding of each child. These relationships support continuity between home and school, fostering effective learning and a secure foundation for children to thrive.

### Assessment

We observe, listen to, and record children's achievements across all areas of the curriculum. By sharing these observations with both children and their parents or carers, we foster meaningful conversations about each child's strengths, how they respond to challenges, and the ways in which they communicate their learning journey.

Reflective assessment allows practitioners to offer timely, in-the-moment support, identify further learning opportunities for groups, and reinforce newly acquired knowledge and skills.

Our use of the online journal Tapestry enables us to document and share children's experiences and achievements with their families and colleagues. It provides a valuable platform to demonstrate how we recognise and celebrate all areas of progress, while also identifying 'next steps' in a child's learning journey, where appropriate. We actively encourage parents and carers to contribute to their child's learning journal, promoting a collaborative approach to development.

Moderation of judgements among staff, and in partnership with parents, helps us to better understand what children know, the pace at which they learn, and their individual areas of strength.

We use Development Matters as a key assessment framework to support our understanding of children's progress in relation to age-related expectations at key points throughout the year. For children with special educational needs and disabilities (SEND), the SENIT Developmental Journal further informs our assessment and planning, enriching the ways we can appropriately challenge and support each child. In mathematics, the NCETM Progression Summaries guide both our assessment and planning processes.

### Self regulation and effective function

We actively support the development of children's executive function through high-quality teaching, carefully planned learning experiences, clear routines and expectations, and responsive adult guidance.

Practitioners play a key role in promoting children's self-regulation, positive learning behaviours, and their ability to express thoughts and feelings effectively. This is achieved by:

- Purposefully engaging in children's play to enrich learning, with professional judgement about when adult involvement enhances the experience and when it may hinder it.
- Modelling effective learning behaviours and fostering a positive, collaborative ethos across the class or cohort.
- Celebrating children's resilience, motivation, determination, curiosity, and ability to work with others.
- Offering nurturing, individualised support whenever it is needed.

A particular focus is placed on enabling all children to confidently communicate their ideas, emotions, and needs, to share what they know, and to ask questions.

We recognise the critical role adults play in supporting children's understanding of expectations and emotional development. Close partnership with families enables us to develop a deeper understanding of how children interpret their experiences and express how they feel.

### Partnership with parents

We place great importance on building strong, positive relationships with parents and carers from the very outset of our involvement with families—whether during the

planning phase for a child's nursery start, throughout their nursery experience, during transition into Reception, or across the Reception year itself.

Effective communication with all families is a key priority, and we use a range of approaches to ensure information is shared clearly, consistently, and accessibly.

We maintain regular, universal communication with parents and carers at the beginning and end of the school day. In addition, we share weekly updates via the school newsletter on Class Dojo, respond promptly to individual messages, and provide regular posts on Tapestry—both individual and group-focused—to keep families informed and engaged in their child's learning journey.

We also offer information workshops and parent consultation meetings throughout the year. Our open-door approach ensures that families feel welcome and supported at all times, and that opportunities for collaboration are always available.

